ZHAW School of Management and Law

MSc Business Administration Major Public and Nonprofit Management

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Formative evaluation of the vocational skills development programme Sangira in Rwanda

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Master Thesis

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Winterthur, 15.06.2023

Management Summary

Despite the economic progress that has followed the genocide in Rwanda in 1994, 46.5% of the population in 2021 is still living in poverty. 67% of the population is under the age of 25, and these young people account for 70% of the unemployed. This leads to poverty, low levels of education and few job opportunities, a situation exacerbated by rapid population growth and increased informal employment. Established in 2021, Sangira provides marginalised Rwandan youth in the rural area of Nyamasheke with market-relevant vocational training and internship placements in the hospitality industry to improve their employability and livelihoods. As with any programme, it is important to evaluate its efficiency, effectiveness, impact and alignment with its intended objectives. This thesis is a first step in this direction. Through a formative programme evaluation, this thesis aims to examine various aspects of the Sangira programme using a triangulation of qualitative and quantitative data collection methods in the form of a beneficiary survey, expert interviews and a field visit.

The author developed and analysed Sangira's Theory of Change, which serves as a roadmap outlining activities, expected outputs, intended outcomes, programme objectives, as well as assumptions underlying the framework. The integration of monitoring and evaluation activities aligned with the Theory of Change framework enhances the evidence-based decision-making process of the programme. To evaluate Sangira's performance, key output indicators were identified that provide measurable criteria for assessing the programme, such as enrolment rates, beneficiary satisfaction and increased beneficiary knowledge. Another critical aspect is the determination of whether the Sangira programme is adhering to its intended intervention activities. This thesis identifies gaps and areas for improvement, such as addressing school accessibility, equipment shortages or the need for more practical skills training. Research suggests that these are necessary factors for the successful implementation of vocational education training programmes. Overall, Sangira is delivering its planned activities, but would benefit from addressing the identified challenges.

Understanding programme beneficiaries is another critical aspect of programme evaluation, to ensure the relevance and inclusivity of Sangira's interventions. This thesis examines the demographic characteristics of Sangira's beneficiaries, including their socio-economic background, employment and personal situations. Sangira reaches a group of beneficiaries with no significant gender gap, and most have completed secondary education. Consideration should be given to the high number of beneficiaries living far

from the programme site, possibly through boarding facilities. By gaining insight into the beneficiary profile, Sangira can tailor its interventions to address their specific needs and challenges. This thesis also looks at beneficiary evaluations, including satisfaction with trainers, training atmosphere and personal growth, which are important in assessing programme effectiveness and overall experience. The feedback shows positive perceptions, indicating high levels of beneficiary satisfaction and willingness to recommend the programme to others. In addition, this thesis explores how beneficiaries perceive their employability at the end of the programme. Most report improvements and expressing their aspirations to pursue careers in the hospitality sector or to set up their own businesses.

This thesis contributes to the literature on the evaluation of vocational training programmes in the specific context of Rwanda. Through an analysis of the beneficiary survey and the results of the expert interviews, it provides insights into areas of strength and areas for improvement. The findings highlight the contribution of Sangira in equipping beneficiaries with practical skills, promoting personal development and increasing their employability. The effectiveness of the programme can be enhanced by incorporating feedback from beneficiaries, strengthening the link between theoretical and practical skills training, and building stronger relationships with industry partners to keep up to date with labour market needs. According to various studies in the field, these are necessary conditions for a sustainable vocational training programme. At the same time, the formative evaluation highlights the need for further research to assess the long-term impact of the programme on employability and earning levels. Overall, the Sangira programme has the potential to contribute to the economic empowerment of individuals and the reduction of unemployment in Nyamasheke.

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List of Acronyms and Abbreviations

CBC	Careers Building Consultants
DDS	District Development Strategy
IFRC	International Federation of Red Cross
ILO	International Labour Organization
LFA	Logical Framework Approach
MoU	Memorandum of Understanding
MoV	Means of Verification
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
NPO	Non-profit Organisation
NST	National Strategy for Transformation
RQ	Research question
RWF	Rwandan Franc
SDC	Swiss Agency for Development and Cooperation
SQ	Sub-question
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
USD	United States Dollar
VET	Vocational Education and Training
VSD	Vocational Skills Development

1 Introduction

This chapter briefly outlines the purpose of this thesis, the problems associated with the topic and the research gap that this thesis contributes to closing. It also outlines the research objectives and questions and presents the detailed structure of the thesis.

1.1 Problem Definition and Research Gap

The youth demographic of Africa is growing rapidly, which has the potential to drive economic growth and increase productivity (African Development Bank Group, 2016). Unfortunately, most of Africa's youth currently lack reliable economic prospects due to high unemployment rates. This has serious negative consequences for young people, including poor living conditions, poor future prospects and social instability. Reducing unemployment is a top priority in developing countries, with the accumulation of relevant knowledge and skills being emphasised as crucial in this process (World Bank, 2012). Thus, the failure to create employment opportunities for young people represents a missed opportunity for growth and for raising the standard of living of the population (Almeida et al., 2012). A similar situation can be found in Rwanda, where 67% of the population is under the age of 25 and accounts for 70% of the unemployed (M. P. Blimpo & Pugatch, 2020, p. 7). In rural areas such as Nyamasheke, young adults in particular face challenges in establishing a stable livelihood and making a smooth transition from school to formal employment (Ndagijimana et al., 2018). Due to a lack of education, practical skills and employment opportunities, more than 60% of young people in Nyamasheke between the ages of 18 and 23 have to either leave the district in search of better opportunities or are unemployed (Republic of Rwanda, 2018). Sangira - Friends of Rwanda (hereafter referred to as Sangira) aims to address this challenge. Sangira is a Swiss-founded vocational training school that, in partnership with a Rwandan partner, provides vocational hospitality training to disadvantaged youths in Nyamasheke. As education and employment are both a determinant and key indicator of living standards (Grosh & Glewwe, 2000, p.31), Sangira aims to successfully integrate young people into the labour market, thereby improving their employability and livelihoods.

Since the 1990s, the importance of such development programmes has increased, leading to greater attention and increased monitoring by various stakeholders (Micah & Luketero, 2017). As the sector continues to grow, a significant amount of literature has been published on the topic (Mitchell & Berlan, 2018, p 430). Programmes that rely on donor funding, such as Sangira, are under pressure to demonstrate their effectiveness in

addressing development issues (International Federation of Red Cross (IFRC), 2011). Planning, monitoring and evaluation play a critical role in the success, but smaller organisations such as Sangira struggle with the up-front investment required for these tasks. The programme started with its first cohort of students in September 2022 and has not yet established appropriate performance monitoring tools with clearly defined indicators and data collection methods. This includes the assessment of activities and outputs, as well as overall programme implementation, beneficiary needs and satisfaction. This is necessary to ensure the achievement of desired outcomes, the overall success of the programme and the continuation of donor funding (IFRC, 2011).

1.2 Research Objectives and Research Questions

The primary objective of this thesis is to provide Sangira with a knowledge base of its programme implementation and beneficiary body. This will serve as a basis for informed decision-making and programme effectiveness (Swiss Agency for Development and Cooperation (SDC), 2023). The practical approach is to provide actionable recommendations for Sangira, guide its programme improvements and provide a support document for donors (Wolk et al., 2009). While there is existing literature on vocational education and training (VET) in similar settings, this thesis is unique in that it focuses on Sangira and its specific context. It does not provide a comprehensive review of VET programmes in developing countries, nor does it cover the impact evaluation of Sangira. This paper fills an existing gap by contributing to formative programme evaluation, highlighting the need for a results-based monitoring and evaluation (M&E) system to be implemented at Sangira. While financial performance is an integral part of VET programmes and M&E, it is important to note that this thesis does not include a financial analysis (Blattman & Ralston, 2015). This is due to the early stage of the programme, with the first cohort not yet fully completed, and the uncertain financial planning during the research phase.

This thesis will be guided by the research questions (RQ) explained hereafter. The two main research questions are broken down into meaningful sub-questions (SQ).

RQ 1: What is the Theory of Change for the Sangira programme?

SQ 1: Which indicators are most relevant for assessing the output performance of the programme?

SQ 2: Does the programme deliver its activities as planned?

The primary focus of this thesis is to examine the fundamental elements of the Sangira programme, beginning with the development of a Theory of Change (ToC) (RQ 1). The reason behind this approach is that effective programmes need to integrate an M&E system to track programmes results, which can be summarised in a programme ToC (IFRC, 2011). It serves as a critical tool for establishing clear links between inputs and outputs, thereby providing a framework for evaluating programme activities and their outcomes (Fässler & Studer, 2018). It also provides a structured framework for understanding the intended impact of the programme and the steps required to achieve it. This thesis aims to develop concrete and measurable output indicators that will provide quantitative data to assess Sangira's output as part of M&E (SQ 1). By defining relevant indicators, this thesis aims to provide an understanding of the implementation and achievements of the programme. These output indicators can be used by Sangira to assess its performance in the future. Furthermore, this thesis focuses on the implementation of the Sangira programme activities and explores the challenges encountered during the practical and theoretical skills training of the first cohort between September 2022 and March 2023 (SQ 2). The thesis excludes the three months internship period that will take place after the data collection phase. The primary focus was on implementation challenges and experiences during the specified time frame.

RQ 2: Who are the beneficiaries of the Sangira programme?
SQ 3: From the perspective of the beneficiaries, how do they assess their experience?
SQ 4: Do beneficiaries rate their employability higher after completing the programme than before?

Research question two focuses on the demographics of Sangira's students. This information provides valuable insights into the characteristics and backgrounds of participants, enabling Sangira to tailor its programme to better meet their needs and improve their employability prospects. A self-administered online survey was used to assess student satisfaction and gather feedback on the programme (SQ 3). This feedback serves as a valuable source of information for improving the programme and identifying areas that need attention. By actively seeking student perspectives and incorporating their suggestions, Sangira can improve its effectiveness and ensure that it remains aligned with beneficiary expectations. This thesis also aims to evaluate the effectiveness of the programme by assessing student perceptions of their improved employability and increase in hospitality knowledge gained after completing the programme (SQ 4).

1.3   Procedure and Structure

This thesis was approached from two main angles: the theoretical approach, which included a review of the relevant literature, and the empirical field research, which collected primary data from programme beneficiaries and programme experts.

The first chapter contains an introduction that describes the background of this thesis, the problem definition and the research gap. It also presents the objectives and research questions that guided the thesis. The second chapter presents the literature review, where important terms and definitions are explained. It briefly reviews the literature on VET programmes in developing countries and explains the significance of VET in the Rwandan context. An introduction to impact evaluations and M&E in development programmes is provided and Sangira as the object of the thesis is presented. The third chapter outlines the research design and the data collection process. It explains the operationalisation of the variables and the selected output indicators, the design for each research method, the data collection procedures and the methods used to analyse the data. Chapter four focuses on data analysis and presents the findings of the qualitative and quantitative research. It also discusses the quality criteria for this thesis. Chapter five critically reviews the findings and interprets the data collected. It reflects on the research questions and the methodology used and critically discusses the implications and limitations of this thesis. The sixth and final chapter concludes with a summary of the findings and suggestions for further research.

2   Theoretical Framework

The purpose of this chapter is to review existing research in the field of VET programmes, to provide background information on different evaluation approaches, and to provide definitions to set the scope of this thesis. It primarily focuses on relevant research related to the formative evaluation of the Sangira programme. The theoretical foundation of the research justifies its purpose and supports the data analysis section in Chapter 5.

2.1   Central Terms and Concepts

This chapter highlights key terms and definitions used, which are explained according to the author's understanding. The aim is to provide a sound theoretical basis for the thesis and a broad understanding of the topics covered therein.

Development vs. Change

The SDC (2023) points out that development and change are related but not interchangeable concepts. While change refers to any alteration in a system, environment or situation, development aims to bring about sustainable and positive changes in societies, economies, and environments. According to the African Development Bank Group (2016), understanding this distinction is crucial for effective, sustainable, and equitable interventions in development programmes. Effective development requires not only achieving intended change for the better, but also contributing to that change. Participatory approaches to planning for development and change, as emphasised by Buchanan-Smith et al. (2016), are essential. However, planning for change is challenging due to the complexity and dynamics of real life. Simplifying concepts by reducing complexity with tools such as ToCs is necessary to develop, discuss and agree on ideas about development and change.

Efficiency vs. Effectiveness

According to the OECD-DAC criterion (2007), both efficiency and effectiveness are important considerations in evaluating the performance and impact of development interventions. Efficiency refers to the economic use of resources and inputs (such as funds, expertise and time) in relation to the results achieved. It focuses on how effectively inputs are transformed into outputs through activities. Effectiveness, on the other hand, measures the extent to which the objectives of a development intervention are achieved. It takes into account the overall achievement of objectives. Effectiveness can be assessed at different levels, including outputs, outcomes and impacts.

Theory of Change vs. Logical Framework Approach

Theory of Change (ToC) and Logical Framework Approach (LFA) are two planning concepts commonly used in the development sector to design, implement and evaluate programmes. While both tools have similarities, there are important differences between them. According to Stein and Valters (2012), a ToC is a tool used to visually represent the underlying assumptions and causal pathways that link programme inputs and activities to desired outcomes and impacts, with a focus on achieving change. It involves developing a shared understanding of the change process, required actions and indicators of progress through stakeholder engagement and collaborative reflection. ToC diagrams illustrate the components of the programme and the broader context in which it operates (The World Bank Group, 2018). In contrast, the Logical Framework Approach (LFA) takes a more analytical view and focuses on defining programme objectives, activities, outputs, outcomes and associated indicators (Carman, 2010). It is typically presented in a tabular format known as a Logframe (Clark & Anderson, 2004).

For the Sangira programme, the author chose to develop a ToC because it offers greater flexibility and adaptability to changing circumstances (The World Bank Group, 2018).

Formative Evaluation vs. Impact Evaluation

Formative evaluation and impact evaluation are two types of evaluation. Their focus and the types of data they collect are the main differences between them. Formative evaluation examines how well a programme is implemented and whether it follows the planned approach (Compass, 2023). It collects quantitative data on programme inputs, activities and outputs, such as the number of beneficiaries reached and amount of resources used. The purpose of formative evaluation is to determine the efficiency of the programme and to identify implementation problems early so that they can be addressed before they become significant problems. On the other hand, impact evaluation it is a more rigorous evaluation which assesses the impact of the programme and determines whether it has achieved its intended objectives and contributed to the desired change (IFRC, 2011). The aim of impact evaluation is to determine the effectiveness of the programme by focusing on changes in the target population, such as changes in knowledge, behaviour or income status.(The World Bank Group, 2018).

2.2 Evaluation in Development Programmes

According to the SDC (2023), development programmes are generally perceived as interventions that help to address a problem in order to achieve change. In recent years, there has been an increase in the importance of development programmes and as a result, an increase in attention and concern about their performance from a range of stakeholders, including development programme practitioners, governments, citizens, donors, policy makers and academics (Micah & Luketero, 2017). As the size and scope of the sector continues to grow, a considerable amount of literature has been published on the subject (Mitchell & Berlan, 2018). One of the main reasons for this is that many programmes rely on donor funding and donors, like other stakeholders, want to know the efficiency and effectiveness of this funding in addressing development issues. This emergence of a performance-based contracting culture between donors and development organisations has created a condition for accountability (Carman & Fredericks, 2008). As the development organisations are largely dependent on public funding to pursue their goals, organisational sustainability becomes a business requirement - to remain financially stable, they must be responsive to their donors. As a result, there is a growing expectation that development programmes demonstrate efficiency, effectiveness and sustainability. This has led organisations to intensify their M&E efforts and to incorporate measurable indicators. Specific tools such as the Theory of Change have been used to meet these demands (Ahmed, 2004).

Carman and Fredericks (2008, p.52) highlight that Non-profit Organisation (NPOs) often have conflicting views on evaluation, perceiving it in three different ways: as a resource drain and distraction; as an external, promotional tool; and as a strategic management tool. The authors suggest that these different perspectives on evaluation can create tensions and challenges within the organisation, as they may prioritise one perspective over others or struggle to find a balance between them. There is a concern that the emphasis on M&E practices and demonstrable results may overshadow the actual outcomes and impacts of development programmes. However, several studies confirm that there is now increasing pressure on development organisations to demonstrate the impact of their programmes. As a result, there is an increasing emphasis on measuring not only outputs, but also outcomes and impacts of activities (IFRC, 2011). Balancing the need for accountability and resource allocation with the desire for organisational learning and improvement is therefore crucial for effective evaluation in development programmes.

Impact Evaluation

According to the OECD-DAC criterion (2007), the definition of impact encompasses the broader effects of a programme, taking into account different dimensions such as social, economic, technical and environmental impacts. Impact measurement examines outcomes at different levels, including individuals, gender and age groups, communities and institutions. It recognises that impacts can be intended or unintended, positive or negative. Impacts can be at the macro level, affecting whole sectors or industries, or at the micro level, affecting households and individuals. Furthermore, impacts can be short term or long term, taking into account the time frame of the changes observed (Buchanan-Smith et al., 2016, p.357). In essence, according to Dr Rom & Dr Kistler (2022), an intervention achieves impact if it leads to a change in behaviour, beliefs or other outcomes that would not have occurred had the intervention not been implemented. This is determined by establishing a causal relationship between the programme activities and the observed outcomes through the use of a comparison group that has not been exposed to the programme, thus creating a randomised counterfactual (Bertrand et al., 2009). This rigorous approach allows for a more accurate understanding of the impact of the programme and the extent to which it contributed to the observed changes (Micah & Luketero, 2017). Due to their complexity and the resources they require, impact evaluations are generally not used as a day-to-day management tool for programmes (Fässler & Studer, 2018). They are more commonly used as external evaluation tools, providing valuable information to guide future development programming, make informed decisions, and measure the effectiveness of interventions. Instead, other types of evaluation, such as a formative evaluation, are more appropriate for actionable programme management and for timely decision-making (IFRC, 2011).

Formative Evaluation

It is essential for programmes to focus on the success of implementing activities and delivering services (SDC, 2017). In this regard, formative evaluations are valuable as they are conducted during programme implementation and evaluate inputs, activities and outputs. In contrast, summative evaluations are conducted at the end of programme implementation to assess outputs and effect on specific outcomes (Nieuwenhuis & Hughes, 2005). Figure 1 outlines the different types of evaluation during programme implementation and indicates where efficiency, effectiveness and impact are measured. Although there is inconsistency in the use of different terms across studies, the IFRC

(2011) suggests that formative evaluations are process evaluations that focus on the extent to which the programme adheres to planned activities. They do not directly attribute results to programme activities, but provide valuable insights into operations, outputs and programme implementation by identifying discrepancies between the planned and actual implementation (Bertrand et al., 2009). It is therefore a useful tool for this thesis in assessing the implementation of the Sangira programme.
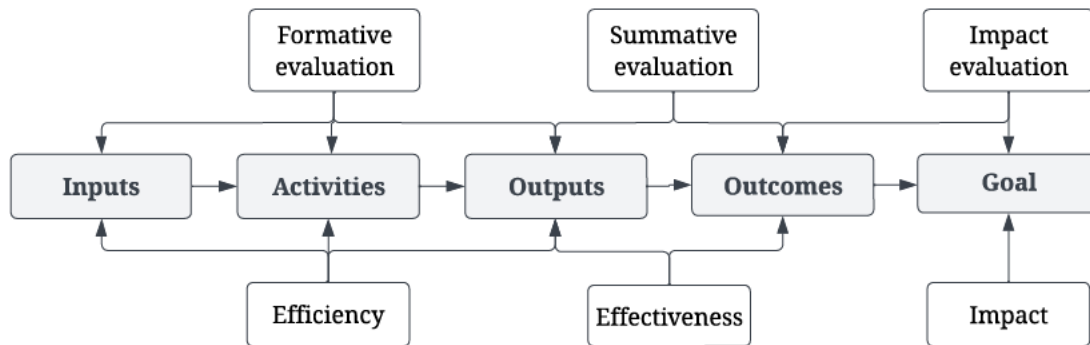
Figure 1: Types of evaluation in development programmes (author's illustration based on IFRC (2011))

Monitoring and Evaluation

M&E are two related programme management processes that are recognised as essential components of development programmes. They are driven by a performance-based culture that emphasises measurement and accountability (Krishnan, 2017). The main difference is the timing and focus of the assessment (IFRC, 2011). Monitoring involves the ongoing collection of data for evaluation which includes the comparison of programme inputs and outputs during the implementation of activities, with a focus on tracking programme efficiency (Masudi, 2015). Monitoring alone does not establish a causal relationship between programme activities and observed results (Bertrand et al., 2009). Evaluation, on the other hand, involves assessing the effectiveness of an intervention and progress towards long-term objectives which may include monitoring activities (United Nations Development Programme, 2002). It is carried out at specific points in time, aims to explain discrepancies identified during the monitoring process and ensures that the programme remains relevant (Masudi, 2015).

Monitoring progress against targets and indicators is critical for development programmes to effectively address underlying problems and allocate resources efficiently (Australian Aid & Market Development Facility, 2014). By closely monitoring programme implementation, M&E can provide valuable information to decision-makers, enabling them to assess the suitability of the programme for their specific context which

is crucial for a sustainable intervention (IFRC, 2011). The involvement of the target group in programme M&E is essential to empower them and foster a sense of ownership. It is therefore an indispensable tool throughout the programme life cycle, facilitating a continuous flow of data and feedback for programme design and effective implementation. As development programmes become more people-centred, intangible processes such as participation, capacity building and empowerment have become increasingly important. However, defining, measuring and reporting on concrete results can be demanding in this context. One of the challenges is to attribute results solely to programme performance, taking into account the influence of external factors. To measure development effectively, it is therefore important to recognise and address the complexity of the programme context and to prioritise the M&E process from the start of an intervention (Carman & Fredericks, 2008). In order to do this, development programmes use approaches such as the LFA or ToC to break down this complexity and to establish a causal relationship between programme activities and desired results (SDC, 2023).

2.2.1 Theory of Change

The ToC is a practical tool for formative evaluation and M&E practices, as it is a structured, reflective and iterative process that guides the different stages of programme evaluation (SDC, 2017). It serves as a roadmap, outlining the why, what and how of interventions to achieve its objectives and desired impacts by condensing complex realities into a manageable framework of inputs, activities, outputs, outcomes and impacts (Brown, 2020, p.46). It provides pre-determined targets in the form of underlying assumptions and measurable indicators that support the evaluation of programme design and M&E processes (Krishnan, 2017). While there is no universally accepted definition of the ToC, it is generally understood as a way of conceptualising change and illustrating the causal relationships between activities, desired outcomes and impacts (Vogel, 2012). Visualising the ToC is essential for effective communication with stakeholders, fostering a shared understanding of how the programme will achieve its intended results.
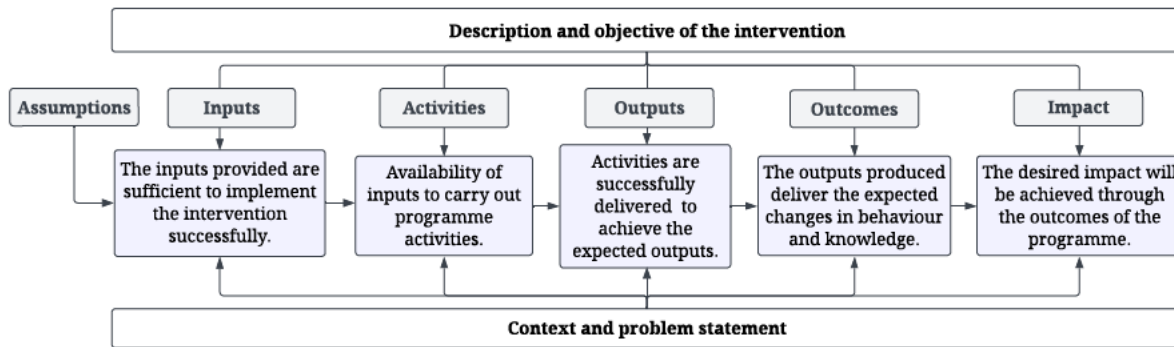
Figure 2: Components of a Theory of Change (author's illustration based on SDC (2019))

The ToC components visualised in Figure 2 are described hereafter (Fässler & Studer, 2018):

Inputs: Resources which can be defined as financial, physical or human capital used to carry out an intervention. Examples are funding, staff, equipment or policies that define the objectives and direction of services.

Activities: The specific actions which are undertaken in the achievement of the programme's objectives. Activities are usually linked to specific inputs and can be carried out by programme staff or by programme beneficiaries.

Outputs: Immediate results which are directly related to the programme intervention and are under the control of the organisation. As they are the tangible products of the programme activities, they are relatively easy to measure (Benjamin et al., 2022). They are a necessary condition for achieving outcomes and include elements such as the number of beneficiaries trained or the percentage of beneficiaries who completed a programme.

Outcomes: Are typically divided into medium- to long-term results of programme activities and outputs. They measure changes at individual (e.g. increased knowledge), institutional (e.g. household or organisation) or sectoral (e.g. health or education) level. Outcomes are a necessary condition for achieving programme impact and objectives.

Impact: The overall effect of the programme, both positive and negative, that is produced by an intervention (directly or indirectly) on the target population or community. Impacts are typically the long-term changes that result from activities and outcomes and may be intentional or unintentional.

Assumptions: These play an important role in the success or failure of a programme, but are factors beyond the control of programme implementers. There are different types of

assumptions in a ToC, which include contextual assumptions (related to the operational context of the programme), behavioural assumptions (related to the behaviour of stakeholders and timelines) and causal assumptions (related to how activities directly lead to results in the ToC) (SDC, 2017). According to Stein and Valters (2012), assumptions are considered necessary conditions for change to occur. Incorrect or incomplete assumptions, or insufficient exploration of the underlying assumptions, can lead to less effective programmes (The World Bank Group, 2018). It is crucial to identify assumptions at the beginning of the programme and to develop a plan for collecting data to assess the accuracy of the assumptions, so that they can be adjusted in the programme design (Rom & Kistler, 2022).

A ToC should be used in a flexible and adaptable way in order to encourage critical thinking and facilitate communication between stakeholders and donors (Stein & Valters, 2012). It is a mutual reflection on the relevance of the intervention, allowing programme staff, stakeholders and beneficiaries to influence how change happens and what the intervention contributes, which should ultimately lead to a better and shared understanding (SDC, 2017). The use of a ToC is now required by many donors in development programmes as it serves as both a process and a product for programme design, implementation, M&E and communication.

In this thesis, Sangira's ToC is used as a guiding framework for data collection, rather than as evidence itself. The definition of evidence and the inclusion of beneficiary perceptions is an ongoing discussion (Stein & Valters, 2012). According to Vogel (2012), triangulation of data from different sources, including academic research, programme evaluations, existing literature and stakeholder experience, is crucial for the development of a representative ToC. Different funders have different approaches, with some emphasising rigorous evidence evaluations and others relying on ToCs for their conceptualisation and narrative (Brown, 2020). Bridging the gap between these approaches requires an understanding of the role of evidence in ToCs and the value of different types of evidence, including formal research and lived experience.

