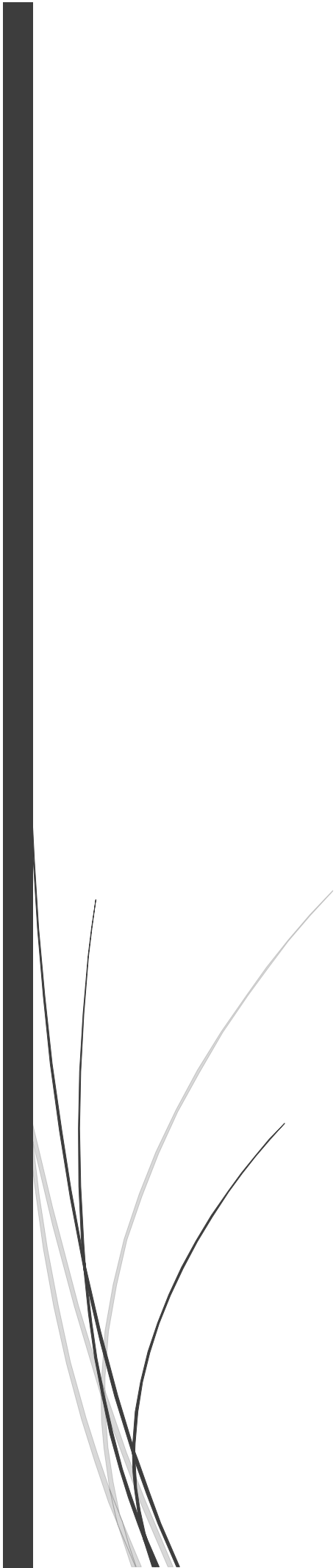




An educational design for future food business entrepreneurs in Rwanda

CC-JOBS

Kamy vd Brink

An educational design for future food business entrepreneurs in Rwanda

CC-JOBS

Kamy van den Brink

437865

08/02/2021, Rotterdam

CC-JOBS

Preface

Dear Sir/Madam,

For starters, I want to thank CC-JOBS for granting me the opportunity to work with such an inspiring foundation. I have enjoyed the creation of this professional product and the co-operation with CC-JOBS past semester.

This portfolio is divided in three parts and contains the professional product, substantiation and professional performance. The product is adapted to the local environment and hopefully contributes to a prosperous future for local youth in Kigali.

I hope you enjoy reading it.

Yours sincerely,

Kamy van den Brink

Summary

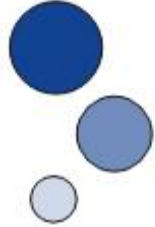
The subject of this research is to create an educational design that enables local youth to set up their own sustainable food business in Kigali. There was a need for this educational design, because local youth wants to learn how they can develop such as business. To develop the educational design, four research methods are used: interview, survey, literature research. The interview functions as a framework of the educational design and a base for the surveys. The surveys provided insight in the local situation, which made it possible to customize the educational design. The literature research provided theoretical knowledge on several theories, which was useful for the creation of the educational design.

From the findings can be concluded what the content of an educational design should be, how the learning process is optimized, what level of knowledge the students have prior to the education and what educational design is suitable for the local environment. Therefore, it is recommended to base the educational design on HILL and Constructive alignment, to start with basic knowledge on entrepreneurship and to spend more time on certain subjects, such as finances. Next to this, the focus should be on the process, wherein feedback and communication are the key.

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An educational design for
future food business
entrepreneurs in Rwanda



Content

Introduction

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Essentials



Entrepreneurship module



Introduction

This entrepreneurship module helps local youth to set up their own sustainable food business. During this entrepreneurship module, the students will develop their own business plan and learn more about trends and developments from the industry. There are two classes per week of three hours each. The first class will be an interactive class during which the students will learn about the topic. Activities will include brainstorming and presentations. During the second class, the students will work on their assignments, which are part of the business plan. This can either be an individual business plan or partnership. The students are coached to improve their English, in writing and communication. In total the entrepreneurship module takes approximately three months to complete.

This document contains an overview of the course. It is important that there is enough room for divergence and the lecturers use constructive feedback to guide the students through the process.