2.3 Vocational Skills Development in Developing Countries

Young people around the world face significant challenges in the labour market, making them one of the most disadvantaged groups. According to the International Labour Organization (ILO) (2020), in 2019 young people aged 15-24 were three times more likely to be unemployed than adults. The problem is particularly severe in low- and middle-income countries, where young people often end up working in the low-paid

informal sector (ILO, 2019). Youth unemployment is attributed to a mismatch between the skills possessed by young adults and those required by the labour market (Bier et al., 2020). As a result, addressing the challenge of youth unemployment and promoting decent employment through vocational skills development (VSD) has become a key policy priority for governments and international donor organisations (Stöterau et al., 2022). Vocational education and training (VET) interventions have been recognised as an important policy option to improve labour market outcomes for youth outside the formal education system (Ndagijimana et al., 2018). They are based on the assumption that youth unemployment is primarily due to a lack of specific and relevant skills that can be taught and acquired in a relatively short period of time (Blattman & Ralston, 2015; McKenzie, 2017). However, VET often faces stigma and negative perceptions as it is seen as inferior to academic education, leading to lower enrolment rates (Neil & Kuppuswami, 2020). Lack of awareness among parents and students about the benefits and opportunities of VET hinders participation in such programmes.

Several studies confirm that VET interventions that primarily target young people outside the formal education system are more effective than school-based VET (Choi et al., 2019). The aim is to equip young people with a comprehensive set of skills and support mechanisms that go beyond classroom learning and technical skills to enable them to succeed in the labour market and increase their employability and earning potential (Stöterau et al., 2022). They may also provide additional components such as soft skills, business skills, employment services, subsidised job opportunities or entrepreneurship initiatives. The fact that the World Bank and its client governments invested close to USD 1 billion per year in such training between 2002 and 2012 is an indication of how important such interventions are perceived to be by the public (Blattman & Ralston, 2015). However, a review by McGrath and Lugg (2012) highlights a significant gap between what policymakers believe about VET and the evidence from research. VET interventions are often funded on the basis of political will rather than a strong evidence of impact. While recent studies have provided new evidence, there are still limitations in existing research on the effectiveness of youth-focused training interventions, particularly in low-income countries (International Initiative for Impact Evaluation (3ie), 2022). McKenzie (2017) concluded that VET in developing countries has a promising impact on employment, although the overall effects tend to be modest.

A meta-analysis of the impact of VET interventions on youth labour market outcomes suggests that combining classroom and workplace training is more effective than either approach alone (Stöterau et al., 2022). Classroom-based training is good at providing generic skills, while workplace-based training provides job-specific skills, resulting in a balanced mix of immediately productive and sustainable skills. However, much of the literature on VET tends to overlook these distinctions (Choi et al., 2019). Another factor with an impact on the effectiveness of VET interventions is the involvement of non-public actors in the design or delivery of programmes (Stöterau et al., 2022). This is consistent with the increasing policy emphasis on aligning training programmes with private sector demand. However, there is a lack of consensus among researchers on the impact of privately delivered training on employability, and the effects tend to be modest and diminish over time.

Schueler (2016) found that existing research on VET has mostly focused on social returns and cost-benefit analyses at the firm level, examining the impact on business performance. However, there is a lack of consistent evidence when it comes to assessing the private returns to VET at the individual level, including employment opportunities, earnings and career progression (Choi et al., 2019). While VET is thought to improve employability and earnings, empirical studies investigating these private returns are limited and often yield inconsistent results. The effectiveness of VET programmes can vary depending on factors such as the quality of training, the support provided to beneficiaries and the alignment with labour market needs (Ndagijimana et al., 2018). Blattman & Ralston (2015) highlight the importance of matching VET subjects with employment, as the acquisition of job-specific skills and work experience helps to establish closer links with the labour market and improve career prospects, especially for marginalised groups (International Initiative for Impact Evaluation (3ie), 2022). The provision of relevant training and work-based learning opportunities is hampered by limited cooperation between VET institutions and industry (ILO, 2020). Regular assessment of labour market needs and involvement of industry partners in programme design can ensure that the skills taught are relevant and meet industry requirements (McGrath & Lugg, 2012). Inadequate resources, outdated equipment and inadequate teacher training further undermine the quality of VET and are challenges often encountered in developing countries, limiting its effectiveness in providing practical and up-to-date skills.

Strong M&E systems play therefore a critical role in the success of VSD programmes as they demonstrate its efficiency. However, the cost-effectiveness of VET remains uncertain (McKenzie, 2017). Blattman & Ralston (2015) show that the impact of such programmes on employment and earnings is modest, and the costs often outweigh the income gains. The World Bank and the Government of Rwanda (2020) suggest that capital-centred programmes may be more applicable and cost-effective for a significant proportion of the population who aim to be engaged in self-employment. This highlights the importance of M&E in the design and implementation of VET. Identifying factors that may limit their effectiveness can improve programme outcomes, increase young people's employability and maximise their impact (International Initiative for Impact Evaluation (3ie), 2022). By addressing these areas, VET can contribute to sustainable development and economic growth, particularly in developing countries.

2.3.1   Vocational Skills Development in Rwanda

Rwanda's youth population presents both opportunities and challenges. While a young population can contribute to economic productivity, high youth unemployment rates hinder their ability to find productive employment (Ndagijimana et al., 2018). In Rwanda, despite gains in formal education, 70% of youth aged under 25 are unemployed and 72% of employed youth work in family businesses or are self-employed, often in low-productivity activities in the informal sector (Blimpo & Pugatch, 2020). This has become a pressing issue as a growing number of young people leave school with limited job prospects (African Development Bank Group, 2014). This transition from school to the labour market is a critical stage for young people (Page, 2012). In response, the Government of Rwanda has placed a high priority on skills development through Technical and Vocational Education and Training (TVET). The aim is to increase employment opportunities and stimulate economic growth (Republic of Rwanda, 2008). In Rwanda, the provision of VET has historically been limited to those who are primary school drop-outs or graduates (Republic of Rwanda, 2008). However, there has been a significant policy shift with the government's decision to extend VET opportunities to those who have completed nine years of basic education (World Bank, 2016). Efforts have been made to align TVET programmes with the needs of the labour market, with a particular focus on sectors such as construction, manufacturing and tourism (Republic of Rwanda, o. J.). This ensures that the skills being taught are in demand by employers, thereby increasing the chances of young people finding meaningful employment. In addition, Rwanda has made significant changes to its curriculum, adopting a more

interactive and student-centred approach to learning (Blimpo & Pugatch, 2020). The focus is on equipping students with the skills and competencies needed to succeed in the labour market. Recognising the limited relevance of skills acquired through general education and traditional vocational training, the Rwandan government is actively supporting the establishment of TVET schools. These institutions aim to bridge the skills gap by providing practical learning experiences that directly prepare students for employment. By easing the transition from education to work, these initiatives address the mismatch between the skills young people possess and those required by employers growth (Republic of Rwanda, 2008).

While there have been notable achievements in this area, there are still several areas that require attention and improvement. A major challenge is the limited and inequitable access to vocational training, which results in disparities between different population groups. This limited access is a particular constraint in key sectors of the economy where there is a shortage of skilled labour, thereby limiting overall economic development. Another challenge is the low employability of TVET graduates. Many graduates face difficulties in finding suitable employment due to a mismatch between the skills they have acquired during their training and the demands of the labour market (Ubfal & Brudevold-Newman, 2021). This employability gap hinders their successful integration into the labour market and undermines the potential benefits of TVET. Collaboration between TVET institutions and the private sector needs to be strengthened to ensure programme relevance and provide work-based learning opportunities through their involvement in training initiatives. National strategies, such as Vision 2050 and the National Transformation Strategy (NTS), highlight the importance of skilled workers in sectors such as tourism and services, and emphasise the need for effective training programmes that are aligned with industry needs (Ndagijimana et al., 2018; Republic of Rwanda, 2018). Furthermore, different researchers highlight the importance of addressing the quality of VET programmes, which requires attention to limited resources, outdated equipment and inadequate teacher training (Republic of Rwanda, 2008; World Bank, 2016; Blimpo & Pugatch, 2020). The curriculum should focus more on providing students with relevant entrepreneurial skills and practical knowledge to improve their prospects in the labour market. Comprehensive reforms to Rwanda's VET system have been therefore implemented to address these pressing challenges, to ensure that graduates have the skills and knowledge to meet industry standards and to promote equal opportunities for all.

2.4 The Sangira Programme

Sangira (which means "to share" in Kinyarwanda) is a Swiss association that partners with an existing hospitality training provider in Rwanda. Sangira was founded in 2021 with the aim of providing marginalised young people from the rural area of Nyamasheke, aged 18-33, with market-relevant vocational training as well as internship placements in the hospitality sector. The ultimate aim is to help these young people access dignified jobs in the sector. The programme is well integrated into the local community and benefits from the support of the National Ministry. Figure 3 shows a map of Rwanda with neighbouring countries, highlighting the location of the Sangira programme.

Figure 3: Sangira location in Nyamasheke, South-West of Rwanda (World Bank, 2016)

Sangira Switzerland plays a crucial role in the programme - handling finance, fundraising activities, marketing and concepts. Sangira's local training provider and partner organisation, Careers Building Consultants Ltd (CBC), plays a key role in programme and curriculum implementation and stakeholder management. CBC provides capacity building in the hospitality sector as well as a large industry network for graduate placements upon completion of the programme. The training at Sangira is delivered by experienced trainers employed by CBC. The collaboration between Sangira and CBC ensures a participatory approach that responds to the needs and priorities of beneficiaries

(United Nations Development Programme, 2009). Henceforth, references to Sangira will refer to the local Sangira team under the supervision of CBC.

2.4.1 Problem Definition

The rural district of Nyamasheke in southwestern Rwanda faces many challenges that hinder progress and development. One of the most pressing issues is extreme poverty, defined by the SDC (2023) as the lack or loss of a sustainable livelihood. This affects 39% of the Rwandan population, with Nyamasheke having an overall poverty rate of 62% and extreme poverty rate of 39.2%, the highest in the country (Republic of Rwanda, 2018). This dire situation exacerbates the cycle of poverty, making it difficult for families to break free. Another problem facing the district is teenage pregnancy. Rwanda has a fertility rate of over five children per woman and many children are born to teenage mothers (Republic of Rwanda, 2018). This exposes them at much greater risk of extreme poverty. The high rate of teenage pregnancy is linked to the lack of education and employment opportunities for young people in the area (Alcid, 2014). The ILO (2019) reports that the majority of Rwandans living in poverty rely on subsistence agriculture or the informal economy, which often does not provide adequate work. Figure 4 shows that the proportion of young people in Rwanda who are not in education, employment or training increased from 4.7% in 2014 to 31.0% in 2020.
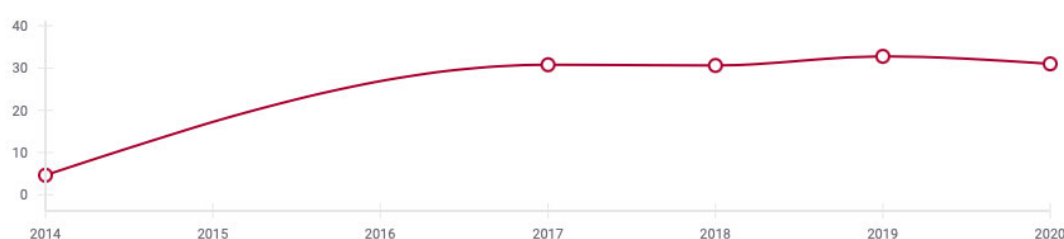
Figure 4: Share of Rwandan youth not in education, employment or training by gender and age (%) (United Nations, 2023)

In Nyamasheke, the lack of opportunities contributes to a high poverty rate (Republic of Rwanda, 2018). Factors such as inadequate and incompatible skills, few vocational training facilities, limited accessibility and cultural biases further exacerbate the situation of unemployment (Neil & Kuppuswami, 2020). A major challenge in the area is the lack of VET institutions (Republic of Rwanda, 2018). As shown in Figure 5, Nyamasheke has only 14 government-recognised vocational schools in the district, and only two of these offer courses related to hospitality. The Kagano area, where Sangira is located, is

particularly lacking in vocational schools. The nearest one is 30 km away from Sangira, as shown in Figure 6, a distance not easily covered by young people without a car or who often cannot afford public transport. The lack of opportunities limits the prospects of young people and drives them to seek training and employment in larger towns. These circumstances reinforce existing inequalities and hinder sustainable and inclusive economic growth (Neil & Kuppuswami, 2020).

Figure 5: Existing accredited VET schools in Nyamasheke district (Esri, 2023)

Figure 6: Existing accredited VET schools in Kagano (Nyamasheke district) (Esri, 2023)

Nyamasheke is surrounded by natural beauty, such as the scenic Lake Kivu or the famous Nyungwe National Park with its chimpanzees and is a popular tourist destination which contributes significantly to Rwanda's economy. The promising tourism potential of Nyamasheke has attracted the attention of numerous investors who recognise the huge opportunities for growth and development in the district (Republic of Rwanda, 2018). Despite its tourism potential, the area is hampered by a lack of skilled labour and inadequate infrastructure, facilities and services, resulting in low tourist arrivals and limited stays.

2.4.2   Problem Solution Plan

The objective of the Sangira programme is to enable young women and men from Nyamasheke, including those with disabilities, to improve their employability and access the labour market. To address the skills shortage in the area, Sangira provides comprehensive support through classroom instruction, practical training and internship placements in the hospitality industry (Schendel et al., 2013). This approach is supported by research which suggests that well-designed and market-relevant training programmes can lead to positive outcomes such as higher earnings and increased employment

opportunities (Page, 2012). The goal is that, upon programme completion, beneficiaries will be employed in quality jobs in the hospitality sector and will be able to generate an adequate income which will contribute to improving their livelihoods (Neil & Kuppuswami, 2020). Livelihood opportunity, which refers to the ability to earn a living, is a broad term that includes both formal and informal work opportunities (Garcia & Jean, 2008). While an increase in livelihood opportunities does not always translate into a higher income, it can help young people improve their situation in a number of ways, for example by increasing job satisfaction or improving their perception of their working conditions compared to before (Alcid, 2014).

Providing VET with recognised certification: The Sangira programme is closely aligned with Rwanda's National TVET Plan, which aims to extend technical and vocational education and training to all districts. This strategic alignment is in line with the Sustainable Development Goals, which recognise the importance of TVET in addressing youth unemployment (United Nations Educational, 2017). The Sangira programme operates within Rwanda's dual vocational training system, which is particularly important given the country's prevailing preference for university studies over vocational training. This preference poses challenges for graduates in finding suitable employment opportunities (Garcia & Jean, 2008). The Minister of TVET emphasises the importance of increasing the participation of secondary school graduates in TVET and entrepreneurship programmes to meet the growing demands of the labour market. By completing the Sangira programme, graduates receive a certificate in their field of specialisation, which significantly improves their prospects of entering the labour market with relevant skills and qualifications.

Alignment with Rwanda's development strategy: Sangira recognises the importance of aligning its objectives with those of the Rwandan government in programme implementation. By prioritising this alignment and harmonisation, Sangira ensures that its activities and results are in line with the broader objectives and priorities set by the government. This approach promotes synergy and coherence between Sangira and government initiatives, leading to more effective and impactful programme implementation (SDC, 2023). The Sangira programme also aligns with Rwanda's national strategy, Vision 2050, which emphasises the growth potential of tourism and service sector. The National Skills Audit identified a skills gap in the tourism and hospitality sector, indicating a growing demand for skilled workers in these industries (World Bank, 2016, p7). Furthermore, Rwanda's National Transformation Strategy outlines the

country's priorities, with Nyamasheke district aiming to become a hub for trade, tourism and agricultural processing (Republic of Rwanda, 2018). The Nyamasheke District Development Strategy (DDS) follows the national strategy and focuses on developing the hospitality and tourism sector as a key driver of economic growth. The aim is to create a significant number of decent and productive jobs each year to support economic development. By focusing on tourism, the sector can become more competitive and attract skilled professionals. Establishing a dialogue between the public and private sectors will help ensure that training programmes, such as Sangira, are aligned with the needs of businesses in the tourism industry (Agence de Francaise de Developement, 2023). According to Ndagijimana (2018, p.1), a major determinant of youth unemployment in Rwanda is the low relevance of skills acquired in general education and VET. Recognising this challenge, the Government of Rwanda has supported the establishment of TVET schools to bridge the skills gap and align skills development with labour market needs (Output 67 in DDS, Appendix 1). Sangira contributes to it by promoting vocational training for young adults in Nyamasheke, with a focus on women (Output 1 in DDS, Appendix 1). By enhancing their knowledge of entrepreneurship and equipping them with theoretical and practical skills in the hospitality sector, the programme aims to empower students to start their own businesses within the district, thereby contributing to local economic growth (Output 3 in DDS, Appendix 1).

2.4.3 Programme Intervention

Sangira has developed a nine-month programme specifically for individuals with limited academic background and minimal experience in the hospitality industry. The curriculum is delivered over a six-month period through four hours of daily classes, providing essential hospitality skills. The training includes theoretical and practical classes held in a rented school complex in Kagano and in the school restaurant. Students also undertake a three-month full-time internship in local hotels and restaurants to apply and develop their skills. The programme emphasises the development of professional and soft skills, including public speaking, teamwork and conflict resolution. The first cohort of 136 students, 53% of whom are female, was accepted from over 360 applications. After the deduction of drop-outs and some student who withdrew due to university scholarship awards, the breakdown of students per course in cohort 1 is shown in Table 1.

Course	Enrolments per course
Culinary Arts	43
Food & Beverage	32
Housekeeping	21
Front Office	24

Table 1: Course type and enrolments per course

Selection procedure: The selection process for the Sangira programme involves several requirements and criteria. Applicants must have completed 12 years of education, although only 20.7% of youth population in Rwanda meets this criterion (USAID, 2023). In addition, they should have a sufficient level of English as the training is conducted in English. They should also demonstrate a passion for the hospitality industry in their interview process. Other criteria considered include attitude, willingness to learn, clean appearance and family support, particularly for beneficiaries who have to travel long distances (often more than 1.5 hours each way on foot) to attend the school. Levels of poverty and responsibility are also taken into consideration, with preference given to female applicants and single mothers. The preference for women is supported by research suggesting that VET programmes with post-training work placements have more positive outcomes for women than for men (Blattman & Ralston, 2015). In addition, government regulations require the acceptance of a small number of students with disabilities which Sangira adhered to with on student with a disability, which Sangira complied with by admitting one student with a disability (Republic of Rwanda, 2018).

Training delivery: The language of instruction is English and lessons are delivered through a combination of PowerPoint presentations and classroom teaching. The school follows government curriculum standards and incorporates CBC's hospitality curriculum to meet the needs of hotels in Rwanda. As of March 2023, online training facilities are not yet available at the school due to poor internet connectivity. As a result, conventional teaching methods are used, with students listening and taking notes on what the trainers are explaining in order to impart theoretical knowledge.

Complimentary courses: Vocational skills alone are not sufficient for successful employment and overall development, especially for disadvantaged young people. Sangira recognises the importance of soft skills for success in the labour market and incorporates soft skills training such as English proficiency, problem-solving, teamwork, job-search strategies and long-term planning (Mercy Corps, 2009). These transferable

skills are crucial as companies struggle to find workers with adequate soft skills. In addition, incorporating knowledge of the students' soft skills can improve the effectiveness of job matching (Ubfal & Brudevold-Newman, 2021).

Internship placements: Internship placement involves working with hotels and restaurants to identify job opportunities and place students with the possibility of future employment. Sangira has signed 13 Memorandums of Understanding (MoU) with hotels and restaurants across Rwanda, which have agreed to take the students as trainees for a period of three months, providing them with food but not with accommodation or a salary. The hotels are interested in partnering with Sangira because it is an opportunity for them to identify future employees and talents, reducing the time spent searching for and selecting staff (Walker & Uraguchi, 2016).

2.4.4 Sangira's Theory of Change

The purpose of this chapter is to address research question one *What is the Theory of Change for the Sangira programme?* Sangira's ToC serves as a framework for analysing the design of the programme and evaluating its implementation, such as the extent to which planned outputs are produced with given inputs (Crawford, n. d., p.225). Sangira's ToC is a roadmap that explains the intervention and how it will achieve the desired outcomes. Stein and Valters (2012) argue that an evaluation-focused ToC can be prospective (designed from the beginning of a programme) or retrospective (undertaken at the time of evaluation to understand what has supported practice). The author's approach was to develop Sangira's ToC at the time of the formative evaluation, to test it during the qualitative and quantitative data collection and field visit, and then analyse and adapt it accordingly. This chapter provides a summary of the components of the Sangira ToC, building on the information presented in a previous chapter.

Problem statement of intervention: The 'why' component of the ToC is an understanding of the underlying causes of the problem and the precise problem, with its explicit outcomes and impacts that the intervention seeks to address. In Sangira's context, these are: high unemployment, few post-secondary opportunities, few TVET schools in the area, few employment prospects, limited income opportunities and underdeveloped infrastructure. A comprehensive analysis of the context and an assessment of the needs and prospects of the beneficiaries is required, which was the subject of the problem definition in chapter 2.4.1. A beneficiary survey, as a quantitative data collection method, allows for a description of the student body and an assessment of their needs.

Objective of intervention: The 'what' component refers to the objectives of the programme and the intervention it intends to implement. This has been described in more detail in chapter 2.4.2. Brown (2020) suggests that the theory of how to get from the current situation to the desired situation should be developed and supported by evidence. Hence the development of measurable and clear indicators to support Sangira's M&E (SDC, 2019). The ToC for Sangira envisioned that the intervention would increase the level of employability and employability of young people in Nyamasheke, thereby improving their long-term livelihood outcomes (Alcid, 2014). This articulated ToC is supported by research showing that employability skills lead to increased employability and productivity (The World Bank, 2010, p.13). In addition, Sangira provides skills certification through the award of an accredited TVET certificate to successful graduates. This is important as skills certification has become an important mechanism for employers in Rwanda to ensure quality (The World Bank, 2010, p.17).

Visual representation of Sangira's ToC: The 'how' component specifies the inputs, activities, outputs and outcomes required to achieve the desired impact, influenced by the internal and external assumptions (Rom & Kistler, 2022). In the context of Sangira this is supported by a visual representation in Figure 7. It is important to note that the ToC presented reflects the situation during the implementation of the first cohort of the programme. Regular reviews and adjustments will be necessary to ensure the continued relevance and effectiveness of the programme and its ToC.

Formulating assumptions: Sangira's ToC is used as a tool to help reduce the complexity of reality. One way of bringing the complexity back into reflection is to consider implicit assumptions. The development of Sangira's ToC involved a contextual analysis, and in particular the identification of potential risks. Risks are external factors that have a negative impact on the programme, while the transformation of risks into positive statements are assumptions (SDC, 2023). For Sangira's ToC, the author has made explicit assumptions that have an impact on the entire ToC and thus on the conditions that need to be in place for the programme to be implemented successfully.

Objective: *Provide Nyamasheke's youth with professional vocational hospitality training and successfully integrate them into the labour market, improving their employability and livelihoods.*

Assumptions	Inputs	Activities	Outputs	Outcomes	Impact

Assumptions

Sangira's understanding of the problem-solution plan is in line with the government strategy and meets labour market needs.

Beneficiaries are interested in acquiring new knowledge in the field of hospitality.

Beneficiaries are motivated to pursue a career in the hospitality industry.

Beneficiaries attend practical and theoretical skills training.

The school is accessible to the beneficiaries for daily attendance.

Technical malfunctions do not interrupt the training delivery.

Availability of motivated & qualified trainers.

Availability of industry partners to employ trained students on completion of the programme.

Industry partners are experienced in working with beneficiaries as interns.

Employers invest in internships as valuable learning opportunities, rather than a source of free labour.

Gender equality & inclusion of beneficiaries with disabilities is maintained.

Communities in Nyamasheke are supporting their members to enrol in Sangira.

Government bureaucracy does not cause delays.

The government continues to support youth education and the VET sector.

Sufficient funds available to ensure continuation of the programme.

Inputs

Concept

Curricula

Equipment

Management & Trainers

Infrastructure

Financial Resources

Stakeholder Management

Activities

Reaching out to potential beneficiaries

Selection interviews & recruitment of beneficiaries

Theoretical & practical skills training in four hospitality curricula

Soft skills training for beneficiaries

Providing a safe and secure training environment

Beneficiary assessment for internship placement

Matching beneficiaries with industry partners for internships

Award beneficiaries with TVET certificate after successful programme completion

Placing beneficiaries in employment and helping to develop careers

Industry partner identification & collaboration

Operation of the school restaurant for the public

Raising awareness in community about Sangira & VET

Recruitment of qualified hospitality trainers

Outputs

# of beneficiaries enrolled in the programme

# of beneficiaries stating that Sangira provides a trustworthy learning environment

# of beneficiaries living within walking distance of school premises

# of beneficiaries completing 1st part of programme

# of beneficiaries placed in internship

# of beneficiaries who dropped out during the programme

# of beneficiaries receiving a TVET certificate

# of beneficiaries receiving post-graduation career support

# of beneficiaries perceiving an increase in knowledge in the field of hospitality

# of beneficiaries satisfied with the Sangira programme

# of beneficiaries confident of finding employment after programme

# of MoU's signed with industry partners

# of visitors served at school restaurant

# of community events organised to promote VET & Sangira

# of new qualified trainers hired

Outcomes

Increased employability and job opportunities for beneficiaries in the hospitality industry

Beneficiaries employed full-time in hospitality 6 months after programme completion

Beneficiaries started an entrepreneurial activity after programme completion

Increased income for beneficiaries 6 months after programme completion

Beneficiaries still employed 12 months after programme completion

Community encourages its members to undertake VET (e.g. Sangira)

Sangira graduates have a reputation for their level of competence

Increasing interest from industry partners to collaborate with Sangira

Profits from the school restaurant can be reinvested in the school.

Impact

Improved livelihoods and career opportunities for beneficiaries through increased employability and employment in the hospitality industry.

Stable and well-paid employment for beneficiaries, ensuring long-term financial security.

Increased access to quality VET that meets labour market needs for marginalised youth in Nyamasheke.

Enhanced well-being of the communities in Nyamasheke through economic development and increased employment oopportunities from new businesses.

Problem statement: *High youth unemployment in Nyamasheke with few job prospects and limited opportunities to develop professional hospitality skills for sustainable livelihoods.*

Figure 7: Sangira's Theory of Change (author's illustration)

3 Methodology

This chapter first discusses the research design, process and methods chosen for this thesis. It then presents the indicators used to measure beneficiaries' perceptions and satisfaction with the programme and to measure Sangira's programme outputs. A mixed methods approach was used, which will be explained in the next sections, focusing on an exploratory research design for the semi-standardised online survey. Supporting data was obtained through semi-structured interviews.

3.1 Research Design and Research Process

This thesis was approached in two phases: the theoretical phase and the empirical phase. The theoretical phase, as presented in Chapter 2, provided the background for this thesis. This included an analysis of relevant literature to provide information on the key subjects covered in this thesis, and an analysis of Sangira's internal documents to develop its ToC. To meet the exploratory nature of this thesis, the author used a mixed methods approach for the empirical research phase, combining qualitative and quantitative methods to triangulate data collection and obtain comprehensive findings to the research questions (Hussy et al., 2013). This included a formative evaluation of the implementation of the Sangira programme and the measurement of outputs against a set of defined indicators.

The first step was to develop and administer a semi-standardised online survey to all the beneficiaries of the first cohort of the Sangira programme. This was used as the quantitative data collection method. The aim of this survey was to have a representative sample of the target population (Australian Aid & Market Development Facility, 2014). Semi-structured face-to-face expert interviews were also conducted with two local Sangira managers. These were conducted as guided dialogues to ensure flexibility in the overarching research topic and to allow for the collection of additional relevant data (Edmonds & Kennedy, 2017). Table 2 provides a summary of the main research methods used to collect empirical data. The author also used field observations to gather valuable information about the implementation of the Sangira programme, including staff and student behaviour, service quality, and the development and testing of a classroom monitoring sheet. The monitoring sheet (Appendix 7) was designed to be used beyond the scope of this thesis.

Overview Research Design

Quantitative Survey
Semi-standardised survey of Sangira Cohort 1 beneficiaries
Objective: To collect data on the beneficiaries and their assessment of the programme
Timeframe: 29th of March 2023
Data collection method: Online Survey (n=105)
Data collection tool: Qualtrics
Data analysis: Descriptive

Qualitative Interviews
Semi-structured interview with two Sangira managers
Objective: To collect data on the implementation of the programme and the challenges faced
Timeframe: 30th of March 2023
Data collection method: Expert interviews (n = 2)
Data collection tool: Notes for interview summary
Data analysis: Critical analysis of survey results & testing of Sangira's ToC

Table 2: Overview of the research design

The use of mixed methods for data collection is preferred as it provides a comprehensive approach to answering the research questions by combining theoretical and empirical data (Hussy et al., 2013). It was a practical and feasible approach given the limitations of data collection resources (Edmonds & Kennedy, 2017, p.202). Quantitative data collection from programme beneficiaries provided valuable insights into the success of Sangira's implementation. Conducting proactive research provided tangible evidence of ongoing activities, as well as insights into the practical benefits of formative evaluation. This approach not only contributed to the completion of this thesis, but also provided Sangira with a practical understanding of the benefits of M&E. Practicality was crucial to ensure meaningful learning for Sangira and to avoid them becoming mere administrative exercises (SDC, 2023).

3.2 Operationalisation & Indicators

This chapter addresses sub-question one, *Which indicators are most relevant for assessing the output performance of the programme?* It explains how theoretical concepts are translated into measurable characteristics known as indicators (Schnell et al., 2018). As the focus of this paper is primarily on Sangira's activities and the delivery of outputs, it is essential to develop specific indicators that can be easily measured (Australian Aid, 2014, p.36). Wolk et al. (2009, p.16) recommend that at least one indicator is assigned to

each concept, using a combination of quantitative and qualitative measures to comprehensively explore the nature and extent of results at different levels.

The Output Sequence Chart in Figure 8 shows the outputs of the Sangira programme that have been used for quantitative data collection in this thesis (The Urban Institute & The Center for What Works, 2006). The time frame of the diagram represents the six months of theoretical and practical skills training in the first cohort. Table 3 presents the list of Sangira specific output indicators, supported by explanations of the means of verification used to assess them. These output indicators were selected based on the findings from the development of Sangira's ToC. They exclude physical outputs such as cost per course, or organisational issues such as fundraising success or staffing levels.
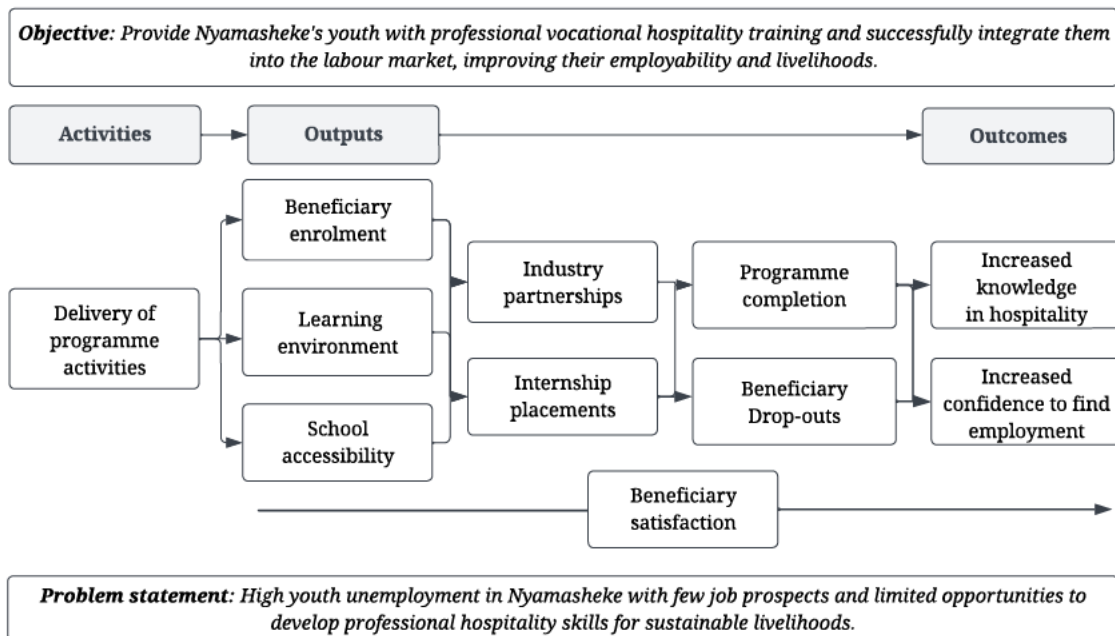
Figure 8: Sangira's Output Sequence Chart

While beneficiary satisfaction ratings may not always be consistent with objective measures of service quality and programme success, they provide a complementary perspective in assessing programme performance (Newcomer et al., 2015, p.147). Satisfaction with services occurs in almost all programme areas, but not necessarily in a sequential order, and is therefore linked to both outputs and outcomes (The Urban Institute & The Center for What Works, 2006). Typically, an increase in confidence and knowledge are considered outcome measures. Since the author collected data on the subjective perceptions of beneficiaries, these indicators were used as output indicators.

Nr.	Concept	Type of indicator	Sangira specific output indicator	Means of verification
1	Programme accessibility	Beneficiary enrolment	# of beneficiaries enrolled	Expert interview
2	Programme quality	Learning environment	# of beneficiaries stating Sangira provides a trustworthy learning environment	Beneficiary survey
3	Programme accessibility	School accessibility	# of beneficiaries living within walking distance from school	Beneficiary survey
4	Programme delivery	Industry partnerships	# of MoU's signed with industry partner	Expert interview
5	Programme delivery	Internship placement	# of beneficiaries placed in internships	Expert interview
6	Programme delivery	Programme completion	# of beneficiaries who complete 1st part of programme	Expert interview
7	Programme delivery	Beneficiary drop-outs	# of beneficiaries dropped out during programme	Expert interview
8	Beneficiary assessment	Increased knowledge	# of beneficiaries perceiving an increase in knowledge in the field of hospitality	Beneficiary survey
9	Beneficiary assessment	Increased confidence	# of beneficiaries confident to find employment after programme completion	Beneficiary survey
10	Beneficiary assessment	Beneficiary satisfaction	# of beneficiaries satisfied with Sangira programme	Beneficiary survey

Table 3: Overview of Sangira's output indicators

Recognising the limitations of quantitative indicators in capturing the desired measure of results, qualitative indicators were collected to provide a deeper insight into the beneficiaries and their experience of the Sangira programme (The Urban Institute & The Center for What Works, 2006). Table 4 provides an overview of the concepts grouped with qualitative indicators that were assessed in the beneficiary survey and the expert interviews. The research questions addressed by these indicators are also indicated in parentheses (The Urban Institute & The Center for What Works, 2006). A full list of the operationalisation of the concepts and the qualitative and quantitative indicators matched to the survey questions can be found in Appendix 2.

Overview qualitative indicators

Programme performance (SQ2)	Beneficiary satisfaction (SR3)	Employability (SQ4)	Beneficiary development (SQ4)
Programme accessibility	Programme duration	Increased confidence	Increased knowledge
Application process	Programme delivery	Increased knowledge	Increased confidence
Programme delivery	Learning environment	Work attitude	Career development
Training quality	Training quality	Work readiness	
Programme outreach	Teacher quality		
Learning environment	Programme recommendation		

Table 4: Overview of Sangira's qualitative indicators

The second research question, *Who are the beneficiaries of the Sangira programme*? aims to gather information on the characteristics and demographics of the beneficiaries. To collect this data, the survey included additional qualitative indicators, which are presented in Table 5. These provide background information that is essential to understanding the needs of the beneficiaries which is ultimately essential for the success of the Sangira programme (Bryman, 2008).

Overview of indicators on beneficiary characteristics

Demographics	Socio-economic characteristics	Employment	Personal situation
Gender	Educational	Previous economic activity	Family support
Age	Mode of transport to school	Income	School attendance
Nationality	Place of residence	Duration of job search	Challenges
Marital status	Housing situation		Career development
	Family constellation		Emotional situation

Table 5: Overview of indicators on on beneficiary characteristics

3.3 Quantitative Data Collection – Student Survey

This chapter describes the design of the semi-standardised online survey. It explains how the sample was defined and how a pre-test was conducted. This is followed by an explanation of the data collection and analysis process.

The objective of the quantitative data collection was to gain a clearer understanding of the training provided and the outputs achieved by the Sangira programme. It also aimed to gain a deeper understanding of the beneficiaries and their needs, as well as to learn about their experiences with the programme. The survey collected data on beneficiary perceptions of service quality and satisfaction with programme delivery. It also collected demographic and socio-economic information on the student body to ensure that the programme was well designed for the target group.

Surveys have several advantages over face-to-face interviews including careful consideration of questions by respondents, elimination of interviewer influence, and cost-effectiveness (Bauer & Blasius, 2014). Nevertheless, it is important to recognise that surveys may not effectively address participants' comprehension issues, and there is a significant need to design surveys that are self-explanatory and straightforward (Diekmann, 2013). Surveys play an important role in providing an accurate representation of reality and offer valuable insights that administrative data may not capture, such as measures of satisfaction. Therefore, according to the ILO (2012), surveys are often the primary means of data collection for a wide range of VET indicators.

3.3.1 Survey Design

The author conducted an online survey of Sangira's first cohort of beneficiaries using Qualtrics survey software. The survey was semi-standardised and distributed to participants via an SMS link sent by Sangira trainers. The use of Qualtrics cloud-based technology facilitated the design, delivery and analysis of the online survey (Qualtrics, 2023). This method was chosen for its efficiency in terms of time, cost, ability to collect data from a large sample and to simplify data analysis. It allows for rapid data collection and real-time storage, as well as the programming of filter questions to skip irrelevant questions based on respondents answers (Diekmann, 2013, p.522). Potential sources of error, such as social desirability, response set and non-response, were taken into account when developing the survey and interpreting the results (Trochim, 2023).

When formulating the questions, care was taken to divide them into thematically coherent blocks (Döring & Bortz, 2016, p.407). The structure of the survey consisted of eight parts with a total of 54 key questions and was structured as follows:

Introduction: Participants were given an introduction explaining the design and purpose of the survey to ensure their consent to participate. In case Sangira needed to contact them for follow-up, they were asked to provide their phone number and the phone number of a relative or close friend. They were also given the researcher's details to contact if they had any questions after completing the survey.

Sections A – C collected demographic and background information from beneficiaries that had not been previously collected.

Sections D, E and G were core sections focusing on programme activities, experiences and personal development. They were used to identify key success factors for programme satisfaction, to test the developed ToC and to get a sense of the personal development of the beneficiaries after the theoretical and practical completion of the programme.

Section F examined overall satisfaction with the Sangira programme.

Section H aimed to identify challenges, weaknesses and opportunities for improving the programme.

The survey concluded by thanking them for their participation and reminding them that they may be contacted again in the future for a follow-up survey. The full survey can be found in Appendix 3.

The survey questions were designed to be clear and easy to understand, with an emphasis on avoiding difficult or personal questions at the beginning (Hussy et al., 2013). Closed question formats with pre-defined response categories were predominantly used to increase objectivity and comparability between respondents (Döring & Bortz, 2016, p.455). However, to address the limitations of closed questions in accurately representing respondent perspectives, individual open-ended questions were included in the survey (Bauer & Blasius, 2014. p. 661f.). They made sure that the respondents were able to give valid answers if they were unable to answer the questions directly (Trochim, 2023). This approach aimed to reduce non-response and minimise bias by gathering additional information (Schnell et al., 2018). The survey was structured to minimise respondent confusion by limiting the variety of response formats. The Qualtrics platform was set up to require participants to answer questions before moving on, preventing them from skipping through the survey.

Statements were rated on a standardised three- or five-point Likert scale in order to increase reliability and validity as well as response effects, such as the tendency to have

no opinion. A Likert scale is particularly recommended for subjective questions that cannot be verified by external observations or records, such as beliefs, expectations and attitudes (Kopper & Parry, 2023). Two additional question types were included in the survey, namely multiple choice and the matrix table. The matrix table was used specifically for behavioural and attitudinal background questions. Taking into account that the reading behaviour on the screen is more about scanning than about close reading, the text was kept short and presented in a clear way (Diekmann, 2013). In addition, efforts were made to use simple words, avoid double negatives and keep the wording concrete, neutral and non-hypothetical. Suggestive questions were avoided to prevent bias towards a particular answer (Schnell et al., 2018, p.306).

3.3.2   Pre-Test

Orodho (2003) defines validity in testing as the degree to which a measurement accurately reflects what it is intended to measure. To ensure the validity of the online survey, the author conducted a pre-test to assess its reliability and overall quality (Döring & Bortz, 2016, p.10; Schnell et al., 2018, p.317). The pre-test was conducted from 19th to 26th of March 2023 and involved eight participants, including Sangira management and independent volunteers. They provided feedback on the survey's clarity, coherence, appropriateness of answer choices and potential difficulties. Based on the feedback, modifications were made to the survey. One major change was to translate the English survey into Kinyarwanda. Despite the requirement for Sangira participants to be literate in English, the author observed that the level of English among Sangira participants may not be sufficient to provide accurate responses. This could affect the quality and length of time required to complete the survey. The School Operations Manager translated the survey into Kinyarwanda, using simple language and proofreading by the Programme Director to minimise translation errors (Kopper & Parry, 2023). Based on feedback from the testers, additional adjustments were made, such as shortening and rephrasing questions and adapting response options to the Rwandan context. No technical problems were reported during the pre-test. Overall, the survey was found to be clear, understandable and appropriate for the target group after the necessary adjustments had been made.

3.3.3   Data Collection

Participants for the survey were recruited on-site, with the author conducting recruitment in English and four Sangira trainers using Kinyarwanda. This approach was used to

ensure that participants fully understood the survey procedure and instructions, and to address any potential confusion by providing necessary clarification. The survey was conducted on 29th of March 2023 during a regular morning training session, which ensured that all participants present could participate and complete the survey. Participants used their smartphones to complete the survey. Due to the lack of internet providers offering Wi-Fi in the area and the financial constraints of the participants, they were unable to use their own data packages. To overcome this problem, the author and trainers provided a hotspot connection to facilitate the survey process. This scenario was not anticipated as Sangira management had initially assured that internet access would be available during the survey.

3.3.4   Data Analysis

Once the data had been collected, the author proceeded with the analysis using Qualtrics software. This software was used to create tables and calculate frequencies to allow further examination and exploration of the information collected. Both complete and incomplete cases were considered, as further explained in chapter 4.1. Nine participants were excluded from the analysis due to their minimal responses throughout the survey, making their data unsuitable for analysis. In addition, the author manually checked each open-ended response to ensure accuracy and reliability. Finally, the author summarised the findings and derived recommendations in accordance with the research questions which are described in detail in chapter 5.

3.4   Qualitative Data Collection - Expert Interviews

To complement the quantitative data collection, the thesis used a qualitative methodology in the form of semi-structured interviews. While quantitative tools are useful for comparing actual and target situations and measuring change, they may not provide insight into the underlying reasons and mechanisms behind these changes (Australian Aid, 2014, p.56). By conducting expert interviews, the thesis aimed to explore Sangira's programme implementation and gather subjective perspectives and opinions from experienced individuals (Mayring, 2015). Expert interviews were chosen as the preferred qualitative method due to their ability to cover a wide range of topics relevant to the research objectives and to gather specific and identifiable information (Gläser & Laudel, 2009, p.111). The focus was on leveraging the expertise of the interviewees to gain insights that would complement the quantitative findings and contribute to the development of Sangira's ToC (Misoch, 2019, p.2). The term 'expert' in this context refers

to the role of the interviewee as a source of specialised knowledge related to the research topic (Gläser & Laudel, 2009, p.12). As such, expert interviews are not defined by the content or the methodology, but rather by the group of individuals who are being interviewed (Misoch, 2019, p.119).

3.4.1 Interviewee Selection

Selecting experts to interview is crucial to ensure they have the necessary knowledge and insight to provide accurate answers (Gläser & Laudel, 2009, p.117). According to Misoch (2019, p.120), it is important to consider both contextual knowledge, which relates to the context in which the programme is implemented, and operational knowledge, which focuses on the expert and their role in the organisation. Table 6 provides an overview of the selected interviewees. They were contacted by e-mail and invited to participate in an interview. They were informed of the aim of the thesis, the importance of their contribution and the expected duration of the interview (30 minutes). It was clearly stated that their participation was voluntary.

Overview of interviewees for expert interviews

Person	Date	Function at Sangira
Expert 1	30.03.2023	Programme Director Rwanda
Expert 2	30.03.2023	School Operations Manager

Table 6: Overview of expert interviewees

Expert 1 is the local Sangira Programme Director with experience as a former hotel manager at the Radisson Blu Kigali. Expert 1 is the owner of the organisation CBC. Expert 2 is the School Operation Manager and has a background as a former USAID field officer specialising in gender equality and women's rights.

3.4.2 Design of Interview Guide

The semi-structured interviews were characterised by their informal nature, more like conversations than a formal list of scripted questions. Open-ended questions were used, with careful wording and consistency of questions to ensure comparability of responses (Patton, 2008). The research objectives were established prior to the interviews and a semi-structured guide was used to allow flexibility (Hussy et al., 2013). Expert interviews typically use this approach as they focus on specific thematic areas and use narrative-generating questions to explore topics related to the expert's unique knowledge base (Misoch, 2019, p.36). The interview questions were categorised through an inductive

approach, using the theoretical knowledge gained during the development of Sangira's ToC with a focus on programme implementation, overall experience, satisfaction, challenges and opportunities for improvement. The questions were designed to be open-ended, allowing respondents to freely express their experiences and opinions (Misoch, 2019, p.66). Efforts were made to maintain neutrality in the questions to avoid influencing the respondents' answers (Gläser & Laudel, 2009, p.135). The interview guide is found in Appendix 5.

3.4.3 Data Collection

The interviewer decided to take notes during the interviews rather than transcribe them. Prior to the interviews, respondents were asked again for their consent to participate and were instructed to provide answers based on their personal opinions and experiences. The interviews started with the interviewees introducing themselves and their role within the Sangira programme. While following the overall structure of the interview guide, the interviewer allowed for flexibility, allowing the conversation to flow naturally and incorporating additional information as it arose. This approach included addressing questions that may have been originally planned for later in the interview. At the end, the experts were thanked for their time and valuable contribution to the research.

3.4.4 Data Analysis

The analysis of the results of the two expert interviews involved summarising and categorising the information in a matrix grid (Appendix 6). The statements from the interviews were colour coded to indicate their categorisation based on the indicators presented in Chapter 3.2. The questions from the interview guide were listed in the rows of the table, while the interviewees were listed in the columns. The content of the interviews was allocated to the relevant fields of the analysis grid, with interviewee statements summarised. Information from the experts was referenced in the analysis with numbers indicating the question and respondent.

3.4.5 Classroom Observation

On 31st of March 2023, the author conducted a classroom observation as part of the formative evaluation process. The purpose of this observation was to gather qualitative information and assess the implementation of the training at Sangira. By directly observing the training session, the author was able to assess the quality of teaching and the methods used, and determine their alignment with the outputs and objectives of the programme (Gibson, 2023). In addition, the classroom observation provided a valuable

opportunity to closely examine the classroom environment, the level of engagement of the beneficiaries and the use of interactive teaching approaches. The purpose was to assess the effectiveness of the methods used in enhancing the employability and soft skills of the participants. To facilitate the observation process and to have a clear structure to evaluate the training session in the same way each time a classroom observation takes place, the author developed a classroom observation sheet. This sheet focused on assessing trainer quality, teaching methods, student engagement, classroom environment and the combination of theory and practical skills training. The sheet was pre-tested during the author's field visit and adapted for regular use by other evaluators once the research was completed. The final version of the observation sheet is presented in Appendix 7. The results were reported verbally to the Programme Director. The purpose of the classroom observation was to assist in the evaluation of key elements of the training and the identification of areas for improvement in the learning experience. However, it is important to note that announcing the site visit in advance can reduce its value, as there is a risk of changing behaviour or willingness of the programme staff (Gibson, 2023).

4   Analysis of Results

This chapter summarises the findings from the qualitative and quantitative data collection. The first section presents the findings from the survey which includes a presentation of the sample, a description of the beneficiaries, their perceptions of the programme and their level of satisfaction with the programme. The results of the qualitative data collection in the form of expert interviews and monitoring visits are presented in the second section of this chapter. It concludes with an assessment of the quality criteria for the chosen research design.

4.1   Results of the Survey

The quantitative data analysis in this research focuses primarily on descriptive statistics, which involve the use of basic arithmetic calculations such as frequencies and percentages. These statistics are used to summarise the findings and provide an overview of the research context (Charles and Lynn Schusterman Family Foundation, 2023). This approach has the advantage of being easier to interpret as it uses visual representations such as bar charts, where the width or height of the bars reflect the level of agreement (Kronthaler, 2016). As this thesis is a first approach to a formative evaluation of the Sangira programme and to address the identified research gap, it is not considered appropriate to use multivariate statistics or other methods to explore potential relationships or correlations and their influences. Consequently, methods such as factor analysis or regression analysis will not be used in this context.

4.1.1   Sample Presentation

The collected data was exported from Qualtrics and a cleaning process was carried out to ensure data quality. The target population for the quantitative data collection consisted of beneficiaries from the first cohort of the Sangira programme who were enrolled from September 2022 to July 2023 (n=120). Six participants were unable to complete the survey and nine entirely incomplete surveys were excluded from the final dataset. 100 out of 105 participants (95%) completed the survey in full, indicating a high level of engagement. Five surveys (5%) were incomplete due to a small number of missing questions. The author suspects that this was due to occasional internet connection problems, which caused participants to reload the survey and miss certain questions. It was decided to include these partially completed surveys in the final dataset, which brought the sample size to n=105, giving a response rate of 92%. The average time to complete the survey was calculated as 47.88 minutes using the arithmetic mean.

Maximum time taken was not used as an exclusion criterion, as Qualtrics measured the time from first click on the survey link to final completion.

In terms of the socio-demographic composition of the sample, 46% were male (n=48), 51% were female (n=54) and 3% did not specify their gender (n=3). This gender distribution ensured that there was no gender bias in the survey, which was important to capture different perspectives on the Sangira programme. Respondents ranged in age from 18 to 33 years, with a median age of 24 years. Figure 9 provides an overview of the age structure of the sample.
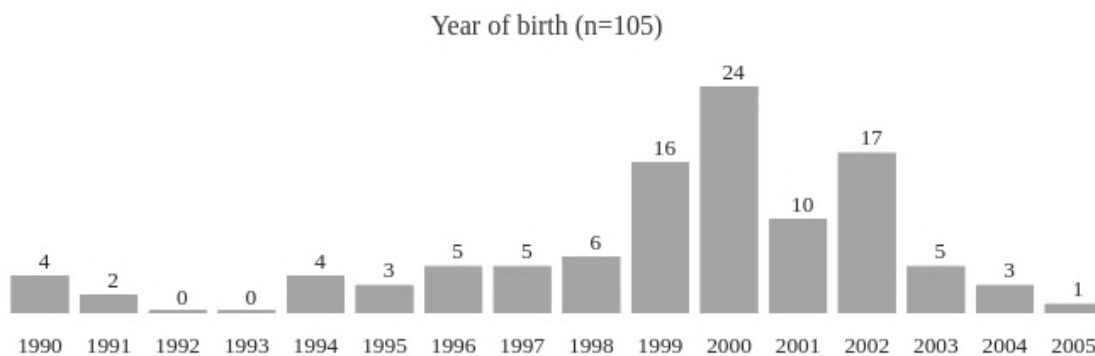
Figure 9: Age structure of the survey sample

When analysing the composition of the sample by course type and gender (Table 7), it was found that the sample represented gender parity as in the original cohort, but the course Front Office (n=11) was under-represented.

	Total	**Male**	**Female**
Total Count	102 (100%)	48 (46%)	54 (51%)
Culinary Arts (%)	37 (36.3%)	19 (39.6%)	18 (33.3%)
Food & Beverage (%)	36 (35.3%)	12 (25%)	24 (44.4%)
Housekeeping (%)	18 (17.6%)	9 (18.8%)	9 (16.7%)
Front Office (%)	11 (10.8%)	8 (16.7%)	3 (5.6%)

Table 7: Sample by course type and gender

4.1.2 Description of the Beneficiary Body

In response to the research question *Who are the beneficiaries of the Sangira programme?* this chapter provides an overview of the background and socio-economic characteristics of the beneficiaries, as well as their employment and personal situation.

Beneficiary background and household characteristics

The majority of participants (n=100 or 95%) reported being single and 12% (n=12) had one or two children, of whom nine were young women. On average, participants reported having seven siblings (n=105) and the average household size, including the respondent, was six members (n=104). Approximately 76% of participants (n=80) reported living with their parents. In terms of their personal situation, 39.8% (n=41) reported being hungry sometimes, while 14.5% (n=15) reported being hungry often or very often. The survey revealed that the majority of participants (n=98 or 95%), felt that their families were proud of them for attending Sangira and expressed their support.

Socio-economic characteristics

The majority of participants (70%, n=74) had completed secondary education with an equal gender distribution, while 19% (n=20) completed tertiary education in the form of TVET or Advanced Diploma in Higher Education. Half of the respondents (49%, n=51) were residents of Kagano, where the school is located. Despite this, 89% (n=93) of the participants walked to school. The time spent walking to school was evenly distributed between genders, with the distribution of time spent walking among beneficiaries shown in Figure 10. When asked about the main challenges related to school, walking distance was a significant challenge for participants, with 66% (n=67) stating that Sangira school is too far from their homes.