Skill development

Communication
English
Management
Teamwork
Customer service
Feedback and reflection



Learning goals and objectives

- Describe the concept of the created food business
- Analyse the market and determine the corresponding marketing mix
- Analyse the local competition in the industry
- List the legal requirements, licenses and insurances the food business should comply with
- Describe the financial position of the food business
- List the risks of the food business and the corresponding risk management

Overview

Week	Class	Topic	Subject	Teaching and learning activities
1	1	Business plan	- Content of a business plan - Relevance of a business plan - Planning of the module	Brainstorm Book Food and Beverage Management chapter 4 and 12
	2	Business plan	- Trends and developments	Brainstorm Preview trends and developments
2	1	Introduction	- Content of the introduction	Presentation Book Food and Beverage Management chapter 1
	2	Introduction	- Students write draft of Introduction	
3	1	Marketing plan	- Target group analysis - Customer service	Media Role play Book Food and Beverage Management chapter 10
	2	Marketing plan	- Students write draft of Marketing plan	
4	1	Marketing plan	- Product - Price - Competitor analysis	Media Company visit Book Food and Beverage Management chapter 2 and 5
	2	Marketing plan	- Students write draft of Marketing plan	





Week

Class

Topic

Subject

Teaching and learning activities



5

1

Marketing plan

- Place
- Promotion
- Role of the internet
- Finding suppliers

Book Food and Beverage Management
chapter 7

2

Marketing plan

- Students write draft of Marketing plan

6

1

Management plan

- Staff planning
- Communication styles
- Competences of a manager

Role play
Book Food and Beverage Management
chapter 9

2

Management plan

- Students write draft of Management plan

7

1

Management plan

- Legal format
- Licenses and insurance

Brainstorm

2

Management plan

- Students write draft of Management plan

8

1

Financial plan

- Income statement

Media
Book Food and Beverage Management
chapter 8

2

Financial plan

- Students write draft of Financial plan





Week

Class

Topic

Subject

Teaching and learning activities



9

1

Financial plan

- Balance sheet

Media

2

Financial plan

- Students write draft of Financial plan

10

1

Financial plan

- Cash flow

Media

2

Financial plan

- Students write draft of Financial plan

11

1

Risk management

- Risks of a food business (in Kigali)
- Risk management

Brainstorm
Book Food and Beverage Management
chapter 11

2

Risk management

- Students write draft of Risk management

12

1

Summary

- Content of a summary

Presentation

2

Summary

- Students write draft of Summary

13

1

Business plan

- Students write business plan

2

Business plan

- Final presentations



Details

Management summary

In this part, the student summarizes the important components of the business plan. These are more extensively explained in the specific chapters.

- The main goals of the food business from the first five years (mission)
- How these goals are achieved
- The important moments in time (100th client for example)
- The strategic choice of location
- The strategic choice of partnerships
- Why the business is unique
- What licences are obligated
- How much money the food business needs to start

Introduction

In this part, the student described the food business. This should be more detailed and includes the following points

- The name of the food business
- The type of business (concept)
- The location
- The positive aspects of the type of business and location
- The goals the food business wants to achieve in the first one to five years (mission)
- The vision of the food business

Marketing plan

In this part the student described the marketing plan, based on the 4 p's of the marketing mix: product, price, place and promotion. This includes the following points

- The target group and its characteristics
- The product of the food business (type of food, drinks, etc.)
- Where the food business will be located and why
- The pricing of the product
- How will the food business be promoted to the target group
- The competitor analysis
- Why the food business is different from the competitors

Management plan

In this part, the student described the organogram of the business, legal requirements and the licenses and insurance the food business needs. This includes the following points

- A hierarchic overview of the employees, their functions and task descriptions.
- The legal requirements for the food business
- Which licenses and insurance the food business needs



Financial plan

In the financial plan the student presents the three main financial statements, including

- The income statement (profit and loss) of the food business
- The balance sheet of the food business
- The cash flow of the food business

Risk management

The student explains the risk management by explaining the following points

- The risks for the food business
- How these risks are managed

Appendices

All the tables and overviews that are relevant to add to this business plan

Tabel of content

Management summary

1. *Introduction*
2. *Marketing plan*
 - Target group*
 - Product*
 - Pricing*
 - Place*
 - Promotion*
3. *Management plan*
 - Staff planning*
 - Legal format*
 - Licenses and insurance*
4. *Financial plan*
 - Income statement*
 - Balance sheet*
 - Cash flow*
5. *Risk management*
- Appendices*