B-Q6 - How long does it take you to walk from where you live to Sangira School (one way)? (n=105)
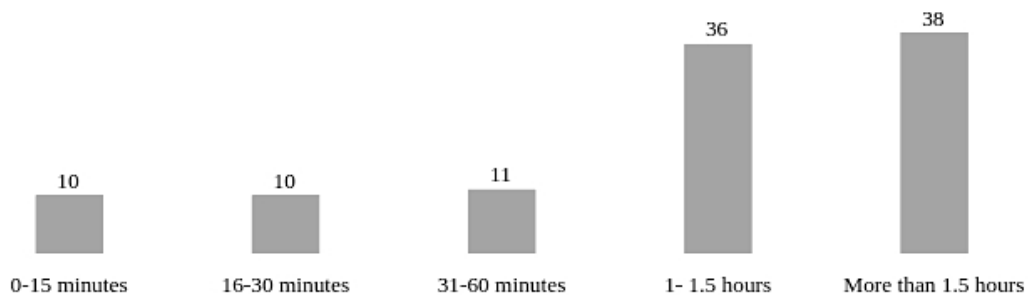
Figure 10: Distribution of walking time to school among beneficiaries

Income and Employment

The employment characteristics and income levels of the beneficiaries provide an insight into their economic situation prior to joining the Sangira programme. Of the participants surveyed, 43.1% (n=44) reported being unemployed before joining the programme. The data showed that 53.7% of women and 31.3% of men were unemployed prior to the programme. Of the participants who had a previous job (n=27), 44% worked in wholesale

or retail trade and 25.9% in agriculture. Approximately 30% (n=31) identified themselves as students prior to enrolment, not part of the labour market but pursuing educational opportunities. Only 25% of participants reported earning an income prior to Sangira. Figure 11 provides a visual representation of the income distribution, highlighting the prevalence of low-income levels among respondents, as the living wage in rural Rwanda has been calculated to be RWF 174,290 in 2022 (Anker Research Institute & Global Living Wage Coalition, 2023).

B-Q11 - How much was your income per month before starting at Sangira? (n=105)
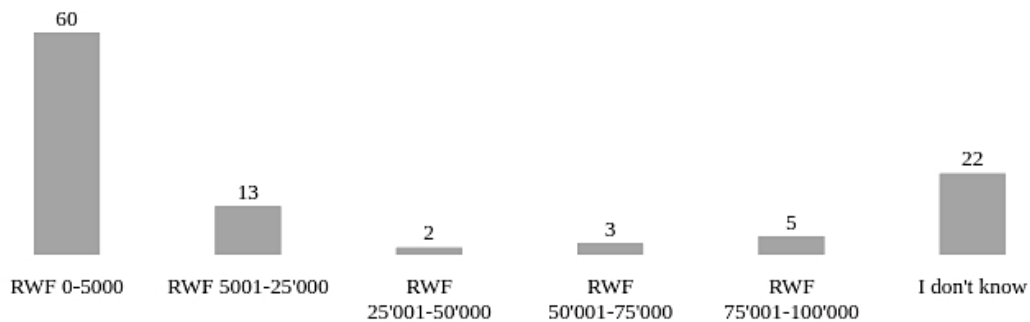
Figure 11: Distribution of income levels among participants before the programme

The survey also explored the reasons for difficulties in finding a job and three main factors emerged. The most common reason, reported by 28 respondents, was a lack of job opportunities in the local area. This was followed by lack of skills, reported by 21 participants. In addition, 19 participants identified a lack of work experience as a barrier to employment. After completing the programme, 70% (n=70) of participants expressed a desire to move to a larger town rather than stay in Nyamasheke district. This preference was consistent across genders.

4.1.3   Examination of Programme Performance

This section examines Sangira's performance by answering sub-question two *Is the programme delivering its activities as planned?*

Most participants heard about Sangira through word-of-mouth from friends 63% (n=66), while a smaller percentage were reached through Sangira's outreach efforts 22% (n=23). The application process was generally perceived as easy or fairly easy (n=82), but challenges were identified, such as the distance to the school and the need for better communication during the process. Participants generally found the school atmosphere to be trustworthy 92% (n=96) and were satisfied with the facilities 85% (n=88). However, opinions were divided as to whether the school was equipped with everything needed for

the training, particularly in the Front Office course, where half of the participants disagreed (n=7) as shown in Figure 12.

E-Q1 - The school is equipped with everything I need for the lessons. (n=104)

Figure 12: Perceived quality of school facilities among beneficiaries

The results indicated a high level of satisfaction among participants with the quality of training at Sangira. 98% (n=101) of respondents reported that the classes start on time and trainers were perceived as knowledgeable and competent (n=95). Participants stated that trainers provided adequate opportunity for questions during training sessions (n=99 or 96%). The majority also felt respected by the trainers (n=94 or 91%). Furthermore, a large proportion of participants (n=88 or 85%) at least somewhat agreed that various dynamic exercises, such as group work or games, were included in the training sessions.

4.1.4 Beneficiary Assessment of the Sangira Programme

This section presents the data analysis for sub-question three *From the perspective of the beneficiaries, how do they assess their experience?* and sub-question four *Do beneficiaries rate their employability higher after completing the programme than before?*

The results of the survey showed that there were two main reasons why participants enrolled in the Sangira programme: a long-standing interest in working in the hospitality industry (n=30 or 29%) and a desire to improve their future job prospects (n=28 or 27%). Concerns were raised about the balance between theoretical and practical training. A large proportion of respondents (n=41 or 39.4%) felt that the theoretical training was too long, while a similar number felt that the practical training was not long enough (n=38 or 36.5%). Of those who expressed a desire for change, the majority (n=19 out of n=32) specifically highlighted the need for more emphasis on practical skills training. The perceived difficulty of the training varied between participants, with the minority finding it too difficult and others finding it too easy (Figure 13). Additionally, most participants

(n=72 or 71%) reported that the length of the theoretical and practical skills training was sufficient to acquire the necessary skills to be competitive in the hospitality labour market. In terms of class size, a large proportion of participants (87%) felt that the current class size was appropriate for effective learning.

D-Q2 - What is your opinion about the level of training? The overall difficulty of the trainings is... (n=104)
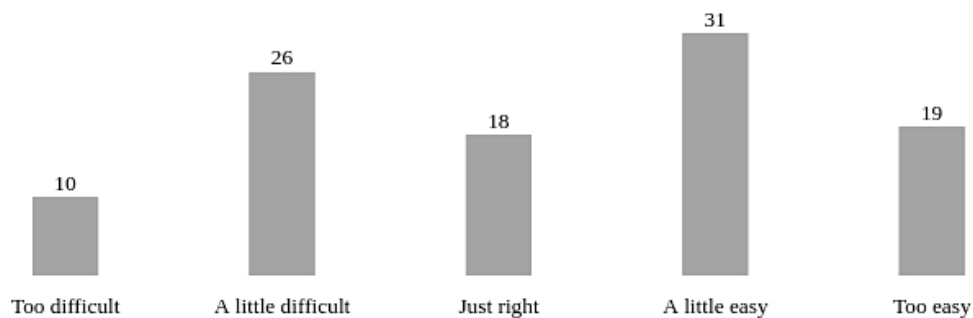
Figure 13: Perceived training difficulty level among beneficiaries

The survey results indicated that the training atmosphere in the Sangira programme is generally perceived as positive and conducive to active participation. Almost all respondents (n=97) reported feeling able to actively participate in class, highlighting an inclusive and engaging learning environment. A large number of participants (n=77) expressed confidence in speaking up in class, evenly distributed between genders. While a considerable proportion of respondents (n=72 or 72%) felt that making mistakes was not acceptable, a higher number (n=83 or 81%) believed that teachers would provide support and help if they make mistakes. In addition, most participants (n=92 or 90%) indicated that they can talk to someone at school about their problems when they face challenges.

Beneficiary Satisfaction

85% (n=87) of respondents are either fairly or extremely satisfied with the overall performance of the Sangira programme and there were no participants who reported dissatisfaction. When the data was examined by course type, the highest rate of dissatisfaction was found in the area of Housekeeping (Figure 14).

F-Q1 - How satisfied are you overall with the Sangira school? (n=102)
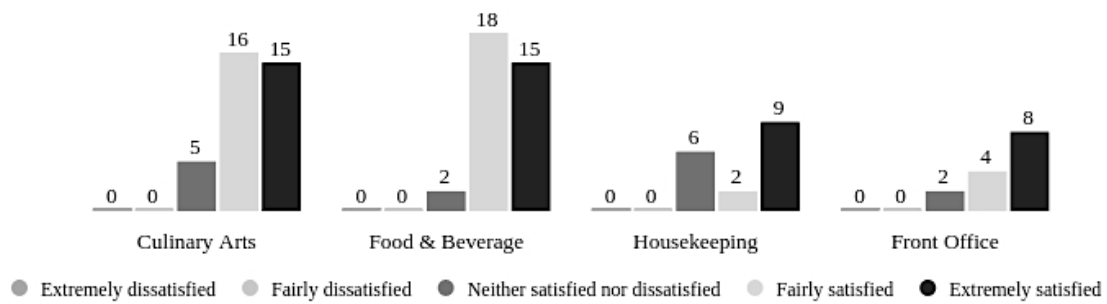
Figure 14: Level of satisfaction among beneficiaries by course type

95% of participants (n=99) were satisfied with the trainers. This result is further supported by the finding that 97% of respondents enjoyed the training, indicating a positive attitude and motivation to attend regularly (n=77 or 74.8%). Participants demonstrated their commitment by reporting attendance on all or most days of the training (n=100 or 97%). This data was confirmed by the experts, who stated that trainers track beneficiary attendance rates. In addition, 97% (n=97) of respondents indicated that they would recommend the Sangira programme to others.

Beneficiary Development and Employability

Beneficiaries were asked to answer a series of questions about their future prospects and how the programme improved their confidence in finding employment. On a scale of one to ten, most participants (n=91 or 92%) rated their improvement in hospitality skills after completing the Sangira programme as higher than before, with a rating between eight to ten. 55% (n=55) of participants believed that it would be easy or very easy to find a job after completing the programme. However, a third of participants (n=31) were pessimistic about their job prospects. Overall, Sangira participants reported satisfaction with their learning experience and felt well prepared for future employment as shown in Figure 15. Participants expressed that they achieved their desired learning outcomes during the programme, with 93% (n=93) reporting an increase in confidence after completing the programme.

G-Q6 - What do you think of the following statements? (n=102)

● During the trainings I have learnt everything I wanted to learn.
● The training and skills I learnt at Sangira prepare me well for my future employment.
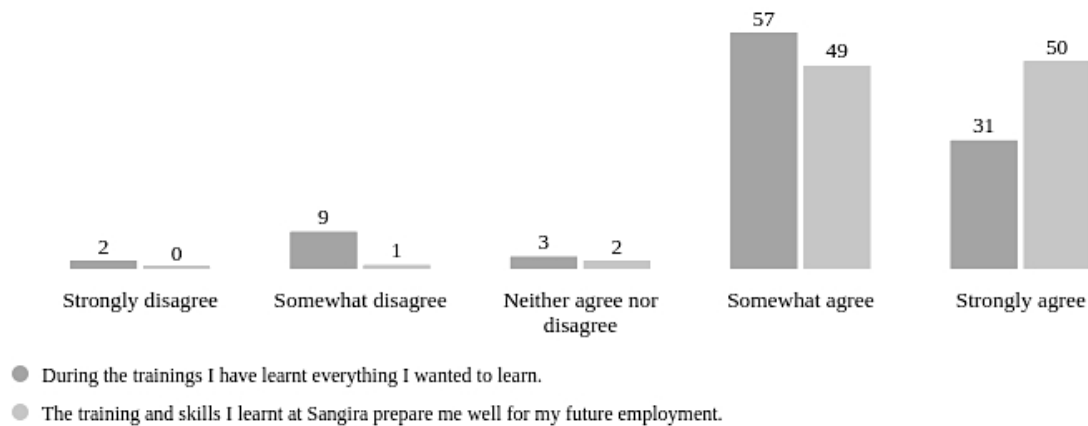
Figure 15: Beneficiary assessment of learning experience

The findings revealed that participants have mixed perceptions of the link between the content of the Sangira course and their future work in the hospitality industry. Half of the participants 49% (n=49) find it easy to make a clear connection, while the other half (n=51 or 51%) find it difficult to relate the skills learnt to real life employment situations. Despite this, a strong majority (n=98 or 98%) expressed an interest in working in the hospitality industry in the future. Of those interested, half (n=51 or 51%) would like to run their own business within the next five years.

4.2 Results of Expert Interviews

Interviews were conducted to gather personal opinions and insights from experts on the Sangira programme. These interviews were designed to complement the quantitative data. The synthesis of the two interviews is presented in this chapter, and the evaluation grid in Appendix 6 provides a visual representation of the statement summaries derived from the interviews. The qualitative indicators were used to analyse and group the responses. The statements presented in the synthesis are identified by numbers corresponding to their position in the interview, with letters indicating the question block and numbers indicating the question and the respondent (e.g. B1.2. for section B, question 1, Expert 2).

Programme Performance

The analysis showed that the objectives set by the Sangira experts were aligned with those outlined in the ToC. Both experts highlighted the programme's aim to provide capacity building opportunities for youth in Nyamasheke and to equip them with skills that are in demand in the labour market (A1.1, A3.1, B1.1, E5.2). The programme has received support from various stakeholders, including the community, government and local

authorities. The benefits of Sangira have been promoted by word of mouth, and the involvement of mayors and police in addressing issues such as drug abuse and unplanned pregnancies was observed (C4.1, C4.2).

When assessing Sangira's inputs, the experts identified the lack of internet access as one of the key missing inputs (C1.1 & C1.2). It hinders student access to free online English classes offered by a British organisation, learning resources and industry updates. Furthermore, there is a shortage of classrooms, which can affect planning and the quality of teaching (C1.1, E3.2). One expert specifically highlighted the lack of whiteboards as a missing input (C1.2). Another challenge mentioned was the lack of equipment and materials for practical skills training in the restaurant, which limited student engagement and learning experience (A4.1, E1.1 & E3.2). Inadequate and outdated equipment hampered the learning experience and access to industry-standard tools. The programme also lacks sufficient financial resources to support students during internships, including accommodation, food and transport (C1.1). Experts highlighted the need for either bus transport for students living far away or boarding facilities (C1.1).

Looking at the programme's activities, the experts found that they were working towards achieving the programme's objectives (A2.1 & A2.2). This includes building beneficiary confidence (A1.1 & A3.2) and providing practical skills training in line with labour market needs (A3.1 & B1c.1). The training approach was 70% theory and 30% practical (B1c.2). The opening of the school restaurant provided daily work experience, with students participating in practical activities. This was made possible by partnering with a nearby hotel, where the practical training is shared and supervised by Sangira. The restaurant activity was highlighted as the most valuable component of the Sangira programme (B3.1). Although no community activities have been carried out, the experts recognise the importance of engaging in activities that benefit the community and aim to strengthen their commitment to community involvement (E1.2). It was explained that, by actively participating in community initiatives, Sangira could demonstrate its commitment and foster a positive reputation among community members.

Financial constraints hindered the achievement of certain activities, such as the provision of boarding facilities and food (B1.2). According to the experts, long distances and adverse weather conditions created logistical difficulties and affected student attendance (B4b.1). However, the programme was perceived to have already contributed to the development of Nyamasheke district, as community members see the positive changes brought about by the programme (B1.1). Of the initial 136 students enrolled in the

programme, 16 students dropped out as they received university scholarships. 100 students will go through the internship phase of the programme and 20 beneficiaries have already secured jobs and will not participate in the internships. Efforts are being made to find work placements for them at the end of the internship period (B1b.1). One expert noted that the task of maintaining contact with the students during and after the internships should be better planned to identify areas for improvement (B4a.1). In addition, beneficiaries receive certificates on passing the final examination and on completion of the programme (B4.1).

The expert interviews shed light on several challenges faced by the Sangira programme. One challenge was the withdrawal of students who had secured university scholarships, which diverted their focus away from the Sangira programme (A4.1). Improving the student selection process was suggested to increase the success of Sangira (E3.1). Recruiting qualified and motivated teachers was also mentioned as a challenge (A4b.1 & E3.1). Sangira struggles to find qualified teachers with the necessary practical skills and motivation to effectively teach the students. The expert interviews revealed that between 50% and 70% of student internships were organised outside the district because of limited availability of employment opportunities in Nyamasheke (E5.1 & E5.2). It was also noted that the salaries offered for these positions are relatively low. The experts also mentioned the need for improvements in terms of pre-arranged placement agreements to allow students to gain practical experience in different hospitality environments (E1.1). This would allow students to undertake placements during the holiday period, so that they can rotate through different hotels and experience different standards. To address the specific needs of female students, one of the most pressing issues identified was the provision of a separate girls' room with sanitary towels (E2.2). This would serve as a safe and private environment where girls could receive essential education about menstrual health and practising safe sex.

When asked about Sangira's M&E practices, the experts mentioned the importance of meetings with trainers to discuss programme progress and address challenges. These meetings take place twice a week (D1.1). They also emphasised the importance of meeting with students to understand their concerns and provide support (D3b.2). A structured complaints procedure was mentioned, whereby students escalate their problems to trainers, and if not resolved, to the School Operations Manager and ultimately to the Programme Director. The experts highlighted the need to document successes and areas for improvement and to communicate this information to stakeholders but did not

provide details on how this documentation process should be implemented (D1.1 & D1.2). Tracking student absenteeism was identified as an important aspect of Sangira's M&E (D2.1). Trainers are responsible for monitoring student attendance and addressing any problems immediately. The experts mentioned that there is no student tracking system in place for those who have completed the programme, but they use a simple Excel spreadsheet to monitor student progress (D5.1 & E2.1). This system helps to keep track of student placements, entrepreneurial endeavours and those who are still looking for opportunities. To overcome the challenges of tracking a large number of students, the programme uses WhatsApp groups and assigns each student an accountability partner. The experts emphasised the importance of proactive problem solving and continuous learning in overcoming challenges, encouraging perseverance and a positive attitude (A4.1 & A4.2).

Satisfaction Level

The expert interviews provided valuable insights into their personal satisfaction with the Sangira programme (A2.1 & A2.2). They expressed high levels of satisfaction and indicated that the programme had met or exceeded their expectations. A positive working relationship (A2.1 & A5.2) was highlighted as a result of successful teamwork between staff and management. Financial resources were reported to be adequately covered (A3.1), ensuring the smooth running of the programme. The programme was considered to have achieved its objectives (B1B.1 & B1b.2), with the public school restaurant being particularly successful in providing valuable practical experience (B1b.2). The performance of the trainers was generally satisfactory and met the needs of the beneficiaries (B3.1 & B3.2). Students were reported to be highly motivated (B4b.1), highlighting their enthusiasm and commitment to the programme. The facilities and building were considered to be superior to other VET schools in the area and provided an appropriate learning environment (C1.1 & C4.2). The programme was noted for its fast progress (C3.2), indicating that the beneficiaries were developing their vocational skills at a fast pace.

Beneficiary Development and Employability

The experts highlighted that the Sangira programme aims to develop beneficiaries into valuable employees or successful entrepreneurs by equipping them with the necessary skills (B1.1). A lack of confidence in English proficiency was identified by both respondents as a key area for improving employability (B2.1 & B2.2). The experts highlighted the need for improved computer skills among programme participants (B2.1),

as computer literacy is becoming increasingly important in various job roles, including administrative tasks. An integrated course called 'Building 10 years vision' was mentioned as a positive aspect of developing employability (E2.1). This course focuses on promoting long-term career planning and personal development skills among beneficiaries. According to the experts, programme graduates can expect to find employment relatively easily (E3.1 & E3.2). The programme's focus on providing relevant training and responding to industry needs contributes to increasing the employability of beneficiaries.

4.2.1 Classroom Observation

Prior to the field research, a classroom observation sheet was developed for future use by Sangira evaluators (Appendix 7). The observation during the visit was used as a pre-test and provided a structured framework for the assessment of the quality of training and teaching, as well as for systematic monitoring.

The observation of the entrepreneurship class revealed a very satisfactory quality of training. Although the class was taught by the Programme Director rather than a regular trainer, the Director's extensive experience in hospitality training and practical involvement reflected a strong commitment to delivering effective and relevant training. A variety of teaching methods were used, allowing students to actively participate in discussions and to ask questions. This approach not only demonstrated the director's expertise but also created a dynamic learning environment. There were only a few technical problems which delayed the start of the lesson, but no other problems were observed. The class size was large (n=102), but small group discussions were incorporated to engage students and challenge their knowledge. Overall, the classroom observation confirmed the programme's commitment to maintaining high standards.

During informal discussions with Sangira trainers, several important findings emerged. Financial rewards and social status were identified as influential factors in their decision to become a teacher. Although the lack of permanent contracts was an important issue for trainers. They expressed concern about the lack of secure, long-term employment, leading to job insecurity and uncertainty, and affecting job satisfaction, commitment and motivation to provide quality teaching. The lack of permanent contracts affects financial stability and personal lives of trainers, making it difficult to plan for the future or access the benefits associated with permanent employment. In addition, improving the availability and quality of equipment was highlighted as crucial to providing students with a comprehensive and practical learning experience. Trainers emphasised the

importance of equipping students with the necessary skills and familiarity with industry-standard equipment that they will encounter in their future careers.

4.3   Quality Criteria

Reliability, validity and objectivity are essential in research to ensure robust and trustworthy results (Moosbrugger & Kelava, 2020). These criteria are used to assess the relevance of the research design in addressing the research question (Hussy et al., 2013, p.23). The International Federation of the Red Cross (2011, 54) highlights the importance of triangulation as a critical practice to increase the validity of conclusions drawn during the data interpretation phase. Before considering data as factual information, it should be validated through multiple sources and methods. The methods used were employed to ensure the triangulation of findings and the overall robustness of the thesis (Döring & Bortz, 2016, p.95). While it is important to note that no research is entirely free from potential limitations, the following considerations in this research demonstrate a conscientious effort to adhere to the quality criteria.

4.3.1   Survey

Validity is considered a crucial aspect of conducting research (Bryman, 2008, p.32). According to Hussy et al. (2013, p.24), validity in quantitative research is the accurate measurement of what was intended to be measured. In this thesis, the author focused on developing appropriate indicators to capture the outputs identified in the ToC and beneficiary assessments of the Sangira programme. By aligning the indicators with the intended measurements, the thesis aimed to increase the validity of its findings. Semi-standardised online surveys offer a combination of closed-ended and open-ended questions. The standardised component provides content validity by ensuring consistent and comparable responses. Operationalising the concepts into concrete and measurable qualitative and quantitative indicators allowed for construct validity by capturing a range of responses (Bauer & Blasius, 2014). The online survey had the advantage of reducing social desirability bias and encourage more honest responses due to the anonymity it offers compared to face-to-face interviews (Kopper & Parry, 2023). External validity, which refers to the generalisability of research findings, was addressed by ensuring that the sample was representative of the population being studied (Lamnek & Krell, 2016). The survey was pre-tested to assess the comprehensibility and appropriateness of the questions, which further contributed to the validity of the research.

The reliability of the survey design used in the research is considered to be high. According to Hussy et al. (2013), semi-standardised surveys provide reliability through their standardised structure, which ensures consistent presentation of questions and response options. This minimises human error in data entry and allows reliable comparisons between respondents (Döring & Bortz, 2016). Mandatory response fields in the online survey ensured consistent and complete data, further enhancing reliability (Koch et al., 2019). The survey was also considered to be representative, as it included 87.5% of the first cohort, providing a broad sample of the student population with 51% (n=54) female and 46% (n=48) male participants. The gender distribution in the sample closely reflected that of the original beneficiary population, indicating a balanced representation. With a large number of respondents (n=105) and a representative gender distribution, the survey results are considered to be meaningful and representative of the beneficiary population as a whole.

Objectivity is a crucial quality criterion in scientific research, ensuring that different researchers under the same conditions obtain identical results (Hussy et al., 2013, p.22). Online surveys contribute to objectivity through standardised administration, where all respondents receive the same instructions and surveys, minimising potential interviewer bias. The results of the survey are independent of the author's behaviour, ensuring the objectivity of the administration (Moosbrugger & Kelava, 2020, p.18). The presence of open-ended questions in semi-standardised surveys allowed for subjective responses, which could have introduced a degree of interpretation. Therefore, the author exercised caution in analysing and interpreting the responses in order to maintain objectivity. In addition, objectivity was enhanced by the use of predominantly closed-ended questions, which automated the data collection process and reduced the potential for biased interpretations.

The survey conducted in this thesis did not suffer from self-selection bias as all students present at the school were given the opportunity to participate Out of a target sample of 120 students, only six students did not participate due to illness or because they had already started their internship. As participants had access to the internet, there was no concern about sampling bias due to the exclusion of those without internet access, which could potentially misrepresent the population of interest (Kopper & Parry, 2023). However, the data quality of the results may have been affected by technical problems such as poor internet connection, which led to incomplete surveys, long completion times and interruptions in the survey process.

4.3.2 Interview

Expert interviews provide an opportunity to gather in-depth and specialised knowledge on a particular topic (Lamnek & Krell, 2016, p.165). The inclusion of Sangira experts in the research enhanced the content validity as they shared insights and perspectives that may not have been available from other sources. However, it is important to note that the data collected from the interviews may be influenced by the participants current experiences and subjective perceptions, which may lead to a recency effect (Bauer & Blasius, 2014). The results are not representative, and their external validity is limited. Nevertheless, they have provided initial and essential insights into the research questions. By conducting interviews with two experts, the information obtained could be compared and verified, increasing the reliability of the findings (Yin, 2003, p.99). Recognising the potential for bias associated with subjective opinions and interpretations, the author approached the interpretation of the data with caution (Kopper & Parry, 2023). By documenting the process and clearly attributing expert statements, the research increased transparency and objectivity (Lamnek & Krell, 2016, p.165). In addition, the systematic approach to data analysis aimed to reduce errors and increase reliability and objectivity (Hussy et al., 2013, p.278). By following a structured analysis process, the researcher sought to ensure that the findings were based on the data collected and that interpretations were evidence-based.

5 Discussion

This chapter is a summary and critical discussion of the findings from the previous chapter. The feedback from both beneficiaries and experts supported the generation of targeted and practical recommendations for programme improvement. What sets this thesis apart from the broader literature is its emphasis on the unique context and challenges of Sangira in Rwanda, as well as its focus on the specific needs and objectives of the programme (Kopper & Parry, 2022). The findings are summarised in Figure 16 using Sangira's ToC framework, which visually highlights success factors, recommendations and areas for further evaluation.

5.1 Reflection on Research Questions

This thesis addressed research questions related to Sangira's ToC, output indicators, programme implementation and beneficiary assessment of the programme. Answering these questions provided valuable insights and practical guidance, enabling Sangira to improve its understanding of programme implementation and make necessary adjustments.

RQ 1: What is the Theory of Change for the Sangira programme?

As shown in Figure 7, the author created a ToC framework for Sangira that provided a comprehensive outline of the programme activities, expected outputs and outcomes, targeted impact as well as the underlying assumptions and external factors that could affect its implementation. The ToC was based on a review of internal documents, a survey of beneficiaries, expert interviews and a field visit. The author recognised that Sangira's ToC components required further research and evaluation to confirm their validity (Clark & Anderson, 2004). The ToC developed was designed to facilitate evidence-based decision-making in Sangira's implementation and M&E processes. It emphasised the importance of monitoring inputs, activities and outputs to assess their impact on desired outcomes. The author recommends the use of the ToC as a basic tool and framework to strengthen the overall implementation of the programme.

SQ 1: What are the most relevant indicators for assessing the output performance of the programme?

This thesis identified key indicators for assessing the output performance of the Sangira programme which served as measurable criteria for evaluating the programme implementation. The specific indicators used to measure Sangira's outputs were

presented in Table 3. It is proposed that these indicators should be part of the Sangira monitoring plan as a standard for performance measurement. The author recognised the limitations of relying solely on quantitative output indicators, as they may not fully capture the many aspects of programme implementation. It is crucial to consider additional measures to assess the overall effectiveness of the programme. Qualitative indicators were therefore developed to cover the full implementation of the programme, including beneficiaries' perceptions of the programme and their perceived employability.

SQ 2: Does the programme deliver its activities as planned?

This thesis evaluated the implementation of the Sangira programme and found that it was successful in delivering the planned activities. However, the author also identified areas for improvement and challenges that need to be addressed. Expert interviews and a beneficiary survey highlighted issues such as drop-outs due to university scholarships, school accessibility challenges for beneficiaries, recruitment difficulties in finding qualified teachers, and equipment shortages. Both experts and beneficiaries emphasised the need for additional equipment to enhance practical learning experiences and skills development. The survey data also indicated a need for more time to be devoted to practical skills training, as beneficiaries identified a lack of practical skills as a major barrier to finding employment. Addressing this challenge and increasing the emphasis on practical training can improve the employability and job prospects of beneficiaries. The importance of practical training to be attractive to future employers has also been recognised in the literature (International Initiative for Impact Evaluation (3ie), 2022). This thesis revealed a strong interest among beneficiaries in pursuing careers in the hospitality sector and in setting up their own businesses. This finding suggests that the Sangira programme has been successful in fostering positive attitudes towards the hospitality industry and in providing valuable activities and support to the beneficiaries.

RQ 2: Who are the beneficiaries of the Sangira programme?

The research findings provided important insights into Sangira's programme beneficiaries, including their demographic characteristics and socio-economic backgrounds. These findings are crucial for programme design and implementation, helping Sangira to understand the specific needs and challenges of its beneficiaries. The results indicated that the programme achieved gender inclusivity, with no gender gap among participants. It was also successful in reaching young adults from Nyamasheke with secondary education, which is consistent with the programme's target group of people seeking tertiary education. Only a small number of students reported having

children, which is lower than the fertility rate of the Rwandan population reported by the Rwandan Government (Republic of Rwanda, 2018). However, it is worth noting that half of the respondents lived outside Kagano in Nyamasheke where the school is located, resulting in long travel distances. This raised the question of whether Sangira should adjust its application process to prioritise students from the local area or consider providing boarding facilities to improve access for beneficiaries living further away. The findings highlighted that participants expressed a desire to move to larger towns, indicating their aspirations for better employment opportunities. In order to align with the career goals of the beneficiaries and to increase their chances of finding a well-paid job, it is recommended to address the need for job placement services and to explore opportunities outside the local area. The socio-economic characteristics of the beneficiaries highlighted the economic challenges they faced prior to joining the Sangira programme, such as high unemployment rates and low-income levels. This highlights the importance of Sangira's vocational training in improving the economic prospects of participants. The programme has the potential to empower participants by equipping them with in-demand skills and developing their employability.

SQ 3: From the perspective of the beneficiaries, how do they rate their experience?
The evaluation of beneficiary experiences of the Sangira programme provided evidence of the quality of the programme and valuable insights into their perceptions and satisfaction with various aspects of the programme. The survey results showed that the majority of participants had a positive perception of the Sangira programme and recognised its positive contributions to their learning experience. This suggests that the programme met their expectations and provided them with valuable skills and knowledge. However, the findings revealed a mixed perception of delivery methods, with a high number of beneficiaries indicating the need for more practical skills training. The positive feedback about the trainers indicated that the beneficiaries felt supported and guided throughout their engagement with the programme. Furthermore, the satisfaction expressed with the training atmosphere highlighted that Sangira fostered an environment that facilitated learning, active participation, confidence building and support in overcoming challenges and mistakes. This positive perception of the learning environment plays a critical role in promoting a sense of empowerment and commitment among beneficiaries, ultimately contributing to their overall growth and success. The high levels of satisfaction and likelihood to recommend the programme further confirmed the beneficiaries' positive experiences and the perceived value of the training. In addition, the

fact that half of the students heard about Sangira through word of mouth reflects the strong reputation of the programme in the community.

SQ 4: Do beneficiaries rate their employability higher after completing the programme than before?

The assessment of the beneficiaries' perceived improvement in employability provided valuable insights into the effectiveness of the Sangira programme in preparing participants for employment. The results showed that the programme had a positive contribution on skills development and employability, with participants reporting significant improvements. This suggested that Sangira is successful in equipping individuals with practical skills relevant to the hospitality labour market. Beneficiaries expressed high levels of satisfaction with the programme's curriculum, trainer competence and teaching methods. However, participants had mixed perceptions of the link between the programme content and future employment opportunities in the hospitality sector, indicating a need to strengthen this link. The findings revealed the aspirations and ambitions of the beneficiaries, with many expressing a desire to work in the hospitality sector and a strong interest in setting up their own business. These findings highlight the role of the programme in not only preparing individuals for employment, but also fostering an entrepreneurial mindset and confidence in their skills.

5.2 Implications

This thesis provided valuable insights for both research and practice in VET and the implementation of the Sangira programme. The relevance of this thesis lies in its ability to contribute to existing knowledge, guide decision-making processes and facilitate meaningful improvements in the Sangira programme. Figure 16 serves as a summary of the data collected and provides the quantitative data for the Sangira's output indicators as well as the findings for the Sangira ToC. The author identified components of the programme that have been successfully implemented which are highlighted in green. These successful components demonstrate alignment with the ToC. Based on the findings from the data, the author provided recommendations for programme improvement, which are presented in red. These recommendations aim to address the challenges and improve the effectiveness of the programme. They are discussed further in chapter 5.2.2. The author also identified areas that require further evaluation, which will allow Sangira to gain a deeper understanding of the underlying challenges and make informed decisions based on sound evidence.

Objective: *Provide Nyamasheke's youth with professional vocational hospitality training and successfully integrate them into the labour market, improving their employability and livelihoods.*

Assumptions	Inputs	Activities	Outputs	Outcomes	Impact

Sangira's understanding of the problem-solution plan is in line with the government strategy and meets labour market needs.

Beneficiaries are interested in acquiring new knowledge in the field of hospitality.

Beneficiaries are motivated to pursue a career in the hospitality industry.

Beneficiaries attend practical and theoretical skills training.

Communities in Nyamasheke are supporting their members to enrol in Sangira.

The government continues to support youth education and the VET sector.

Availability of industry partners to employ trained students on completion of the programme.

Gender equality & inclusion of beneficiaries with disabilities is maintained.

Industry partners are experienced in working with beneficiaries as interns.

Employers invest in internships as valuable learning opportunities, rather than a source of free labour.

Sufficient funds available to ensure continuation of the programme.

Government bureaucracy does not cause delays.

Technical malfunctions do not interrupt the training delivery.

Availability of motivated & qualified trainers.

The school is accessible to the beneficiaries for daily attendance.

Inputs:
- Relevant and comprehensible curricula
- Good teamwork/ communication within local Sangira team
- Establishment of Sangira as a new VET institution in Nyamasheke
- Reliable trainers
- Shared vision/goals of the Swiss and Rwandan Sangira team

- Lack of school equipment (e.g. whiteboards)
- Lack of equipment for practical skills training
- Recruitment of trainers with practical experience in the field
- Infrastructure improvements (e.g. girls facilities, additional classrooms)
- Need for internet access
- Transport/ boarding for students living far away

Activities:
- Beneficiary applications through WOM & active search
- Delivery of four curricula
- Matching beneficiaries with industry partners for internships
- Appropriate duration of training
- Opportunities for active participation during the training
- Quality of training perceived as high
- Confidence building for beneficiaries to raise their voices
- Creating a school environment that is supportive
- M&E: Regular meetings with trainers, monitoring of student absenteeism

- Operation of school restaurant
- Award beneficiaries with VET certificate
- Placing beneficiaries in employment and helping to develop careers

- Improving the beneficiary selection process: Consider university scholarship applications and distance to school
- Improving the flow of information to beneficiaries
- More training time for practical skills training
- Better link training content to future work in hospitality
- Expanding partnerships with local training providers for hands-on skills training
- Integrating English and computer skills into training
- Recruiting trainers with practical hospitality experience
- Developing internship partnerships at an earlier phase
- M&E: Clearly defined & measurable indicators to measure progress
- M&E: Establish a follow-up system to continuously monitor graduates and evaluate the impact of the programme on them.
- Increase community engagement

Outputs:
- Students have access to programme (n=136)
- Sangira provides a trustworthy learning environment (n=96)
- High completion rate of 1st programme part (n=120)
- MoU's signed with industry partners for internships (n=13)
- Beneficiaries having been placed in internships (n=100)
- Low number of drop outs (n=16)
- Motivated beneficiaries (n=77)
- Class size perceived as appropriate by beneficiaries (n=90)
- Beneficiaries expectations met (n=92)

- High satisfaction level of beneficiaries (n=87)
- Beneficiaries recommend programme (n=97)
- Perceived increase of knowledge in hospitality-related tasks by beneficiaries (n=91)
- Increased confidence of beneficiaries to find employment after programme completion (n=99)

- Few beneficiaries living within walking distance of school (n=20 between 0-30 minutes)
- Limited number of internship placements in the Nyamasheke district (50-70% outside of Nyamasheke)
- Reduce drop-outs due to university scholarships
- Increase practical skills training to improve employability
- Sign MoUs with industry partners early in the process
- Provide permanent contracts for trainers
- Recruiting trainers with practical hospitality experience
- Increase promotion for school restaurant

Outcomes:
Increased employability and job opportunities for beneficiaries in the hospitality industry

Beneficiaries placed in full-time employment in the hospitality sector 6/12 months after programme

Beneficiaries started an entrepreneurial activity after programme completion

Increased income for beneficiaries after programme completion

Beneficiaries are still employed after 12 months

Community encourages its members to undertake vocational training (e.g. Sangira)

Increased in renewal of MoUs with industry partners

Increase in enquiries from industry partners to work with Sangira on internship placements

Impact:
Improved livelihoods and career opportunities for beneficiaries through increased employability and employment in the hospitality industry.

Stable and well-paid employment for beneficiaries, ensuring long-term financial security.

Increased access to quality VET that meets labour market needs for marginalised youth in Nyamasheke.

Enhanced well-being of the communities in Nyamasheke through economic development and increased employment oopportunities from new businesses.

Problem statement: *High unemployment among youth in Nyamasheke District (Rwanda), with few job prospects and limited opportunities to develop vocational and professional skills in hospitality for sustainable livelihoods.*

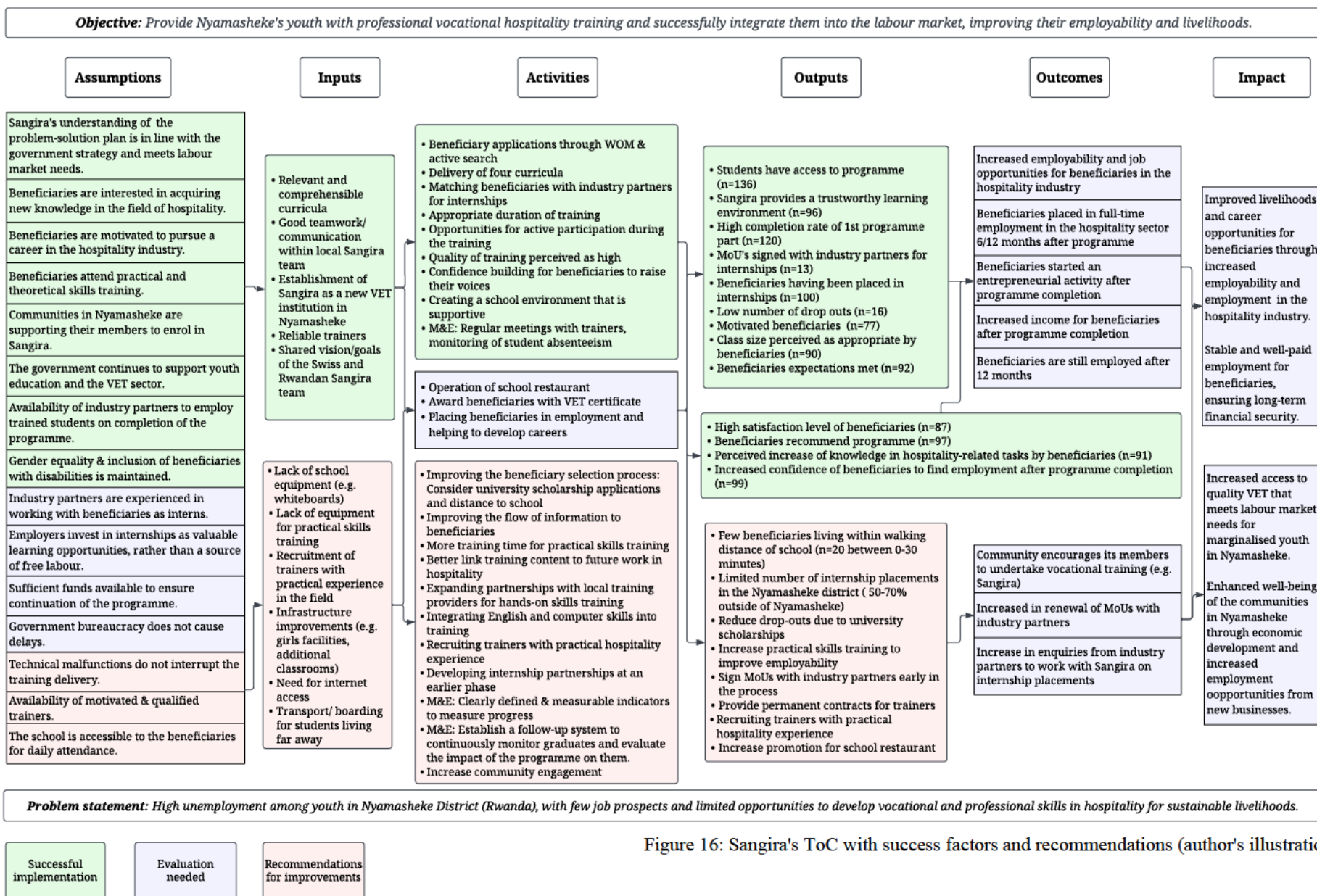Successful implementation | Evaluation needed | Recommendations for improvements

Figure 16: Sangira's ToC with success factors and recommendations (author's illustration)

The author highlights the importance of monitoring the assumptions made in Sangira's ToC to understand their impact on the achievement of desired outcomes and objectives (Masudi, 2015). The findings are based solely on the author's observations and have not been empirically tested. By conducting rigorous evaluations and gathering empirical evidence, the programme can gain a better understanding of how these assumptions affect outcomes.

5.2.1 Theoretical implications

The findings of this thesis are a valuable addition to the existing body of knowledge on VET programmes and to the understanding of effective programme implementation. These findings have value not only for this thesis, but also for future research and analysis by researchers in the field and Sangira management. By comparing and contrasting these findings with those of other programmes and contexts, it is possible to identify similarities and unique challenges. This comparative approach can contribute to a deeper understanding of the factors that influence programme effectiveness and success, enabling the development of more tailored and impactful interventions in the future.

VET in developing countries: The challenges faced by the Sangira programme were representative of broader issues in VET in developing countries. Factors such as accessibility, mixed approach of theoretical and practical training, out-dated equipment as well as perceptions and responsiveness to existing labour market needs in the Sangira programme were consistent with challenges highlighted in the literature (Blattman & Ralston, 2015; International Initiative for Impact Evaluation (3ie), 2022; Ndagijimana et al., 2018). Recognising and addressing these factors can improve the outcomes of VET interventions, enhance the employability of young people and ultimately lead to effective programme structuring and implementation (McKenzie, 2017). The Republic of Rwanda has set targets to improve access to VET and to ensure equal educational opportunities for all. The Sangira programme aligns with these national goals by actively contributing to improving the accessibility and inclusiveness of VET (Republic of Rwanda, 2008). A key aspect of Sangira's contribution is its emphasis on working with the private sector. By forging strong partnerships and involving the private sector in training initiatives, Sangira aims to bridge the gap between the skills of individuals and the needs of industry. This approach ensures that the training provided is relevant and aligned with the needs of the labour market, ultimately improving the employability and job prospects of the beneficiaries (McKenzie, 2017). The findings of this thesis highlighted the challenges and opportunities present in VET programmes, particularly in the context of developing

countries. By examining these factors, the research contributed to the theoretical understanding of the challenges faced in implementing effective VET interventions. This knowledge can guide the design and implementation of future interventions, allowing for more targeted and impactful initiatives that address the specific needs and circumstances of beneficiaries.

Perceptions of beneficiaries: In order to improve and increase the effectiveness of VET programmes such as Sangira, it is crucial to understand the perspectives of beneficiaries. Research studies, such as the one mentioned by Fässler and Studer (2018), highlight the importance of considering beneficiary feedback and perceptions in programme evaluation and improvement processes. The positive feedback and high levels of satisfaction expressed by beneficiaries of the Sangira programme underscore the importance of creating a supportive and conducive learning environment. This environment helps to build the confidence of beneficiaries, which in turn has been shown to have a positive impact on their employability. Research conducted by Alcid (2014) suggests that increased self-confidence can play a crucial role in improving a young person's prospects of finding a job. Developing a sense of employability requires not only the acquisition of technical skills, but also a change in personal attitudes towards work. The positive perceptions of improved employability among Sangira beneficiaries indicated the success of the programme in preparing participants for employment. This suggests that Sangira is effectively equipping beneficiaries with the necessary skills and attitudes to enter the labour market. The research findings contributed to the theoretical understanding of the factors that influence beneficiary satisfaction in VET programmes. These insights can inform future programme design and implementation strategies, leading to improved outcomes and better alignment with beneficiary needs and expectations.

Cost-effectiveness: Different researches highlight the challenges and limited impact of skills training programmes globally, particularly for men (Blattman & Ralston, 2015; McKenzie, 2017; Stöterau et al., 2022). These programmes are often associated with high costs that can outweigh the benefits, making it difficult to justify the investment. It is therefore crucial for Sangira to carefully assess the cost-effectiveness of its activities in order to determine whether the resources allocated to the programme are being used efficiently. Not only immediate outputs, but also long-term outcomes and programme impacts should be considered to ensure the continued success of the programme in promoting VSD and improving the livelihoods of beneficiaries.

5.2.2 Managerial Implications

On a more practical level, the data provided valuable insights into the identification of areas for improvement in the Sangira programme. These findings, summarised as recommendations by the author in Figure 16, highlight specific areas that require attention and intervention. By addressing these challenges, Sangira can improve its programme design and increase the effectiveness in meeting the needs of its beneficiaries.

Addressing logistical challenges: The findings highlight the challenge of long walking distances for beneficiaries, which can negatively affect their participation in the Sangira programme. To address this barrier and to ensure equal access and regular attendance, it is recommended that solutions such as providing transport or boarding facilities for beneficiaries be explored. By addressing this logistical challenge, Sangira can create a more inclusive and accessible learning environment, enabling beneficiaries to fully engage with the programme and maximise their learning outcomes.

Improving school equipment and resources: This thesis highlights the importance of improving the availability of equipment and resources within the Sangira programme. Specifically, a need for improvement was identified in areas such as kitchen utensils, whiteboards and internet connectivity. Addressing this gap is critical to improving the overall quality of training and providing beneficiaries with the necessary tools to effectively develop their skills and acquire labour market relevant knowledge. By allocating resources to improve equipment and resources, the Sangira programme can create a more conducive and effective learning environment. This will increase the chances of economic empowerment and career advancement by enabling beneficiaries to acquire the essential skills and knowledge required for successful employment.

Strengthen practical skills training: In order to increase the effectiveness of the Sangira programme, it is recommended that practical skills training be strengthened, based on feedback from Sangira beneficiaries and experts interviewed. Participants expressed a desire for more practical experience, which can improve their employability and increase their confidence in applying the skills they have acquired (Page, 2012). Blattman and Ralston (2015) highlight the importance of practical skills acquisition in meeting labour market needs. This can be achieved by allocating more teaching time to practical training and providing opportunities for participants to apply their theoretical knowledge in real-life scenarios. An alternative approach is to develop collaborations with industry partners that allow programme participants to undertake work placements during their holidays. Working with industry partners offers participants the opportunity to further develop their

practical skills and gain valuable hands-on experience in the hospitality industry. In this way, participants develop confidence in their ability to succeed in the hospitality industry.

Support for female beneficiaries: The findings highlight the importance of providing appropriate support for female students, including access to sanitary pads and education on practicing safe sex. Creating a dedicated space for girls can provide a supportive environment that addresses the specific needs of female students and promotes their well-being and continued participation in the programme. Research supports the prioritising of access and support for female beneficiaries, as they are one of the target groups that benefit the most from VET which can lead to positive social and economic outcomes (International Initiative for Impact Evaluation (3ie), 2022).

Strategy to address drop-outs: Although the withdrawal rate from the Sangira programme is low, primarily due to the preference for university scholarships, Sangira should develop a strategy to ensure a balance between programme objectives and beneficiary opportunities. Addressing this issue is crucial to prevent exclusion of other young adults from benefiting from the programme due to the limited number of beneficiary placements available per cohort.

Job placement and career support services: Recognising that participants aspire to better career prospects and personal development opportunities outside of Nyamasheke district, Sangira should consider aligning its career guidance with the participants' ambitions and goals. The implementation of a robust follow-up system to monitor the outcomes of programme graduates and provide evidence of their success is critical in this regard. By providing comprehensive job placement and career support services outside of Nyamasheke, Sangira can improve the employability and long-term prospects of its beneficiaries (Benjamin, 2012).

Strengthen partnerships: Weak links with industry and limited collaboration between VET institutions and industry are barriers to providing relevant training and workplace learning opportunities (Blattman & Ralston, 2015). Sangira places emphasis on strengthening partnerships with employers to gain insight into industry trends, practices and expectations to ensure that Sangira's training remains relevant and aligned with industry needs. This collaboration increases internship and employment opportunities for beneficiaries and supports the sharing of resources with industry stakeholders. Studies show that matching training programmes to existing job vacancies is a critical factor in their success (International Initiative for Impact Evaluation (3ie), 2022).

Emphasis on M&E: Given the lack of an independent M&E system for Sangira, the author has proposed several recommendations to address this issue:

Clear programme goals and indicators: Sangira should set and communicate clear objectives and measurable indicators that are consistent with the desired outcomes (SDC, 2023). To monitor progress and measure the effectiveness of Sangira, the output indicators developed in this thesis can be used or further developed.

Collection of baseline data: At present, Sangira does not have its own baseline comparison. This means that there is no benchmark against which to compare the programme's performance or survey data in order to assess its progress (The World Bank Group, 2018). This is also a limitation of this thesis. A baseline comparison is essential for assessing the effectiveness of the programme and understanding the changes that have occurred as a result of its implementation (Kopper & Parry, 2022). Collecting baseline data for each cohort before they start the programme through surveys or tests provides a reference point for measuring change and evaluating the effectiveness of the programme.

Regular data collection and analysis: It is essential to implement regular data collection processes to monitor Sangira's performance and receive feedback from stakeholders. This could take the form of an annual work plan that outlines tasks, timeframes and responsibilities for M&E. It should include measurable indicators for tracking inputs, activities and outputs, as well as participant performance, satisfaction and employment outcomes (Masudi, 2015).

Marketing and awareness: The negative perceptions and stigma associated with VET suggest that Sangira needs to invest in marketing and awareness campaigns (Ndagijimana et al., 2018). Additional efforts should be made to educate parents, young adults and the Nyamasheke community about the benefits and opportunities offered by Sangira. Highlighting success stories of Sangira graduates and demonstrating the practical skills and job prospects can help change perceptions and increase enrolment rates.

5.3   Limitations

The thesis collected data through beneficiary surveys and expert interviews to address the research questions. However, it is important to acknowledge the limitations that may affect the application and interpretation of the findings. Although these limitations may affect the external validity and generalisability of the findings, they do not diminish the value of the thesis in providing insights and recommendations to inform future

improvements and decision-making processes, ultimately contributing to the overall success and effectiveness of the programme.

It is important to note that the findings of this thesis are context-specific and limited to the Sangira programme and its first cohort of beneficiaries. Therefore, the results may not be generalisable to the wider population of VET participants in Rwanda. The unique characteristics of the Sangira programme, including its location, target population and specific hospitality curriculum, may limit the generalisability of the findings.

The research focused primarily on quantitative data collected through beneficiary surveys and qualitative interviews with programme experts. While these sources provided valuable insights, they do not capture the full range of factors influencing the implementation of the Sangira programme. The perspectives of other programme stakeholders, such as industry partners or community members, were not included in this thesis, potentially limiting the understanding of the programme's achievements and challenges. In addition, this thesis did not collect feedback from beneficiaries who dropped out of the programme, which could have provided valuable insights for programme evaluation and recommendations. The depth and breadth of data collection was constrained by the limited timeframe of this thesis. It focused on the first part of the programme, excluding the internship period, which could have provided more meaningful insights into knowledge acquisition and programme outcomes. As a result, it was not possible to draw definitive conclusions about the success of the programme. The author's tight schedule during the field research in Nyamasheke limited the time available for the survey, interviews and classroom observations, which may have resulted in the exclusion of relevant information and perspectives.

Language barriers were another constraint, as the beneficiaries had limited English language skills and the survey had to be quickly translated into Kinyarwanda. Although efforts were made to ensure an accurate translation, the last-minute change raises concerns about the accuracy of the translation. Despite these challenges, the site visit provided valuable insights into Sangira's programme implementation and allowed for direct observation. The author coordinated the visit with the local Sangira management, although Gibson (2023) suggests that site visits are most useful when research staff turn up unannounced. It is arguable whether the presence of an external observer had any impact on programme implementation.

In addition, there are several methodological limitations to consider. The interviews with Sangira experts were based on subjective opinions and interpretations, and therefore do not capture the full complexity of the Sangira programme. Personal biases or their specific roles within the programme may have influenced their perspectives. What was also observed during the expert interviews was a regency effect as a response bias (Gibson, 2023). The author felt that the experts tended to focus on recent events rather than the history of the programme. Past events, such as selection interviews which took place eight months ago, were not discussed in depth. Therefore, the findings from these interviews should be interpreted with caution.