Teaching and learning activities

Brainstorm

The brainstorm is an informal approach, which encourages students to participate and build on each other's ideas. This activity is for all the students and other involved persons. The lecturer gives an introduction of the topic and asks the students to name every idea, sentence, or word that comes to mind. The lecturer writes down all ideas, since everything contributes to the process. This can be done on a piece of paper, or a blackboard for example. After this the students have enough input to continue working on the specific topic of their business plan. If there is a lack of input, the lecturer can encourage the process by adding words and asking questions about the topic.

Presentation

There are two types of presenting used in this module: ones where the student prepares for and the ones that are unprepared. The unprepared presentations take place in week 2, class 1. The students present what type of food business they want to start and why. Based on this information, the lecturer can ask the students questions to make them start thinking about the topics that are covered in the business plan, such as location and unique selling point of the food business. In week 12 and 13 the students work on the final presentations of their business plan. They focus on writing the summary and being able to verbalize this information in a presentation. They could make a poster, digital presentation or other creative way.

Company visit

If possible, a company visit will be organized in week 4. The manager or owner of the establishment will tell the students about his/her career in the hospitality industry and about the type of food business the manager/owner runs. This company visit will help the students to see the business from an expert's perspective and use this information in their business plan.

Role play

A role play is an act during which the students take on different roles and perform a play for the other students. This is meant to help the students to gain insight in their behaviour and how others perceive this behaviour. In week 3 the students perform their first role play, in which they will learn how to interact with their guest and improve their hospitable behaviour. It will also provide insight in the wants and needs of the guest and how the students can meet the guests' expectations. In week 6 another role play takes place, in which the students practice their communication skills as a manager of a food business. The lecturer and students can give feedback and learn by doing.

Media

Media is an effective and informative source of information. In week 5, the students learn about promoting the food business, by the use of internet and social media. Links to sources of media per topic can be found in 'Reading Materials'. In week 8 to 10, videoclips are shown to support the explanation of the teacher. These links are also presented in 'Reading Materials'.



Learning materials

Readings

The book Food and Beverage Management is highly recommended for this entrepreneurship module. The book contains a complete introduction to hospitality management, including case studies and practical content. It covers all parts of the business plan and examples from different types of businesses that are relevant for the students. It is possible to provide the students with handouts and/or for the teacher to present the information from the book.

The preview of trends and developments are presented to help the students with their research on trends and developments. It is important for the students to know what is new and relevant in their industry and possibly adapt their business plan to this.

Media

Week 3: introduction to marketing

The video explains the 4 p's of the marketing mix: product, price, place and promotion. They are applied to different types of customers that would want to buy a hamburger. It is important for the students to understand that they adjust their marketing mix to their target group and think about the guests' needs and wants.

https://www.youtube.com/watch?v=Mco8vBAwOmA&ab_channel=Paxton%2FPatterson

Week 4: competitive analysis

The video explains how the students can create a competitive analysis for their food business. The example is about restaurants, but can be applied to all kinds of food businesses.

https://www.youtube.com/watch?v=ONkjuXaQ3HA&ab_channel=PauloCalisto

Week 8-10: Financial plan

Multiple videos are helpful to explain financial accounting. Below the links are selected of relevant video's per subject related to the business plan. In general the videos of 'Edspira' on YouTube are highly recommended to support the explanation of the financial accounting theory.

Financial accounting basics:

https://www.youtube.com/watch?v=VYNTBWBqncU&ab_channel=LeilaGharani

Income statement (profit and loss) 1:

https://www.youtube.com/watch?v=YtyXxUstlgQ&ab_channel=Toast%2CInc.

Income statement (profit and loss) 2:

https://www.youtube.com/watch?v=jer2I02FBNU&ab_channel=Toast%2CInc.