Certain results need to be interpreted with caution due to the social desirability bias (Bertrand et al., 2009). This thesis relied on self-reported data, which may be influenced by the participants' desire to give answers that are perceived as socially desirable. It is uncertain whether respondents felt that the interviewer expected them to give a particular answer, despite the interviewer's efforts to address this concern during the on-site introduction. Therefore, the accuracy of the responses cannot be definitively determined. Questions with a reference period of six months were also included in the survey. The use of shorter recall periods may have provided more accurate data as it is unclear whether respondents would accurately recall events from such a long time ago (Bertrand et al., 2009).

Accurately measuring knowledge change is crucial in research and evaluation efforts (IFRC, 2011). Collecting data on how beneficiaries perceive their change in knowledge can be valuable, but it may not provide a full understanding of the actual knowledge gained. By including pre- and post-training assessments, researchers can quantitatively measure the extent of knowledge change among beneficiaries (Kopper & Parry, 2023). This approach provides a more reliable and valid means of evaluating programme effectiveness than relying solely on self-reported knowledge change. Objective measures help mitigate the biases and limitations associated with self-report, ensuring a more robust assessment of the programme's impact on beneficiaries' knowledge acquisition.

One of the main challenges faced during the beneficiary survey was the issue of stable internet connectivity. As the survey was conducted online, it was essential that participants were able to access a reliable internet connection in order to complete the survey and to prevent measurement bias caused by erroneous values (IFRC, 2011). However, in certain cases, participants experienced difficulties in accessing the survey due to connectivity issues, which resulted in incomplete or interrupted responses to the

survey. This may have affected the representativeness of the sample and led to potential bias in the results obtained.

The response times of beneficiaries in the analysed sample varied widely, ranging from nine to 99 minutes. Despite this variation, all completed surveys were included in the analysis to avoid excluding potentially relevant data. However, it should be recognised that this approach may affect the validity of the data collected. The long response times also highlight a limitation in the number of survey questions. According to Kopper and Parry (2022), the distinction between essential information and nice-to-have details is crucial in research and evaluation. The author could have improved data quality and reduced respondent fatigue by selectively including only questions directly relevant to the research objectives. Each question should have had a clear purpose and intended use to ensure that the data collected contributed meaningfully to the research findings (Fretwell, 2003, p.184).

The effective formulation and sequencing of survey questions is a methodological challenge in research. Clear, precise and understandable questions are essential to avoid measurement error and ensure accurate data collection (IFRC, 2011). Ambiguity or vagueness in questions can lead to misunderstanding and affect the reliability and validity of the data (Gibson, 2023). In order to overcome this challenge, the author conducted a pre-test of the survey to identify potential problems with the clarity and order of the questions. However, the author suggests that more emphasis should have been placed on asking explicit and targeted questions to ensure the accuracy and comprehensibility of the survey (Bertrand et al., 2009). Whether the quantitative data collection suffered from the primacy effect, whereby respondents tend to focus on the first items or answer choices first, has not been assessed. As this is a typical phenomenon in self-administered surveys, it is likely that it did (Bertrand et al., 2009).

6 Conclusion

Sangira targets marginalised young people from Nyamasheke and aims to empower them for future employment opportunities through VET in the hospitality industry. While there is a large body of literature on VET in developing countries with conflicting findings, the aim of this thesis was to provide Sangira with a sound knowledge base on their programme implementation and to provide actionable measures specific to their context. This thesis addressed two main and four secondary research questions using triangulated data collection. This took the form of a semi-standardised online survey, semi-structured interviews with experts and fieldwork with classroom observation, all of which provided valuable insights that allowed meaningful conclusions to be drawn. Several key findings emerged from this thesis, highlighting different aspects of the programme and providing insights into its strengths, challenges and potential for improvement. The results of the thesis quantify the positive changes that the Sangira programme is having on beneficiaries. It also identifies areas where Sangira needs to make changes in implementing the programme to adapt to the challenges faced by beneficiaries and Sangira management. The identified research gap provided an opportunity to look at the programme from a broad perspective and to develop useful tools for programme management, as the programme is in its first phase of implementation.

To answer **research question one**, the ToC for the Sangira programme was developed and reviewed after data collection. It outlined the intended impact of the programme and the pathways through which it would achieve its objectives. The ToC provides a comprehensive framework to guide the implementation of the programme and supports Sangira's fundraising activities. In response to **sub-question one**, a set of indicators was identified to assess the output performance of the Sangira programme. These indicators were carefully selected to be applicable beyond the scope of this thesis and to serve as measurable criteria for assessing the implementation of programme activities and monitoring outputs. By using these indicators, Sangira can systematically track and evaluate the programme. **Sub-question two** examined whether Sangira delivered its activities as planned. The results show that the programme has generally adhered to its planned activities. Certain challenges were identified that suggest areas for improvement in programme implementation, such as drop-outs due to university scholarships, school accessibility challenges for beneficiaries, recruitment difficulties in finding qualified teachers, and equipment shortages.

Research question two aimed to identify the beneficiaries from the first cohort, who at the time of the survey were in the intermediate phase between the theory and practice block and the internship. The findings indicated that the programme beneficiaries were very similar in terms of demographic and socio-economic background. Participants were all from the Nyamasheke district but half of the respondents lived outside Kagano where the school is located, resulting in long travel distances. The socio-economic characteristics of the beneficiaries highlighted the economic challenges they faced prior to joining the Sangira programme, such as high unemployment rates and low-income levels. This highlights the importance of Sangira in improving the economic prospects of participants. In response to the **third sub-question**, this thesis assessed the perspective of the beneficiaries on their experience with the Sangira programme. Overall, the feedback was positive, with beneficiaries expressing satisfaction with the programme trainers, the training atmosphere and their own personal development. However, challenges such as a better balance between theory and practice and the need for better school equipment, especially for the practical skills training, were highlighted. **Sub-question four** examined whether beneficiaries rated their employability higher after completing the programme than before. The results showed that the majority of beneficiaries perceived an improvement in their employability and an increase in their confidence to find employment. This suggests that the programme was successful in equipping them with the necessary skills and confidence to enter the labour market.

Overall, the findings suggest that Sangira is having a positive influence on the personal and professional development of programme beneficiaries. Further research to explore the impact of Sangira on the livelihoods of its beneficiaries will be important to provide empirical evidence and to determine whether Sangira has an impact on their long-term employment outcomes. For the purposes of this thesis, there is evidence that Sangira is on the right course for success if the recommendations made in this thesis are implemented. This is supported by the data collected, which highlights the importance of creating employment opportunities in the Nyamasheke area and improving the employability of beneficiaries through practical skills training.

6.1 Further Research

Despite the research findings, there are several areas that require further investigation in order to fully evaluate the impact of Sangira.

Theory of Change: Sangira's ToC provided a structured framework for understanding the programme's intended outcomes and the pathways through which they would be achieved. The ToC crucial for informed decision-making, effective programme implementation and programme M&E (The World Bank Group, 2018). However, the findings of this thesis indicated that further research and evaluation is needed to validate the assumptions underlying Sangira's ToC, the outputs after beneficiaries have completed their internship and the full programme, and the short-term and long-term outcomes. This highlights the importance of continually refining and adapting the ToC based on empirical evidence and stakeholder inputs.

Employment and employability outcomes: To gain a deeper understanding of Sangira's outcomes and to measure its impact on beneficiaries and their livelihoods, further research should evaluate two related but distinct concepts within the Sangira programme: employability, an outcome outlined in Sangira's ToC, and employment outcome, which represents the long-term objective of the programme. Although these concepts are analysed independently, they are closely linked in the programme's ToC. Improved employability contribute directly to improved livelihood outcomes, which is consistent with the programme's overarching objective of promoting sustainable employment (Alcid, 2014).

Income assessment: In order to assess the effectiveness of Sangira in improving beneficiary income levels, it is recommended that a thorough income assessment be carried out six or twelve months after programme completion, taking gender distribution into consideration. This evaluation will provide valuable insights into the economic impact of the programme and its role in poverty reduction and gender equality.

Impact evaluation: While descriptive statistics provide insights into data characteristics, conducting an impact evaluation using inferential statistics enhances the programme's credibility and generalisability. Inferential statistics, such as regression discontinuity design or comparison group analysis, allow for robust causal conclusions and determine the true impact of the Sangira programme. By comparing the outcomes of participants with an appropriate comparison group, researchers can establish causal relationships and make generalisations to the wider population. Conducting an impact evaluation requires

planning, data access and financial resources but the results can provide valuable insights for programme improvement and policy-making.

Relevance of skills acquired: It is important to assess the relevance of the skills acquired through the Sangira programme to current labour market needs. Future research should explore the extent to which the skills acquired through the programme are aligned with the needs of employers and industries. This analysis will help ensure that the programme remains responsive to evolving market needs and increase the likelihood of sustainable employment for graduates.

Return of graduates to Nyamasheke: As 50-70% of internship placements are outside of the Nyamasheke district, further research should collect data on how many graduates return to Nyamasheke. Examining the rate at which graduates return and work in the local area or set up their own businesses is crucial to understanding the impact of Sangira on the local economy. Research should focus on assessing the extent to which Sangira is contributing to local employment opportunities and economic development of Nyamasheke. This data will inform strategies to strengthen the link between the programme and local market demand.

Perceptions of internship quality: Further research is needed to explore how beneficiaries perceive the quality and employability after their internship experiences. Understanding their perspectives on the value of internships and the impact on their employability will provide insights into the effectiveness of the internship component of the programme, as well as the professionalism of the industry partner. This data can be used to improve placements and ensure that they effectively prepare programme participants for the labour market.

Mitigating graduate disappointment: Developing a strategy to address the potential disappointment of graduates who do not find employment is essential (International Initiative for Impact Evaluation (3ie), 2022). Future research should focus on identifying effective measures to support and guide graduates towards alternative pathways, such as entrepreneurship or further skills development. By understanding the specific challenges faced by these individuals and exploring potential solutions, the programme can better support graduates in their transition to sustainable livelihoods.

Displacement effect: Investigating the potential displacement effect of Sangira graduates in the labour market is another area that warrants further research (Bier et al., 2020). Understanding whether programme graduates are filling previously unfilled positions or

displacing existing professionals can provide insights into the wider impact of the programme on labour market dynamics. This research will contribute to the understanding of Sangira's impact and inform potential adjustments to minimise any negative effects.

Cost-effectiveness evaluation: Given the concerns raised in the literature about the cost-effectiveness of VET programmes, it is necessary to conduct a cost-effectiveness evaluation of Sangira (Blattman & Ralston, 2015). This evaluation should assess the benefits of the programme in relation to its costs and compare it to alternative programme models. Determining the cost-effectiveness will inform decisions on resource allocation and guide potential improvements to the programme design.

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Appendices

Appendix 1: Nyamasheke District Strategic Planning Table

NST-1 Pillar	NST-1 Priority Area	DDS Outcomes	DDS Outputs	DDS Strategic Interventions
1. Economic Transformation				
1.1 Create 1.5m (over 214,000 annually) decent and productive jobs for economic development		**1.1.1:** Increased number of Rwandans with appropriate skills tailored to labour market demands	**Output 1:** TVET graduates with relevant skills and linked to the labor market increased	• Establish and empower TVET for skills development • Promote vocational training for women and youth
		1.1.2: Increased productive jobs for youth and women	**Output 2:** SMEs of youth and women created and supported	• Provide business development assistance through BDF products • Establish an enabling environment for the cooperative creation • Provide incentives (start-up toolkits) to women and youth SMEs and Cooperatives created
			Output 3: Model income and employment-generating project in each village supported	• Enhance knowledge and skills transfer for youth, turn their local economic and cultural endowments into income and job creating ventures

NST-1 Pillar	NST-1 Priority Area	DDS Outcomes	DDS Outputs	DDS Strategic Interventions
SOCIAL TRANSFORMATION				
2.4 Enhancing demographic dividend through improved access to quality education		**2.4.1** Enhanced access to quality education for all	**Output 62 :** Pre-primary net enrolment increased	• Promote pre-primary education by construction of ECD models and ECE classrooms • Increase qualified teachers
		2.4.2 Improved education quality in primary and secondary education	**Output 63 :** Quality of education improved	• Improve learning conditions across primary and secondary through increased equitable access • Enhance the use of ICT in teaching and learning to support the improvement of quality across all levels of education
			Output 64 : STEM across all levels of education increased	• Strengthen STEM through construction and equipment of science Labs and computer Labs
			Output 65 : Completion rate in primary and secondary schools promoted	• Establish Community Education Organs (Abajynanama b'Uburezi) • Improve implementation of school feeding program in 9&12YBE • Provide schools with girls rooms and equip them
			Output 66 : Education of People With Disabilities ensured	• Ensure people with disabilities are able to start school and progress through all levels of education
			Output 67 : Number of Student pursuing TVET increased	• Promote TVET schools as sources of technical and professional skills and attitudes

Appendix 2: Indicators matched to survey questions

Question Block	Survey Question	Measurement	Concept	Indicator
Demographic Information (A)	Q1: What is your date of birth?	Closed	Demographics	Age
Demographic Information (A)	Q2: You are male/ female/ other	Semi-Closed	Demographics	Gender
Demographic Information (A)	Q3: What is your nationality?	Semi-Closed	Demographics	Nationality
Demographic Information (A)	Q4: What is your marital status?	Closed	Demographics	Marital status
Background Information (B)	Q1:How many siblings do you have?	Closed	Socio-economic characteristics	Family constellation
Background Information (B)	Q2: How many children do you have?	Closed	Socio-economic characteristics	Family constellation
Background Information (B)	Q3: What languages do you speak?	Semi-Closed	Socio-economic characteristics	Education
Background Information (B)	Q4: In which sector do you live?	Closed	Socio-economic characteristics	Place of residence
Background Information (B)	Q5: How do you usually get to school?	Semi-Closed	Socio-economic characteristics	Mode of transport to school
Background Information (B)	Q6: How long does it take you to reach the Sangira school from where you live by foot (one way)?	Closed	Programme Performance	Programme accessibility
Background Information (B)	Q7: What is the highest level of education you have successfully completed?	Closed	Socio-economic characteristics	Education
Background Information (B)	Q8: Which training programme are you currently enrolled in?	Closed	Programme Performance	Programme delivery
Background Information (B)	Q9: How easy or difficult was it for you to be accepted by Sangira to participate in the programme?	Likert scale 1-5: 1-Easy, 3 - Neither easy nor difficult,-Difficult, Filter (3-5) → Q9.1	Programme performance	Application Process
Background Information (B)	Q10: Before starting the Sangira programme, what did you do?	Semi-closed, Filter (1-6 &9)→ Q10.1	Employment	Previous economic activity
Background Information (B)	Q 11: How much was your income per month before starting at Sanigra?	Closed	Employment	Income
Background Information (B)	Q12: How long have you been looking for a job before the Sangira programme?	Closed, Filter (1-7) → Q12.1	Employment	Duration of job search

Background Information (B)	Q13: Why did you want to participate in the Sangira school?	Semi-closed	Beneficiary development	Career development
Background Information (B)	Q14: How did you hear about the Sangira programme?	Semi-closed	Programme performance	Programme outreach
Assets & Prospects (C)	Q1: What is your living situation?	Closed	Socio-economic characteristics	Housing situation
Assets & Prospects (C)	Q2: Does the house you are living in have electricity?	Closed	Socio-economic characteristics	Housing situation
Assets & Prospects (C)	Q3: Last week, what was your main source of income? I received money from...	Semi-Closed	Employment	Income
Assets & Prospects (C)	Q4:How many people live in the house together with you (NOT including you)?	Closed	Socio-economic characteristics	Housing situation
Delivery of Programme Activities (D)	Q1: Time spent on practice / theory	Closed	Programme performance	Programme delivery
Delivery of Programme Activities (D)	Q2: Level of training	Likert scale 1-5: 1- too difficult, 3 - Just right,- Too easy	Programme performance	Training quality
Delivery of Programme Activities (D)	Q3: The programme duration is..	Closed	Programme performance	Programme delivery
Delivery of Programme Activities (D)	Q4: Language used by trainers during the course	Closed	Programme performance	Programme delivery
Delivery of Programme Activities (D)	Q5: How satisfied are you with how the instructors teach?	Likert scale 1-5: 1- Extremely satisfied, 3 - Fairly satisfied,- Not satisfied at all, Filter (3-5) → Q5.1	Beneficiary satisfaction	Teacher quality
Programme Experience (E)	Q1: My family is proud that I participate in the Sangira programme.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Personal situation	Family Support
Programme Experience (E)	Q1: I enjoy going to school.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Beneficiary satisfaction	Programme delivery
Programme Experience (E)	Q1: I like the school facilities.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Beneficiary satisfaction	Learning environment
Programme Experience (E)	Q1: The school is equipped with everything I need for the lessons.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Beneficiary satisfaction	Learning environment

Programme Experience (E)	Q1: Sangira creates a trustworthy atmosphere.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Learning environment
Programme Experience (E)	Q2: The instructors know a lot about the lessons they teach	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Training quality
Programme Experience (E)	Q2: The teachers always give enough opportunities for questions.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Training quality
Programme Experience (E)	Q2: The teachers always explained new terms and concepts clearly and comprehensibly.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Training quality
Programme Experience (E)	Q2: The instructors treat me with respect.	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Learning environment
Programme Experience (E)	Q2: During class we do different exercises (like group works, games, exercises)	Likert scale 1-5: 1- Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Training quality
Programme Experience (E)	Q3: Do you think the size (number of people) of the class is	Likert scale 1-3: 1- Just right, 3 - Too large,- Too small	Programme performance	Learning environment
Programme Experience (E)	Q4: If you think about the last 6 months, how often did you attend the training?	Likert scale 1-5: 1- All or most of the days, 3 - Some of the days, 5 - None of the days, Filter (2-5) → Q4.1	Personal situation	School attendance
Programme Experience (E)	Q5: What do you think of the following statement: "The lessons usually start on time."	Closed	Programme performance	Training quality
Programme Experience (E)	Q6: If you think about the last 6 months, how often did it happen that the teacher was late for the training?	Likert scale 1-5: 1- None of the days, 3 - Half of the week,- Always	Programme performance	Training quality
Satisfaction with the Programme Elements (F)	Q1: How satisfied are you overall with the Sangira school?	Likert scale 1-5: 1- Extremely satisfied 3 - Neither satisfied nor dissatisfied,- Extremely satisfied, Filter (1-3) → Q1.1	Beneficiary satisfaction	Programme delivery

Personal Experience (G)	Q1: Here is a list of the ways you may feel or behave. Please indicate how often you have felt this way during the past week. 1. I couldn't sleep well 2. I had family problems 3. I was hungry 4. I had trouble to keep focus on what I was doing 5. I felt that people dislike me 6. I was not motivated	Likert scale 1-5: 1-Never, 3 - Sometimes, 5 - Very often	Personal situation	Emotional situation
Personal Experience (G)	Q2: I can actively participate during the lessons.	Likert scale 1-3: 1-True, 3 - A little True,- Not true at all	Programme performance	Training quality
Personal Experience (G)	Q2: I feel confident to speak up during class sessions.	Likert scale 1-3: 1-True, 3 - A little True,- Not true at all	Programme performance	Training quality
Personal Experience (G)	Q2: It is ok if I make mistakes.	Likert scale 1-3: 1-True, 3 - A little True,- Not true at all	Programme performance	Learning environment
Personal Experience (G)	Q2: The teacher helps me if I make mistakes.	Likert scale 1-3: 1-True, 3 - A little True,- Not true at all	Programme performance	Learning environment
Personal Experience (G)	Q2: If I have a problem, I can communicate it to someone at school.	Likert scale 1-3: 1-True, 3 - A little True,- Not true at all	Programme performance	Learning environment
Personal Experience (G)	Q3: I learned a lot from the Sangira school.	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Beneficiary development	Increased knowledge
Personal Experience (G)	Q3: It is difficult for me to make a clear connection between the contents of the course and my future job in hospitality.	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Programme performance	Programme delivery
Personal Experience (G)	Q4: Do you believe the training helped you to find work in hospitality after you have completed the Sangira programme?	Likert scale 1-3: 1-No, 3 - A little true,- Yes	Beneficiary development	Career development
Personal Experience (G)	Q5: In general, where on this scale would you place your knowledge of hospitality after the Sangira programme?	Closed: Single entry (1-10)	Employability	Incrased knowledge
Personal Experience (G)	Q6: During the trainings I have learnt everything I wanted to learn.	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Beneficiary satisfaction	Programme delivery
Personal Experience (G)	Q6: My skills in hospitality have improved since the start of the programme.	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor	Employability	Increased knowledge

		disagree,- Strongly agree		
Personal Experience (G)	Q6: The training and skills I learnt at Sangira prepare me well for my future employment.	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Employability	Work Readiness
Personal Experience (G)	Q7: What is your opinion of the course, compared with your expectations?	Closed, Filter (2&3) → Q7.1	Beneficiary satisfaction	Programme delivery
Personal Experience (G)	Q8: What challenges do you face linked to school?	Semi-Closed	Personal Situation	Challenges
Final Questions (H)	Q1: What do you like the most about the Sangira programme?	Semi-closed	Beneficiary satisfaction	Programme delivery
Final Questions (H)	Q2: Is there anything you would like to change in the programme?	Closed, Filter (Yes)→ Q 2.1	Beneficiary satisfaction	Programme delivery
Final Questions (H)	Q3: After you completed the Sangira programme, what are you going to do?	Semi-closed	Beneficiary development	Career development
Final Questions (H)	Q4: Do you think it will be easy to find work after you completed the programme?	Likert scale 1-5: 1-Very difficult, 3 - Fairly easy,- Very easy, Filter 1-4: no → Q4.1	Beneficiary development	Career development
Final Questions (H)	Q5: In the future, would you like to work in hospitality?	Likert scale 1-3: 1-Yes, 3 - Maybe,- No	Beneficiary development	Career development
Final Questions (H)	Q6: What do you see yourself doing in five years?	Semi-closed	Beneficiary development	Career development
Final Questions (H)	Q7: "I feel like the future holds good things for me."	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor disagree,- Strongly agree	Personal status	Emotional status
Final Questions (H)	Q8: Do you think you have learnt to be more confident during Sangira programme?	Likert scale 1-3: 1-Yes, 3 - A little,- No	Beneficiary development	Increased confidence
Final Questions (H)	Q9: After the Sangira programme I stay in Nyamasheke district, move to a bigger city, move abroad	Closed	Personal situation	Career development
Final Questions (H)	Q10: I would recommend the Sangira programme immediately.	Likert scale 1-5: 1-Strongly agree, 3 - Neither agree nor disagree,- Strongly agree, Filter (1-3) → Q10.1	Beneficiary satisfaction	Programme recommendation

Appendix 3: Beneficiary survey

Sangira Students Feedback Survey

 Welcome!

Today I have some questions for you to gather feedback on the Sangira programme. The goal is to assess your experience with the training and your level of satisfaction. This will help Sangira improve the programme going forward. This survey should take around twenty-five (25) minutes of your time approximately to complete. If you do not understand a question, please let me know and I will be glad to explain them until they are clear. Don't worry if you don't want to answer some of the questions - that's ok. This is NOT a test and you will not be graded or judged.

Confidentiality
The data collected in this study does not include any personally identifiable information about you. By participating, you understand and agree that the research data gathered during this study will be used by the administrator in order to aggregate all the answers for an overall evaluation of the programme. Individual responses will not be shared with anyone.

Contact information
If you have any questions, please contact the administrator:
Alexandra Gerber, Project Manager Sangira (Switzerland)

If you agree to participate in this survey, I would also like to ask for your permission to contact you again at a later stage. Do you agree to participate in the survey and to maybe be contacted again in the future?

o   Yes, I am happy to answer the following questions and be contacted again.
o   No, I would prefer not to participate.

Display This Question: If Welcome = No, I would prefer not to participate.

Welcome - If no, please state why.

_____

Skip To: End of Survey If Condition: If no, please state why Is Not Empty. Skip To: End of Survey.

Q1 Could you please tell me your..

o First name _____

o Middle name _____

o Family name _____

Q2 Could you please provide your mobile phone number so that Sangira might be able to reach you for a follow-up survey? (078...)

_____

Q3 Could you please provide a contact number for a relative or close friend in case we can't get hold of you on the above phone number?

o Name _____

o Phone number _____

Q4 What is the relation to you?

o Parent

o Relative

o Teacher

o Friend

o Partner

o Other (please specify)

_____

Start of Block: SECTION A: DEMOGRAPHIC INFORMATION

Q1 What is your date of birth? (9999 if you don't know)

	Day	Month	Year
Birth date	▼ 1 ... 9999	▼ January ... 9999	▼ 1990 ... 9999

Q2 You are..

o Male

o Female

o Other

Q3 What is your nationality?

- o Rwandan
- o Ugandan
- o Burundian
- o Kenyan
- o Congolese
- o Other (Please specify)

_____

Q4 What is your marital status?

- o Married
- o Cohabitation
- o Divorced
- o Widow
- o Single
- o Other (please specify)

_____

Start of Block: SECTION B: BACKGROUND INFORMATION

Q1 How many siblings do you have?

▼ 0 ... 13

Q2 How many children do you have?

▼ 0 ... 13

Q3 What languages do you speak? (Select all that apply)

- ☐ English
- ☐ French
- ☐ Kinyarwanda
- ☐ Swahili
- ☐ Other (Please specify)

_____

Q4 In which sector do you live?

o   Ruharambuga

o   Bushekeri

o   Bushenge

o   Cyato

o   Gihombo

o   Kagano

o   Kanjongo

o   Karambi

o   Karengera

o   Kirimbi

o   Macuba

o   Nyabitekeri

o   Mahembe

o   Rangiro

o   Shangi

o   Other (Please specify)

      _____

Q5 How do you usually get to school?

o   By foot

o   Bicycle

o   My own motorbike

o   Motorbike of friends or family

o   Auto taxi

o   Moto taxi

o   Car of friends or family

o   Bus

o   I live right next to my training center

o   Other (please specify)_

      _____

Q6 How long does it take you to reach the Sangira school from where you live by foot (one way)?

o   0-15 minutes

o   16-30 minutes

o   31-60 minutes

o   1- 1.5 hours

o   More than 1.5 hours

Q7 What is the highest level of education you have successfully completed?

o   Primaire
o   O'level
o   A'level
o   WDA
o   TVET Certificate
o   Advanced Diploma in Higher Education
o   Bachelor
o   Master
o   Other (please specify) _____

Q8 Which training programme are you currently enrolled in?

o   Culinary Arts
o   Food & Beverage
o   Housekeeping
o   Front Office

Q9 How easy or difficult was it for you to be accepted by Sangira to participate in the programme?

o   Easy
o   Fairly easy
o   Neither easy nor difficult
o   Fairly difficult
o   Difficult

Display This Question: If How easy or difficult was it for you to be accepted by Sangira to participate in the programme? = Neither easy nor difficult
Or How easy or difficult was it for you to be accepted by Sangira to participate in the programme? = Fairly difficult
Or How easy or difficult was it for you to be accepted by Sangira to participate in the programme? = Difficult

Q9.1 Why was it not easy? _____

Q10 Before starting the Sangira programme, what did you do?

o   I worked for ONE employer on a regular basis
o   I worked for ONE employer on a irregular basis
o   I worked for different employers
o   I had my own business
o   I helped out in the family business
o   I worked for another family (not my own)
o   I didn't work at all
o   I was a student
o   Other (Please specify) _____

Q10.1 In which category did you work before starting the Sangira programme?