Balance sheet:

https://www.youtube.com/watch?v=f89jzUybyBw&ab_channel=Edspira

Cash flow:

https://www.youtube.com/watch?v=hMBN6yTIDb0&ab_channel=LeilaGharani



Assessment (I)



Topic	Subject	0	1	2	Score
Introduction	The concept of the food business	The concept of the food business is not described or described poorly	The name, type of business, location, positive aspects of the location, the mission and vision are described	The name, type of food business, location, positive aspects of the location, the mission and vision are described in detail, realistic and with clear reasoning	1
	The mission of the food business	There goals for the first one to five years are not described	The goals for the first one to five years are described	The goals for the first one to five years are described and realistic	2
	The vision of the food business	There long-term vision is not described	The long-term vision is described	The long-term vision is described and realistic	1
Management summary	The management summary	The summary does not contain all components or the elements are poorly described	The summary contains at least 5 out of 8 elements and these are described clearly	The summary contains all 8 elements and these are clearly described	2
Marketing plan	The target group	The choice of target group is not explained or explained poorly	The choice of target group is explained	The choice of target group is explained clearly and suits the concept	1
	The Product	The choice of product is not explained or explained poorly	The choice of product is explained	The choice of product is explained clearly and suits the concept	2
	The Place	The choice of location is not explained or explained poorly	The choice of location is explained	The choice of location is explained clearly and suits the concept	1
	The Price	The choice of pricing is not explained or explained poorly	The choice of pricing is explained	The choice of pricing is explained clearly and suits the concept	2
	The Promotion	The choice of promotion is not explained or explained poorly	The choice of promotion is explained	The choice of promotion is explained clearly and suits the concept	1
	The 4 p's of the marketing mix together	The product, price, place and promotion do not complement each other or one of these four is missing	The product, price, place and promotion complement each other	The product, price, place and promotion complement each other and the reasoning is realistic and explained clearly	2
	The competitor analysis	The competitor analysis is not provided or explained poorly	The competitor analysis is provided and explained	The competitor analysis is provided and explained clearly and contains the most important competitors of the future food business	1

Assessment (2)



Management plan	The staff planning	There is no staff planning provided or poorly described	The staff planning is provided and complete	The staff planning is provided and complete, including a hierarchic overview of all staff	2
	Legal requirements	The legal requirements are not provided or poorly explained	The legal requirements are provided and complete	The legal requirements are provided, complete and explained clearly	1
	Licenses and insurances	The licenses and insurances are not provided or poorly explained	The licenses and insurances are provided and complete	The licenses and insurances are provided, complete and explained clearly	2
Financial plan	The income statement	The income statement is not provided, is not realistic, or has more than 5 mistakes	The income statement is provided, realistic and has 5 or less mistakes	The income statement is provided, realistic and has 2 or less mistakes	1
	The balance sheet	The balance sheet is not provided, is not realistic, or has more than 5 mistakes	The balance sheet is provided, realistic and has 5 or less mistakes	The balance sheet is provided, realistic and has 2 or less mistakes	2
	The cash flow	The cash flow is not provided, is not realistic, or has more than 5 mistakes	The cash flow is provided, realistic and has 5 or less mistakes	The cash flow is provided, realistic and has 2 or less mistakes	1
Risk management	Risks and risk management	The risks are not provided, or poorly described	The risks are provided and explained	The risks are provided and the risks and risk management are explained	2
English	The business plan is written in business English	The business plan is poorly written and has 10 or more grammar mistakes	The business plan is well written and has less than 10 grammar mistakes	The business plan is well written and has less than 5 grammar mistakes	2
	The business plan is presentable to a possible investor	The business plan is not complete and not presentable to a possible investor		The business plan is complete presentable to a possible investor	2
Total					31
					Pass

Business plan

The business plan is assessed per topic. The lecturer will fill in the Excel file and based on the outcome, the student can either pass or fail the assessment. The students pass if their score is 22 points or higher out of 40. This is 55% out of 100%.

Presence and participation

Presence and participation is recorded per student per lecture. These are assessed with either a X, for not present/participative, or a V, for present/participative. Based on this assessment, the lecturer can determine if the student has a solid foundation to create his business plan.

Module evaluation

Evaluation form

The form below is used to assess the entrepreneurship module. CC-JOBS and peer contributors fill in this form together. This will stimulate group discussion and a critical evaluation. A score of an 8 or higher is perceived as "Excellent", which should be the case in this evaluation. If this is not the case, it is easy to see in which domain there is room for improvement.