☐ Agriculture (e.g. farmer), fishing, or livestock

☐ Manufacturing of a good (e.g. making furniture)

☐ Construction (including plumbing, electricity, metalwork etc.)

☐ Wholesale and retail trade (e.g.selling fruit)

☐ Repair of motor vehicles and motorcycles

☐ Transportation of goods or people

☐ Accommodation and food service activities

☐ Professional, scientific and technical activities

☐ Other (please specify)

_____

Q11 How much was your income per month before starting at Sanigra?

o RWF 0-5000

o RWF 5001-25'000

o RWF 25'001-50'000

o RWF 50'001-75'000

o RWF 75'001-100'000

o I don't know

Q12 How long have you been looking for a job before the Sangira programme?

o Less than a week

o 1 week – 1 month

o 1-3 months

o 4-6 months

o 7 months- 1 year

o 1-2 years

o More than 2 years

o I was not looking for a job

Q12.1 What were the main challenges you faced in finding work before the Sangira programme? (select all that apply)

☐ Too little work experience

☐ Not enough practical training skills

☐ Not enough certifications

☐ Not enough jobs available in the area

☐ I was considered too young

☐ My gender (being male/female/ other)

☐ Discrimination (disability, religion, race, ethnicity, appearance, family situation, etc.)

☐ Low wages in available jobs

☐ Didn't know how or where to look for work

☐ Other (Please specify)_____

Q13 Why did you want to participate in the Sangira school?

○ I have always wanted to work in hospitality

○ I want to improve my future job opportunities.

○ I want to start my own business.

○ I want to have good earning opportunities.

○ I followed in the footsteps of my mother or father

○ It was the wish of my parent(s)

○ I never had the opportunity to go to vocational training before

○ Other (please specify)_____

Q14 How did you hear about the Sangira programme?

○ One of the staff is a family member

○ One of the staff is a friend

○ A friend of mine told me about it

○ Sangira was actively searching for students and I applied

○ The community promoted it

○ Other (please specify)_____

Q1 What is your living situation?

o   I am the owner of my residence
o   I live with my parents
o   I live with a family member
o   I live with my boyfriend/girlfriend
o   I live with my husband/ wife
o   I live with a friend
o   I live with a legal guardian
o   Other (Please specify) _____

Q2 Does the house you are living in have electricity?

o   Yes
o   No

Q3 Last week, what was your main source of income? I received money from...

o   Mother or father
o   Boyfriend/ girlfriend
o   Wife/ husband
o   Own saving
o   Paid work
o   Friends
o   Government benefits
o   Loans from friends
o   Loans from informal institution (religious group, association, etc.)
o   Loans from formal institution (bank, microfinance institution, etc.)
o   Scholarship
o   Community
o   Other (please specify)

   _____

Q4 How many people live in the house together with you (NOT including you)?

▼ 0 ... 10+

Q1 In your opinion, the time spent on participating in...

	Too low	A little low	Just right	A little high	Too high
the theory training is	O	O	O	O	O
the practical skills training is	O	O	O	O	O

Q2 What is your opinion about the level of training? The overall difficulty of the trainings is...

o   Too difficult
o   A little difficult
o   Just right
o   A little easy
o   Too easy

Q3 What is your opinion about the Sangira programme duration? The programme duration is..

o   long enough for me to learn all the skills.
o   more or less long enough for me to learn all the skills.
o   not long enough for me to learn all the skills.

Q4 The instructors generally teach the class in:

☐   English
☐   Kinyarwanda
☐   French
☐   Other (please specifiy)

_____

Q5 Overall, how satisfied are you with how the instructors teach?

o   Extremely satisfied
o   Very satisfied
o   Fairly satisfied
o   Slightly satisfied
o   Not satisfied at all

Q5.1 Why are you not completely satisfied _____

Start of Block: SECTION E: PROGRAMME EXPERIENCE

Q1 What do you think of the following statements?

	Strongly disagree	Quite disagree	Neither agree nor disagree	Quite agree	Strongly agree
My family is proud that I participate in the Sangira programme.	O	O	O	O	O
I enjoy going to school.	O	O	O	O	O
I like the school facilities.	O	O	O	O	O
The school is equipped with everything I need for the lessons.	O	O	O	O	O
Sangira creates a trustworthy atmosphere.	O	O	O	O	O

Q2 What do you think of the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The instructors know a lot about the lessons they teach	O	O	O	O	O
The teachers always give enough opportunities for questions.	O	O	O	O	O
The teachers always explained new terms and concepts clearly and comprehensibly.	O	O	O	O	O
The instructors treat me with respect.	O	O	O	O	O
During class we do different exercises (like group works, games, exercises)	O	O	O	O	O

Q3 Do you think the size (number of people) of the class is

o   Just right

o   Too large

o   Too small

Q4 If you think about the last 6 months, how often did you attend the training?

o   All or most of the days

o   Half of the week or a little bit more

o   Some days of the week

o   Few days of the week

o   None of the days

Display This Question:
If If you think about the last 6 months, how often did you attend the training? = Half of the week or a bit more
Or If you think about the last 6 months, how often did you attend the training? = Some days of the week
Or If you think about the last 6 months, how often did you attend the training? = Few days of the week
Or If you think about the last 6 months, how often did you attend the training? = None of the days

Q4.1 What was the main reason you could not go to school? (Select all that apply)

☐   Illness, accident

☐   I was pregnant/ My girlfriend was pregnant

☐   Disability

☐   Holidays

☐   Personal reasons, family responsibilities

☐   I couldn't pay the transport

☐   I was not allowed to go to school

☐   Weather conditions

☐   Other (please specify)_____

Q5 What do you think of the following statement: "The lessons usually start on time."

o   I agree

o   I don't agree

o   I am not sure

Q6 If you think about the last 6 months, how often did it happen that the teacher was late for the training?

o   None of the days

o   Few days of the week

o   Half of the week

o   Most of the week

o   Always

Q1 How satisfied are you overall with the Sangira school?

o Extremely dissatisfied
o Fairly dissatisfied
o Neither satisfied nor dissatisfied
o Fairly satisfied
o Extremely satisfied

Display This Question:
If How satisfied are you overall with the Sangira school? = Extremely dissatisfied
Or How satisfied are you overall with the Sangira school? = Fairly dissatisfied
Or How satisfied are you overall with the Sangira school? = Neither satisfied nor dissatisfied

Q1.1. For what reasons are you not satisfied? (Select all that apply)

☐ Sangira school is too far away
☐ I don't like the study field I chose
☐ I don't learn enough
☐ I don't get enough practical skills training
☐ Trainers lack competence
☐ Theory training is not relevant to the practical skills training
☐ There are too many interruptions to the training schedule / irregular classes
☐ Lack of information about the training schedule
☐ There are too many changes of schedule.
☐ I don't like the other students.
☐ Other (Please specify)

_____

Start of Block: SECTION G: PERSONAL EXPERIENCE

Q1 Here is a list of the ways you may feel or behave. Please indicate how often you have felt this way during the past week.

	Never	Rarely	Sometimes	Often	Very often
I couldn't sleep well.	o	o	o	o	o
I had family problems.	o	o	o	o	o
I was hungry.	o	o	o	o	o
I had trouble to keep focus on what I was doing	o	o	o	o	o
I felt that people dislike me	o	o	o	o	o
I was not motivated	o	o	o	o	o

Q2 How much do you feel each of the following describes the statements during the Sangira training?

	True	A little	Not at all
I can actively participate during the lessons.	o	o	o
I feel confident to speak up during class sessions.	o	o	o
It is ok if I make mistakes.	o	o	o
The teacher helps me if I make mistakes.	o	o	o
If I have a problem, I can communicate it to someone at school.	o	o	o

Q3 Now please let me know how strongly you agree with the following statement:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I learned a lot from the Sangira school.	o	o	o	o	o
It is difficult for me to make a clear connection between the contents of the course and my future job in hospitality.	o	o	o	o	o

Q4 Do you believe the training helped you to find work in hospitality after you have completed the Sangira programme?

o   No

o   A little

o   Yes

Q5 In general, where on this scale would you place your knowledge of hospitality after the Sangira programme?

1 = No knowledge   10 = Professional

0   1   2   3   4   5   6   7   8   9   10

Q6 What do you think of the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
During the trainings I have learnt everything I wanted to learn.	o	o	o	o	o
My skills in hospitality have improved since the start of the programme.	o	o	o	o	o
The training and skills I learnt at Sangira prepare me well for my future employment.	o	o	o	o	o

Q7 What is your opinion of the course, compared with your expectations?

o   The Sangira school meets my needs and expectations.

o   Some of my expectations are met but not all

o   I am disappointed by the school.

Q7.1 Why are your expectations not met?

_____

Q8 What challenges do you face linked to school? (Select all that apply)

☐ The content of the training is too difficult
☐ The pace of the class is too high
☐ The training does not prepare me enough for the internship
☐ The teacher does not give good explanations
☐ The school equipment is not good enough
☐ The school is too far away from home
☐ I cannot earn any income during the programme
☐ My family does not support me (financially or emotionally)
☐ I don't face challenges
☐ Other (Please specify)

_____

Start of Block: SECTION H: FINAL QUESTIONS

Q1 What do you like the most about the Sangira programme? (Please select two that apply)

☐ I like the way teachers train us
☐ I like the theory part of the programme
☐ I like the practical skilla part of the programme
☐ I like the school facilities
☐ I like working in hospitality
☐ I like the topic of the different courses
☐ I like that I made new friends
☐ I feel empowered after programme
☐ I like that I have a positive future ahead of me.
☐ Other (Please specify)_____

Q2 Is there anything you would like to change in the programme?

o No, I am completely happy with the programme
o Yes, I would change something

Q2.1 Please explain what you would like to change

_____

Q3 After you completed the Sangira programme, what are you going to do?

o   Look for a job
o   Start my own business
o   Keep working where I do the internship
o   Start a family
o   Stay at home
o   Help with my family business
o   Go for further education
o   Go for another vocational education training
o   I don't know yet or prefer not to say
o   Other (specify) _____

Q4 Do you think it will be easy to find work after you completed the programme? With the Sangira training it is...

o   very difficult to get a job
o   not easy to get a job
o   fairly easy to get a job
o   easy to get a job
o   very easy to get a job

Q4.1 What are possible challenges to find a job?

- ☐ Too little work experience
- ☐ Not enough practical training skills
- ☐ Not enough qualifications/ certifications
- ☐ Too few jobs available in the area/ district
- ☐ I am considered too young
- ☐ My gender (being male/female/ other)
- ☐ Discriminaation (disability, religion, race, appearance, family situation, etc.)
- ☐ Low wages in available jobs
- ☐ Don't know how or where to look for work
- ☐ Other (please specify)_____

Q5 In the future, would you like to work in hospitality?

- o Yes
- o Maybe
- o No

Q6 What do you see yourself doing in five years?

- o Going back to the same job as before Sangira programme
- o Working in a new job
- o Running my own business
- o Stay at home
- o Have further education
- o Starting a family
- o Helping with the family business
- o Other (please specify)_____

Q7 Now please let me know how strongly you agree with the following statement: "I feel like the future holds good things for me."

- o I strongly agree
- o I agree
- o I somewhat agree
- o I disagree
- o I strongly disagree

Q8 Do you think you have learnt to be more confident during Sangira programme?

o   Yes

o   A little

o   No

Q9 Which of the statements is true for you? After the Sangira programme..

o   …I would like to stay in the Nyamasheke district.

o   … I would like to move to a bigger city.

o   … I would like to move abroad

Q10 I would recommend the Sangira programme immediately.

o   Strongly disagree

o   Somewhat disagree

o   Neither agree nor disagree

o   Somewhat agree

o   Strongly agree

Display This Question: If I would recommend the Sangira programme immediately. = Strongly disagree
Or I would recommend the Sangira programme immediately. = Somewhat disagree
Or I would recommend the Sangira programme immediately. = Neither agree nor disagree

Q10.1 Please explain why not.

_____

Q11 Is there anything else you would like to say? (If no, please say "no")

_____

End of Survey

Thank you very much for participating in this survey. Your answers will not be shared and will be helpful in shaping future decisions about the Sangira programme and services.

If you have any questions, please contact the administrator:

Alexandra Gerber

Project Manager Sangira (Switzerland)

██████████████████

Appendix 4: Beneficiary survey – Results

Sangira Students Feedback Survey

Completed Surveys   Duration

Answer	%	Count
False	5%	5
True	95%	100
Total	100%	105

Field	Minimum	Maximum	Mean	Count
Duration (seconds)	541	5946	2870	105

Q1 - What is your date of birth? - Year

Answer	%	Count
1990	4%	4
1991	2%	2
1992	0%	0
1993	0%	0
1994	4%	4
1995	3%	3
1996	5%	5
1997	5%	5
1998	6%	6
1999	15%	16
2000	23%	24
2001	10%	10
2002	16%	17
2003	5%	5
2004	3%	3
2005	1%	1
2006	0%	0
2007	0%	0
9999	0%	0
Total	100%	105

Q2 - You are..

Answer	%	Count
Male	46%	48
Female	51%	54
Other	3%	3
Total	100%	105

Q3 - What is your nationality?

Answer	%	Count
Rwandan	100%	105
Ugandan	0%	0
Burundian	0%	0
Other (Please specify)	0%	0
Kenyan	0%	0
Congolese	0%	0
Total	100%	105

Q4 - What is your marital status?

Answer	%	Count
Married	4%	4
Cohabitation	1%	1
Divorced	0%	0
Widow	0%	0
Single	95%	100
Other (please specify)	0%	0
Total	100%	105

Q1 - How many siblings do you have?

Answer	%	Count
0	0%	0
1	0%	0
2	0%	0
3	13%	14
4	19%	20
5	13%	14
6	16%	17
7	15%	16
8	12%	13
9	6%	6
10	3%	3
11	2%	2
12	0%	0
13	0%	0
Total	100%	105

Q2 - How many children do you have?

Answer	%	Count
0	88%	92
1	9%	9
2	3%	3
3	0%	0
4	1%	1
5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
13	0%	0
Total	100%	105

Q3 - What languages do you speak?

Answer	%	Count
Swahili	21%	22
Other (Please specify)	2%	2
Kinyarwanda	99%	104
French	8%	8
English	89%	93
Total	100%	105

Q4 - In which sector do you live?

Answer	%	Count
Ruharambuga	1%	1
Bushekeri	17%	18
Bushenge	0%	0
Cyato	2%	2
Gihombo	0%	0
Kagano	49%	51
Kanjongo	24%	25
Karambi	0%	0
Karengera	0%	0
Kirimbi	0%	0
Macuba	3%	3
Nyabitekeri	3%	3
Mahembe	0%	0
Rangiro	0%	0
Shangi	1%	1
Other (Please specify)	1%	1
Total	100%	105

Q5 - How do you usually get to school?

Answer	%	Count
By foot	89%	93
Bicycle	1%	1
My own motorbike	0%	0
Motorbike of friends or family	0%	0
Auto taxi	5%	5
Moto taxi	1%	1
Car of friends or family	1%	1
Bus	1%	1
I live right next to my training center	2%	2
Other (please specify)	1%	1
Total	100%	105

Q6 - How long does it take you to reach Sangira school from where you live by foot (one way)?

Answer	%	Count
0-15 minutes	10%	10
16-30 minutes	10%	10
31-60 minutes	10%	11
1- 1.5 hours	34%	36
More than 1.5 hours	36%	38
Total	100%	105

Q7 - What is the highest level of education you have successfully completed?

Answer	%	Count
Primaire	1%	1
O'level	2%	2
A'level	70%	74
WDA	1%	1
Bachelor	0%	0
Master	0%	0
Other (please specify)	1%	1
TVET Certificate	6%	6
Advanced Diploma in Higher Education	19%	20
Total	100%	105

Q8 - Which training programme are you currently enrolled in?

Answer	%	Count
Culinary Arts	35%	37
Food & Beverage	34%	36
Housekeeping	17%	18
Front Office	13%	14
Total	100%	105

Q9 - How easy or difficult was it for you to be accepted by Sangira to participate in the programme?

Answer	%	Count
Easy	53%	56
Fairly easy	25%	26
Neither easy nor difficult	9%	9
Fairly difficult	5%	5
Difficult	9%	9
Total	100%	105

Q9.1 - Why was it not easy?

I was requested to do the exam
Reaching the school
We've started with English interview
Long distance
I delayed to start
Hard to reach the school area
Living far from school
Hard to reach school because of distance
No job and poverty
I was informed late
No means of transport
The school is very far from home
To be informed on time
Not enough information
I didn't know that the registration was ongoing
Reaching the registration area was not easy
Because of a distance, I felt that I will not make it
Because walking a very long distance)
I was informed late
I knew about the school a bit late

Q10 - Before starting the Sangira programme, what did you do?

Answer	%	Count
I worked for ONE employer on a regular basis	3%	3
I worked for ONE employer on a irregular basis	5%	5
I worked for different employers	5%	5
I had my own business	3%	3
I helped out in the family business	9%	9
I worked for another family (not my own)	2%	2
I didn't work at all	45%	47
Other (Please specify)	0%	0
I was a student	30%	31
Total	100%	105

		Q2: You are..		
		Total	Male	Female
	Total Count (Answering)	102.0	48.0	54.0
Q10: Before starting the Sangira programme, what did you do?	I worked for ONE employer on a regular basis	2.9%	2.1%	3.7%
	I worked for ONE employer on a irregular basis	4.9%	4.2%	5.6%
	I worked for different employers	4.9%	10.4%	0.0%
	I had my own business	2.9%	6.3%	0.0%
	I helped out in the family business	8.8%	8.3%	9.3%
	I worked for another family (not my own)	2.0%	4.2%	0.0%
	I didn't work at all	43.1%	31.3%	53.7%
	I was a student	30.4%	33.3%	27.8%
	Other (Please specify)	0.0%	0.0%	0.0%

Q10.1 - In which category did you work before starting the Sangira programme?

Answer	%	Count
Agriculture (e.g. farmer), fishing, or livestock	26%	7
Manufacturing of a good (e.g. making furniture)	0%	0
Construction (including plumbing, electricity, metalwork etc.)	4%	1
Wholesale and retail trade (e.g.selling fruit)	44%	12
Repair of motor vehicles and motorcycles	0%	0
Transportation of goods or people	4%	1
Accommodation and food service activities	11%	3
Professional, scientific and technical activities	7%	2
Other (please specify)	11%	3
Total	100%	27

Q11 - How much was your income per month before starting at Sanigra?

Answer	%	Count
RWF 0-5000	57%	60
RWF 5001-25'000	12%	13
RWF 25'001-50'000	2%	2
RWF 50'001-75'000	3%	3
I don't know	21%	22
RWF 75'001-100'000	5%	5
Total	100%	105

Q12 - How long have you been looking for a job before the Sangira programme?

Answer	%	Count
Less than a week	2%	2
1 week – 1 month	17%	18
1-3 months	23%	24
4-6 months	12%	13
7 months- 1 year	11%	12
1-2 years	10%	11
More than 2 years	10%	11
I was not looking for a job	13%	14
Total	100%	105

Q12.1 - What were the main challenges you faced in finding work before the Sangira programme? (select all that apply)

Answer	%	Count
Too little work experience	21%	19
Not enough practical training skills	23%	21
Not enough certifications	15%	14
Not enough jobs available in the area	31%	28
I was considered too young	5%	5
My gender (being male/female/ other)	2%	2
Discrimination (disability, religion, race, ethnicity, appearance, family situation, etc.)	1%	1
Low wages in available jobs	2%	2
Didn't know how or where to look for work	11%	10
Other (Please specify)	1%	1
Total	100%	91

Q13 - Why did you want to participate in the Sangira school?

Answer	%	Count
I have always wanted to work in hospitality	29%	30
I want to improve my future job opportunities.	27%	28
I want to have good earning opportunities.	14%	15
I followed in the footsteps of my mother or father	2%	2
I want to start my own business.	14%	15
It was the wish of my parent(s)	4%	4
I never had the opportunity to go to vocational training before	10%	11
Other (please specify)	0%	0
Total	100%	105

Q14 - How did you hear about the Sangira programme?

Answer	%	Count
One of the staff is a family member	4%	4
One of the staff is a friend	3%	3
A friend of mine told me about it.	63%	66
Sangira was actively searching for students and I applied	22%	23
The community promoted it	9%	9
Other (please specify)	0%	0
Total	100%	105

Q1 - What is your living situation?

Answer	%	Count
I am the owner of my residence	10%	10
I live with my parents	76%	80
I live with a family member	6%	6
I live with my boyfriend/girlfriend	0%	0
I live with a friend	3%	3
I live with my husband/ wife	2%	2
I live with a legal guardian	3%	3
Other (Please specify)	1%	1
Total	100%	105

Q2 - Does the house you are living in have electricity?

Answer	%	Count
Yes	82%	86
No	18%	19
Total	100%	105

Q3 - Last week, what was your main source of income? I received money from...

Answer	%	Count
Mother or father	56%	58
Boyfriend/ girlfriend	0%	0
Wife/ husband	2%	2
Own saving	3%	3
Friends	14%	15
Government benefits	1%	1
Loans from friends	12%	12
Loans from informal institution (religious group, association, etc.)	1%	1
Loans from formal institution (bank, microfinance institution, etc.)	0%	0
Begging	2%	2
Scholarship	0%	0
Community	0%	0
Other (please specify)	2%	2
Paid work	8%	8
Total	100%	104

Q4 - How many people live in the house together with you (NOT including you)?

Answer	%	Count
1	6%	6
2	12%	12
3	8%	8
4	13%	14
5	14%	15
6	15%	16
7	17%	18
8	8%	8
9	5%	5
10	0%	0
10+	1%	1
0	1%	1
Total	100%	104

Start of Block: SECTION D: DELIVERY OF PROGRAMME ACTIVITIES

Q1 - In your opinion, the time spent on participating in...

Question	Too low		A little low		Just right		A little high		Too high	
the theory training is	22%	11	42%	14	53%	18	69%	20	65%	41
the practical skills training is	78%	38	58%	19	47%	16	31%	9	35%	22
Total	Total	49	Total	33	Total	34	Total	29	Total	63

Q2 - What is your opinion about the level of training? The overall difficulty of the trainings is...

Answer	%	Count
Too difficult	10%	10
A little difficult	25%	26
Just right	17%	18
A little easy	30%	31
Too easy	18%	19
Total	100%	104

Q3 - What is your opinion about the Sangira programme duration? The programme duration is..

Answer	%	Count
long enough for me to learn all the skills.	71%	72
more or less long enough for me to learn all the skills.	11%	11
not long enough for me to learn all the skills.	19%	19
Total	100%	102

Q4 - The instructors generally teach the class in:

Answer	%	Count
English	98%	102
Kinyarwanda	30%	31
French	0%	0
Other (please specifiy)	0%	0
Total	100%	104

Q5 - Overall, how satisfied are you with how the instructors teach?

Answer	%	Count
Extremely satisfied	65%	68
Very satisfied	30%	31
Fairly satisfied	2%	2
Slightly satisfied	3%	3
Not satisfied at all	0%	0
Total	100%	104

Q5.1 - Why are you not completely satisfied?

Something went worng
Education
In general living a poor life

Q1 - What do you think of the following statements?

Question	Strongly disagree		Quite disagree		Neither agree nor disagree		Quite agree		Strongly agree		Total
My family is proud that I participate in the Sangira programme.	0%	0	3%	3	3%	3	36%	37	59%	61	104
I enjoy going to school.	1%	1	0%	0	2%	2	47%	49	50%	52	104
I like the school facilities.	0%	0	8%	8	8%	8	47%	49	38%	39	104
The school is equipped with everything I need for the lessons.	12%	12	19%	20	9%	9	37%	38	24%	25	104
Sangira creates a trustworthy atmosphere.	0%	0	5%	5	3%	3	52%	54	40%	42	104

Q2 - What do you think of the following statements?

Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
The instructors know a lot about the lessons they teach	1%	1	4%	4	3%	3	43%	44	50%	51	103
The teachers always give enough opportunities for questions.	0%	0	2%	2	2%	2	46%	47	50%	52	103
The teachers always explained new terms and concepts clearly	0%	0	3%	3	2%	2	54%	56	41%	42	103

and comprehensibly.										
The instructors treat me with respect.	1%	1	4%	4	4%	4	53%	55	38 %	39	103
During class we do different exercises (group works, games, exercises)	7%	7	4%	4	4%	4	55%	57	30 %	31	103

Q3 - Do you think the size (number of people) of the class is

Answer	%	Count
Just right	87%	90
Too large	5%	5
Too small	8%	8
Total	100%	103

Q4 - If you think about the last 6 months, how often did you attend the training?

Answer	%	Count
All or most of the days	97%	100
Half of the week or a little bit more	1%	1
Some days of the week	2%	2
Few days of the week	0%	0
None of the days	0%	0
Total	100%	103

Q4.1 - What was the main reason you could not go to school? (Select all that apply)

Answer	%	Count
Illness, accident	33%	1
I was pregnant/ My girlfriend was pregnant	0%	0
Disability	0%	0
Holidays	0%	0
Personal reasons, family responsibilities	0%	0
I couldn't pay the transport	33%	1
I was not allowed to go to school	0%	0
Weather conditions	33%	1
Other (please specify)	0%	0
Total	100%	3

Q5 - What do you think of the following statement: "The lessons usually start on time."

Answer	%	Count
I agree	98%	101
I don't agree	2%	2
I am not sure	0%	0
Total	100%	103

Q6 - If you think about the last 6 months, how often did it happen that the teacher was late for the training?

Answer	%	Count
None of the days	75%	77
Few days of the week	20%	21
Half of the week	1%	1
Most of the week	2%	2
Always	2%	2
Total	100%	103

Q1 - How satisfied are you overall with the Sangira school?

Answer	%	Count
Extremely dissatisfied	0%	0
Fairly dissatisfied	0%	0
Neither satisfied nor dissatisfied	15%	15
Fairly satisfied	39%	40
Extremely satisfied	46%	47
Total	100%	102

Q1.1. - For what reasons are you not satisfied? (Select all that apply)

Answer	%	Count
Sangira school is too far away	73%	11
Trainers lack competence	7%	1
Theory training is not relevant to the practical skills training	33%	5
There are too many interruptions to the training schedule / irregular classes	0%	0
Lack of information about the training schedule	7%	1

There are too many changes of schedule.	7%	1
Other (Please specify)	0%	0
I don't like the study field I chose	0%	0
I don't learn enough	7%	1
I don't get enough practical skills training	0%	0
I don't like the other students.	0%	0
Total	100%	15

Start of Block: SECTION G: PERSONAL EXPERIENCE

Q1 - Here is a list of the ways you may feel or behave. Please indicate how often you have felt this way during the past week.

Question	Never		Rarely		Sometimes		Often		Very often	
I couldn't sleep well.	14%	45	18%	17	19%	26	32%	10	19%	5
I had family problems.	20%	67	15%	14	14%	19	6%	2	4%	1
I was hungry.	9%	31	17%	16	30%	41	23%	7	31%	8
I had trouble to keep focus on what I was doing	14%	45	25%	24	15%	20	19%	6	31%	8
I felt that people dislike me	24%	79	11%	10	8%	11	10%	3	0%	0
I was not motivated	19%	63	15%	14	14%	19	10%	3	15%	4
Total	Total	330	Total	95	Total	136	Total	31	Total	26

Q2 - How much do you feel each of the following describes the statements during the Sangira training?

Question	True		A little		Not at all		Total
I can actively participate during the lessons.	95%	97	5%	5	0%	0	102
I feel confident to speak up during class sessions.	75%	77	16%	16	9%	9	102
It is ok if I make mistakes.	18%	18	11%	11	72%	73	102
The teacher helps me if I make mistakes.	81%	83	8%	8	11%	11	102
If I have a problem, I can communicate it to someone at school.	90%	92	8%	8	2%	2	102

Q3 - Now please let me know how strongly you agree with the following statement:

Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
I learned a lot from the Sangira school.	1%	1	1%	1	3%	3	46%	46	50%	50	101
It is difficult for me to make a clear connection between the contents of the course and my future job in hospitality.	5%	5	44%	44	18%	18	25%	25	8%	8	100

Q4 - Do you believe the training helped you to find work in hospitality after you have completed the Sangira programme?

Answer	%	Count
No	2%	2
A little	2%	2
Yes	96%	98
Total	100%	102

Q5 - In general, where on this scale would you place your knowledge of hospitality after the Sangira programme?

Field	Minimum	Maximum	Mean	Count
1	0	10	9	99

Q6 - What do you think of the following statements?

Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
The training and skills I learnt at Sangira prepare me well for my future employment.	0%	0	8%	1	40%	2	30%	49	41%	50
My skills in hospitality have improved since the start of the programme.	0%	0	23%	3	0%	0	35%	57	34%	42
During the trainings I have learnt everything I wanted to learn.	100%	2	69%	9	60%	3	35%	57	25%	31
Total		2		13		5		163		123

Q7 - What is your opinion of the course, compared with your expectations?

Answer	%	Count
The Sangira school meets my needs and expectations.	90%	92
Some of my expectations are met but not all	10%	10
I am disappointed by the school.	0%	0
Total	100%	102

Q8 - What challenges do you face linked to school? (Select all that apply)

Answer	%	Count
The content of the training is too difficult	2%	2
The pace of the class is too high	2%	2
The teacher does not give good explanations	1%	1
The school is too far away from home	66%	67
I cannot earn any income during the programme	12%	12
My family does not support me (financially or emotionally)	1%	1
I don't face challenges	18%	18
Other (Please specify)	0%	0
The training does not prepare me enough for the internship	3%	3
The school equipment is not good enough	13%	13
Total	100%	101

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FINAL QUESTIONS - Q1 - What do you like the most about the Sangira programme? (Please select two that apply)

Answer	%	Count
I like the way teachers train us	35%	35
I like the theory part of the programme	8%	8
I like the practical skilla part of the programme	45%	45
I like the school facilities	0%	0
I like the topic of the different courses	9%	9
I like that I made new friends	0%	0
I feel empowered after programme	21%	21
I like working in hospitality	47%	47
I like that I have a positive future ahead of me.	33%	33
Other (Please specify)	0%	0
Total	100%	99

Q2 - Is there anything you would like to change in the programme?

Answer	%	Count
No, I am completely happy with the programme	67%	66
Yes, I would change something	33%	32
Total	100%	98

Q2.1 - Please explain what you would like to change

Add practice (12)
Add equipment for practice (4)
Do not promise
Have a boarding program or transportation fees (5)
Learning time is not enough
Assist people living far, and find internship placements as soon as possible
You can change the period of theory, and adapt learning by doing model
Change the way of teaching
Teaching languages mostly at front office department
Make some change by adding language courses and computer courses
Add more activities in what we are learning
First of all, I appreciate your training. It created in me plan of tomorrow. What you can change are: Doing more practice than theories, providing all necessary materials (machines with appropriate softwares) and you might also combine options for graduates to be more productive.

Q3 - After you completed the Sangira programme, what are you going to do?

Answer	%	Count
Look for a job	66%	66
Start my own business	5%	5
Keep working where I do the internship	27%	27
Start a family	0%	0
Stay at home	0%	0
Help with my family business	0%	0
Go for further education	2%	2
Go for another vocational education training	0%	0
I don't know yet or prefer not to say	0%	0
Other (specify)	0%	0
Total	100%	100

Q4 - Do you think it will be easy to find work after you completed the programme? With the Sangira training it is...

Answer	%	Count
very difficult to get a job	8%	8
not easy to get a job	23%	23
fairly easy to get a job	13%	13
easy to get a job	31%	31
very easy to get a job	24%	24
Total	100%	99

Q4.1 - What are possible challenges to find a job?

Answer	%	Count
Too little work experience	77%	58
Not enough practical training skills	0%	0
Not enough qualifications/ certifications	5%	4
Too few jobs available in the area/ district	13%	10
I am considered too young	3%	2
My gender (being male/female/ other)	1%	1
Discriminaation (disability, religion, race, appearance, family situation, etc.)	1%	1
Low wages in available jobs	4%	3
Don't know how or where to look for work	9%	7
Other (please specify)	0%	0
Total	100%	75

Q5 - In the future, would you like to work in hospitality?

Answer	%	Count
Yes	98%	98
Maybe	0%	0
No	2%	2
Total	100%	100

Q6 - What do you see yourself doing in five years?

Answer	%	Count
Going back to the same job as before Sangira programme	0%	0
Working in a new job	41%	41
Running my own business	51%	51
Stay at home	1%	1
Have further education	5%	5
Starting a family	0%	0
Helping with the family business	1%	1
Other (please specify)	1%	1
Total	100%	100

Q7 - Now please let me know how strongly you agree with the following statement: "I feel like the future holds good things for me."

Answer	%	Count
I strongly agree	73%	73
I agree	25%	25
I somewhat agree	2%	2
I disagree	0%	0
I strongly disagree	0%	0
Total	100%	100

Q8 - Do you think you have learnt to be more confident during Sangira programme?

Answer	%	Count
Yes	93%	93
A little	6%	6
No	1%	1
Total	100%	100

Q9 - Which of the statements is true for you? After the Sangira programme..

Answer	%	Count
…I would like to stay in the Nyamasheke district.	5%	5
… I would like to move to a bigger city.	70%	70
… I would like to move abroad	25%	25
Total	100%	100

Q10 - I would recommend the Sangira programme immediately.

Answer	%	Count
Strongly disagree	1%	1
Strongly agree	55%	55
Somewhat disagree	0%	0
Somewhat agree	42%	42
Neither agree nor disagree	2%	2
Total	100%	100

Appendix 5: Expert interview – Interview Guide

Interviews with Sangira Management (~30 minutes per interviewee)

> *Semi-structured personal interviews, ask questions and let people talk, improvise further questions depending on topics that appear. Possibly, not all questions need to be asked.*

Please note that this interview is strictly confidential. In particular, I won't disclose any information that would allow you to be identified as a respondent. In order to keep a record of your answers, I would like to take notes which will be summarised for data analysis after the interview.

Do you agree to participate in the interview, which will last about 30 minutes? O Yes O No

SECTION A: GENERAL INFORMATION
I will start with a few general questions about the programme.
1. In general, what is your impression of the Sangira programme?
2. How satisfied are you working at the Sangira school? Why, why not?
3. Can you give an example of where this programme is working really well?
4. a. What challenges have you encountered while working at the school?

   b. How have you overcome them?
5. Have you been guided by clear goals for the programme?

SECTION B: DELIVERY OF PROGRAMME ACTIVITIES/ PROGRAMME OBJECTIVES
Now let's talk about the different activities of the Sangira programme.
1. a. In your view, what are the main activities of the Sangira programme?

   b. Does Sangira perform these activities as planned? Is anything missing?

   c. How often do the students have practice training?
2. Which courses do you think are missing but are in demand?
3. In your judgment, how satisfactory is the performance of the trainers?
4. Which activities so far have proved to be the most and least valuable?
5. Are the internship placements mainly outside or inside the Nyamasheke district?
6. a. What happens, if a student doesn't pass the end exam?
7. b. What if they don't attend school?

SECTION C: PROGRAMME EXPERIENCE

Now let's talk about the experience you made with working for Sangira.

1. What is your impression about school facilities/ equipment? Would you change anything?
2. Are you satisfied with the resources provided by the programme? What is missing? Can you achieve the goals with the resources provided by the school?
3. Has anything happened which was unforeseen?
4. What is the public attitude of the programme? How is the relationship between the programme and the community?

SECTION D: MONITORING & EVALUATION

Now let's talk about Sangira's M&E system.

1. Do you document what is working well/ not so well?
2. Do you track the attendance/absenteeism rate of the students? And trainers?
3. a. Do you hold regular meetings with your colleagues? (For knowledge sharing, work on improvements, discuss problems)
   b. Who normally attends these meetings (and how many)?
4. Is there any complaint mechanism in the school for reporting and negative feedback? If yes, what is the reporting procedure? To whom do you report?
5. Is there a system in place how you can do follow ups with students who have graduated?

SECTION E: FINAL QUESTIONS

I now have some general final questions for you.

1. What could have been done more efficiently/effectively since the start of the programme?
2. What would you say, what are the obstacles that young adults in Nyamasheke are faced with when leaving the Sangira programme and entering the "world of labor"?
3. What is your opinion on the students' ability to secure employment in the field of training after programme completion?
4. Are there any barriers to the success of the Sangira programme? Who and what needs to change? (Eg. Groups, structures, systems, relationships, processes)
5. Is there anything else you would like to say?

END

Thank you for taking part in this interview. Your answers will help inform future decisions about the Sangira programme and services.

Contact information

If you have any questions or would like to receive the results of this evaluation, please contact the administrator:

Alexandra Gerber, Project Manager Sangira (Switzerland)

Whats App: , E-mail:

Appendix 6: Expert interview – Evaluation grid

Overview qualitative indicators

Programme performance (SQ2)	Satisfaction level (SR3)	Employability (SQ4)	Beneficiary development (SQ4)
Programme accessibility	Programme duration	Increased confidence	Increased knowledge
Application process	Programme delivery	Increased knowledge	Increased confidence
Programme delivery	Learning environment	Work Attitude	Career development
Training quality	Training quality	Work readiness	
Programme outreach	Teacher quality		
Learning environment	Programme recommendation		

Question	Expert 1	Expert 2
SECTION A – GENERAL INFORMATION		
1. In general, what is your impression of the Sangira programme?	Give young people the skills and hope to compete in the marketplace. To build confidence and plan their future so that they can live the lives they choose.	Very big project and fast moving. I am happy to be part of it. Sangira is going to achieve its goals. General impression: students have something unique and are motivated. I'm motivated to support them.
2. How satisfied are you working at the Sangira school? Why, why not?	Very satisfied because of the teamwork. The Swiss Sangira team is collaborative, they answer questions when needed and we never had an issue.	Very happy, supportive also for my family. It gives me a great future.
3. Can you give an example of where this programme works really well?	Provide equipment for practical skills that are not available in the area and giving ideas. We pay teachers on time, every financial issue is covered on time. We are aware that there is equipment that needs to be improved. Both teams understand the vision and we are after the same goal.	Programme is supporting the youth of Nyamahske. The movement of the programme gives the right skills. It gives an opportunity for the youth, they are thankful and have more confidence. The programme is good in teaching the students the right skills.
4. a. What challenges have you encountered	During the selection, we have registered who freshly graduated from high school. They joined us	Not many challenges. Homesickness because Kigali is far away.

Question	Expert 1	Expert 2
while working at the school?	even though the examination results were not out yet. They received university scholarship from the government and they left Sangira because they were lucky to have good marks. For the next cohort, we consider who have a diploma and are not freshly graduated from the university. Also, it's hard to hire motivated and educated teachers because it's a rural area. It's not planned to hire more because of the restaurant traffic. Trainers also work in the restaurant to coach students.	One challenge is building up the restaurant but at the same time it's also a showroom. Not having enough materials and equipment for the students.
b. How have you overcome them?	We are learning.	Be the person who solves the problems. Give explanations of what is not working well. There is an African proverb "When you try today, the best will come tomorrow". Sangira tries to do the best.
5. Have you been guided by clear goals for the programme?	Sangira Switzerland and me are working out the goals together.	Yes, we are guided by them. Teach the quality & skills that the students deserve. We don't leave anyone behind. We are doing something what all hotels want. We have a big teamwork and communicate together. We are working hand in hand with the goals.
SECTION B – DELIVERY OF PROGRAMME ACTIVITIES		
1. a. In your view, what are the main activities of the Sangira programme?	Prepare students to be competitive in the marketplace in hospitality so that they can be professional employees or build their own companies.	Facilitate students' learning. Build a school for the students. Provide shed for those who live from far away. For cohort 1 this couldn't be achieved yet because of money issues. Food should be provided too. Develop the district of Nyamasheke.

Question	Expert 1	Expert 2
b. Does Sangira perform these activities as planned?	What we have achieved so far was planned. We have 136 students who initially enrolled in the programme, out of which 16 dropped-out because of university scholarships. Next is internship for 100 students and then organise placements for after internships. 20 already have jobs and don't go to internships.	The school and restaurant are progressing very fast and we are achieving our goals.
c. How often do the students have practice training?	Before the restaurant opening two times a week for each course (depending on shift, mostly during morning). Since the restaurant opened, students have every day practical training. We have a partnership with one hotel close by, splitting up practical training with supervision from Sangria. 6 students per day doing practice for each department (3 in morning, 3 afternoon)	I would say they have 70% theory training and 30% practice training
2. Which courses do you think are missing but are in demand?	Computer skills, English expression needs to be emphasized. We will do that for the next cohort.	English. They can only read but can't speak. They need to speak: Expert 1 and me want to start a debate classes, so that they are confident in speaking.
3. In your judgment, how satisfactory is the performance of the trainers?	Generally satisfactory, but some staff members need more training in specific areas.	It is satisfactory
4. Which activities so far have proved to be the most and least valuable?	The restaurant, because they do practice every day. Before they were doing it twice a week. Now they have daily practice. (morning/ afternoon shift)	Everything is going hand in hand. Everything started since Franz (retired hotelier from Switzerland) came. Nothing has been neglected.
5. Are the internship placements mainly outside or inside the Nyamasheke district?	I would say 50% go outside of the province because there are not enough jobs available in the district.	I would say 70% go outside of the province. No jobs in this area and they are low paid.

Question	Expert 1	Expert 2
6. a. What happens, if a student doesn't pass the end exam?	Up to now we assess the students with a test before they start the internship to know which student goes to which hotel. If the students fail the end exam, they receive a certificate from CBC without government logo, the ones who pass receive one with government logo.	After 6 months they have an exam to see who is going to which hotel. After the internships we do supervisions and check on the students to see what challenges they faced which gives us a learning opportunity.
b. What if they don't attend school?	Challenge: distance because students come to school by foot. Another challenge is rain. Another challenge is sickness. About motivation: they are always trying to come, they are very motivated. Except when facing these challenges they always come to school.	
SECTION C – PROGRAMME EXPERIENCE		
1. What is your impression about school facilities and equipment? Would you change anything?	Facilities and the building are the best compared to other schools. The main issue is the internet because there is no cable network, we tried to buy a router in Kigali but here it's not working well. We may need more classrooms so that students can only attend one shift. All the rooms are taken already though. This would request more money.	We need whiteboards and internet. We have projectors and laptops and we have enough seats.
2. Are you satisfied with the resources provided by the project? What is missing? Can you achieve the goals with the resources provided by the school?	The resources are still not enough. When students go to the internships, we also need to accommodate them. 120 students in all over Rwanda is a challenge and expensive because of food, accommodation and transport. They have to go to other districts because there are not enough hotels around and internships are one of the government's criteria for obtaining a TVET certificate. Another challenge is transport. Maybe we need to have a car here, because we need to move things around from different areas and buy food from the market. Buses sometimes refuse to take us	Not covered.

Question	Expert 1	Expert 2
	and we need to take a taxi which is expensive.	
3. Has anything happened which was unforeseen?	Only in a good way. The experts coming from abroad to teach the students has had such an impact on the programme and given our students a different experience. It has made us a good name.	Not really. Just how quick we are progressing.
4. What is the public attitude of the programme? How is the relationship between the project and the community?	The programme is welcomed by the community. People are coming to register their children and we have support from the government. Local authorities support us and give us ideas. Actually they are our most permanent clients in the school restaurant.	Everyone is so happy about it and are very thankful. We haven't published the advertisement of the cohort 2 but they all know about it and apply. We will have a huge number and reduce the group to 80 and therefore need to decide carefully. The ministries are also involved. We are the best school they have in Nyamasheke. They come and motivate our students. They try to educate about the advantes of Sangira. The mayors usually come, as do the police, to stop drugs, abuse and pregnancies.
SECTION D – MONITORING & EVALUATION		
1. Do you document what is working well/ not so well?	Both, depend on the level of sensitivity. Sometimes it needs remarks or decisions. We have regular meetings with trainers.	Yes, and we communicate. The comments are shared and there is change when something is realized.
2. Do you track the attendance/absenteeism rate of the students? And the trainers?	Yes, the teachers track the attendance of the students. Out of the 136 students who initially enrolled in the programme, 120 continued and they regularly attend the class.	Yes both. The teachers have to be at school at a certain time. We have staff meetings in the morning where they share their plan for the day.
3. a. Do you hold regular meetings with your colleagues? (For knowledge sharing, work on	Yes, we meet when I am here but most of time they talk to expert 2 to respect hierarchy. So that we don't conflict the position and like that I empower expert 2.	We have staff meetings every Monday morning and Friday evening to reflect on the past week, students' feelings and to check on them.

Question	Expert 1	Expert 2
improvements, discuss problems) b. Who normally attends these meetings (and how many)?		All teachers and me. We also have meetings with students, we ask where they are facing challenges.
4. Is there any complaint mechanism in the school for reporting and negative feedback? If yes, what is the reporting procedure? To whom do you report?	Not covered.	Students go to the trainer and discuss, if not solved they come to me and we talk. If there's no solution I talk to (expert 1).
5. Is there a system in place how you can do follow ups with students who have graduated?	Planned is following up on them through their What's App groups. Our follow up system is a simple Excel sheet with contacts where we do follow up to know where we've placed our students, those who find jobs somewhere else, those who've created their own jobs and those who are still without a employment.	Not covered.
SECTION E – FINAL QUESTIONS		
1. What could have been done more efficiently/ effectively since the start of the programme?	We should have had MoU's with industry partners before the internship placements. This would have meant that they could go to practice during holiday time so that they can take turns in the hotels and see the different standards of hotels. We also received some equipment a bit late. The next cohort is most lucky because everything will be in place. The first cohort was a big learning for us to see the challenges.	We said we look into community work; we want to do something for the society. We have done what we're so supposed to do with the students. But we should also give something back to the community in order to have a good reputation.
2. What would you say, what are the obstacles that young adults in Nyamasheke are faced with when leaving the Sangira programme	We have a course for "Building 10 years vision". The challenge is not to lose track of the students and to find out what they become after the programme. We therefore have a	We need a girl's room with sanitary pads: where the girls learn about the changes in the body, when they have their period.

Question	Expert 1	Expert 2
and entering the "world of labor"?	structure developed to find solution for those challenges. We put in place that the each students is an accountability partner: a person who is in charge for follow to his/ her colleague. Each week they do a follow up and a reporting how they are doing. That's the plan so far. 120 students to follow up is difficult. We want to do it for 3 years, meanwhile they can come back to other training.	
3. What is your opinion on the students' ability to secure employment in the field of training after programme completion?	It will be easy for them to get a job.	They have challenges but it will be rather easy to get a job.
4. Are there any barriers to the success of the Sangira programme? Who and what needs to change? Eg. Groups, structures, systems, relationships, processes)	I want to hire trainers with practical experience from the hotel. There is a difference from academic trainers and teacher experienced with working at a hotel. From the school they know more the theory but little practice/ the real behaviour of a customer. We also need to improve the student selection and counselling placements of graduates.	Not really, you never know but we are ready for whatever might come. Maybe provide more equipment for practice and have more classrooms.
5. Is there anything else you would like to say?	I am so thankful for Sangira and all the donours for having this heart for building the Rwandan youth. I am so thankful of the expert that come and support us and for (donour name) who is funding the internships, it has given us a big hope to continue. It is also releasing for the parents. I am thankful to the government of Rwanda and the team in Nyamasheke. We have a well working collaboration with the government.	We are so grateful for the Sangira students and they are happy to receive the opportunity. They want to be the great "first borns" for the next generation.

Appendix 7: Classroom observation sheet

CLASSROOM OBSERVATION SHEET

Observer name:		Date:
Trainer name(s):		Time:
Subject:		Cohort:

Class size according to registrations (tick box): 1-30 □   31-60 □   61-90 □   91-120 □   **Class size today** (tick box):   1-30 □ 31-60 □   61-90 □ 91-120 □   **Number of trainers present:**   Is the attendance sheet filled by the trainers? Yes □ No □   How long was the class observed (in minutes):
Class on time (tick box):   Yes □   No □   With delay of _____ minutes   **Teacher on time** (tick box): Yes □   No □   With delay of _____ minutes   Reason: Trainer is late □   Pupils are late □   Technical problem □   □ Other (please specify): _____
Select if applicable: □ The class did NOT take place as per the timetable   □ The class was conducted by another trainer, who is not the regular trainer for this subject   □ I felt the class was staged   □ None of the above

1.	**LEARNING ENVIRONMENT**	**Score** (1 = low, 3 = medium, 5 =high)				
1.1	What percentage of the observation time was the trainer talking?	0%	25%	50%	75%	100%
1.2	How often does the trainer use languages other than English (e.g. Kinyarwanda)?	Once	Not very frequent but more than once	Frequently but less than half the teacher facilitation time	Half the class was facilitated in the other language	Very frequently (more than half the class)
1.3	The trainer corrects/encourages the pupils to speak in English	1	2	3	4	5
1.4	The trainer positively and patiently redirects negative behaviour of the pupils.	1	2	3	4	5
1.5	Overall, what is the impression of the class?	**Score** (1 = low, 3 = medium, 5 = high)				
		1	2	3	4	5

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2.	**LESSON FACILITATION**	**Score** (1 = low, 3 = medium, 5 = high)				
2.1	The trainer was prepared for the class (no time wasted with setting up the class, IT)	Yes			No	
2.2	The trainer's explanation of the content is clear.	1	2	3	4	5
2.3	The trainer makes connections in the lesson to relate to other content knowledge or the pupils' daily lives.	1	2	3	4	5
2.4	What is the trainer doing? a. Reading aloud b. Demonstration/Lecture c. Discussion/Debate/Questions d. Practice and drill e. Assignment/ Class work f. Verbal instruction (e.g. verbally explaining assignment, discussion etc.) g. Social / non-academic interaction (with pupils, with visitors to the classroom, or on the phone) h. Discipline i. Trainer is uninvolved j. Trainer is out of the room	Yes			No	

3.	**SOCIAL & COLLABORATIVE SKILLS**	**Score** (1 = low, 3 = medium, 5 =high)				
3.1	The trainer encourages pupils to work together through peer interaction.	1	2	3	4	5
3.2	The trainer models how to be respectful and courteous to others in the classroom.	1	2	3	4	5
3.3	The teacher treats all pupils equally, regardless of gender (equal attention, avoidance of disrespectful comments, etc.).	1	2	3	4	5
3.4	The trainer asks open-ended questions.	1	2	3	4	5
3.5	The trainer provides tasks to test students understanding.	1	2	3	4	5
3.6	The trainer reacts adequately when pupils make mistakes.	1	2	3	4	5
3.7	Pupils treat each other with courtesy and respect.	1	2	3	4	5

4.	KEY ELEMENTS OF TEACHING STYLE					
4.1	Is the class too big or too small to make learning effective?	**Score** (1 = too small, 5 = too big)				
		1	2	3	4	5
4.2	Does the trainer find it difficult to teach this size of class?	No		Yes		
4.3	Is the relationship between trainer and pupil satisfactory?	No		Yes		
4.4	Does the trainer actively involve students?	No		Yes		
4.5	**If yes**, which of these elements does the teacher use to involve pupils? (Tick if trainer used element) Group work □ Game □ Dialogue □ Experiment □ Discussion □ Other □ Describe „Others:					
4.6	Pupils do activities in a. big groups b. in smaller groups c. individually	No No No		Yes Yes Yes		
4.7	What did the trainer do while the pupils were engaged in learning activities? a. Roaming around each group for support b. Seated at one place and observing the groups c. Doing his/her own work d. Other (specify):	No No No No		Yes Yes Yes Yes		
4.8	The time calculated for the activity is appropriate?	**Score** (1 = no , 5 = yes)				
		1	2	3	4	5

5.	TEACHING AND TRAINING AIDS					
5.1	Does the trainer use teaching aids? Note: Teaching aid refers to charts, pictures and other classroom graphics to facilitate teaching.	Yes		No		
5.2	**If yes**, which of the teaching aids below did the trainer use? (Tick if trainer used element) Blackboard □ Textbook □ Charts □ Video □ Other □ Describe „Others": _____					
5.3	Are the teaching aids used appropriately to explain the material?	No		Yes		
5.4	Is supply of notes or materials given to pupils?	No		Yes		
5.5	How satisfactory is the quality of teaching materials?	**Score** (1 = low, 3 = medium, 5 = high)				
		1	2	3	4	5

6.	SATISFACTION					
	In relation to the course objectives,	**Score** (1 = low, 3 = medium, 5 =high)				
6.1	how well are practical skills covered?	1	2	3	4	5
6.2	how well are relevant theoretical areas covered?	1	2	3	4	5
6.3.	how satisfactorily are theoretical and practical areas combined?	1	2	3	4	5
6.4	Were the pupils being satisfactorily supervised during practical skills training?	1	2	3	4	5

7.	SCHOOL ENVIRONMENT					
7.1	How would you rate the school environment and the quality of its facilities?	**Score** (1 = deficient, 3 = sufficient, 5 = excellent)				
		1	2	3	4	5
7.2	Which facilities are mismanaged and hamper a good school environment? *(Tick if the following facilities are not adequately managed)* Recreation area □ Lavatory □ Restaurant □ Restaurant kitchen □ Other □ Describe „Others":					
7.3	Overall, how well managed does the school appear to be?	**Score** (1 = low, 3 = medium, 5 = high)				
		1	2	3	4	5

FURTHER COMMENTS AND OBSERVATIONS