Evidence of learning

The third type of evaluation is to look at the results of the assessment and to determine which parts are done well, and which parts need more attention within the module. For example, if all students score low on the staff planning, this subject needs more attention.

Feedback

The second type of evaluation takes place after each lecture. The teacher asks the student for feedback, for example by formulating a positive and negative experience of that lecture. It is important for the teacher to write this down in a logbook, so this feedback can be applied to future lectures.



Module evaluation	Strongly disagree	Disagree	Agree	Strongly agree	Comments
General					
The goal of the module is clearly described			x		
The assignment within the module is clearly described				x	
The assessment of the module is clearly described			x		
Content					
The module covers the content of a business plan				x	
The module meets your expectations			x		
The level of difficulty fits the students' capabilities				x	
Teacher					
The teacher adjusts his teaching style to the student			x		
The teacher knows the ins and outs of the subjects			x		
The teacher uses multiple learning activities, such as brainstorm, internet and storytelling				x	
Students					
The students are able to realize their personal food business plan			x		
The students work as individuals and in groups			x		
The students are able to learn from their fellow students				x	
The students receive constructive feedback on a regular base			x		
There is room to deviate from the program and thereby create unexpected learning				x	
					8,9 Positive

Essentials

Seven Principles of Good Feedback

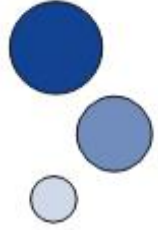
1. Help clarify what good performance is
2. Facilitate the development of self-assessment in learning
3. Promote peer and educator dialogue around learning
4. Provide opportunities to close the gap between current and desired performance
5. Deliver high-quality information to students about their learning
6. Encourage positive motivational beliefs and self-esteem
7. Provide information to teachers that may be used to help shape the teaching

Universal Design for Learning

The aim of UDL is to design a learning environment that is accessible for all students, so they can learn and express themselves in their own way. The three principles of UDL are:

1. Provide multiple means of representation
2. Provide multiple means of action and expression
3. Provide multiple means of engagement





Portfolio

2.1. Introduction

Table 1.1

Information about assessment criteria

Assessment criterion	Relevant information within professional product	Relevant information within substantiation
The professional answers the client's question with an appropriate and substantiated professional product	<i>The educational design.</i>	<i>Ch. 2.7 provides answers to the research questions.</i> <i>Ch. 2.3.3. provides a substantiation of the choices made in the process.</i> <i>Ch. 2.7.1. presents the quality control.</i>
The professional identifies the most important (internal and external) trends and developments and clarifies their influence on the issue	<i>Learning materials: readings.</i>	<i>Ch. 2.2.4. provides an overview with the relevant trends and developments.</i>
The professional collects knowledge in a responsible way to support a decision and values this knowledge	<i>The educational design exists of multiple pages, of which each is an application of the results from the substantiation.</i>	<i>Ch. 2.5 provides an overview of all research.</i> <i>Ch. 2.6 presents all findings.</i> <i>Ch. 2.8. discusses the quality of the research.</i>
The professional justifies how the wishes of the stakeholders have been taken into account in the final product	x	<i>Ch. 2.9 presents an overview of stakeholders.</i>
The professional substantiates the extent to which the made choices are socially responsible (e.g., with regard to ethical, intercultural and sustainability aspects)	x	<i>Ch. 2.9.2. explains the social impact of the educational design in relation to ethics, culture, and sustainability.</i>
The professional demonstrates the financial feasibility of the professional product	x	<i>Ch. 2.10 provides an overview of the relevant financial data for this educational design and an investment budget.</i>

2.2. Management question

In this chapter, an explanation of the current and desired situation is presented. Next to this, the relevant trends and developments are described and linked to Rwanda. Ultimately, the chapter ends with the resulting management question.

2.2.1. Current situation

The short degree program of Culinary Arts for youth takes place in Kigali, the capital city of Rwanda. The program takes three months to complete and focuses on the practical skills of cooking and nutrition. Next to this, basic English and communication are covered. The study is taught by local teachers who have experience in the field and the students are coached by CC-JOBS. The lessons take place at the Kigali Leading Technical and Vocational Education and Training (TVET) centre. CC-JOBS wants an educational design to teach the ambitious students how to set up their own food businesses.

2.2.2. Desired situation

The aim of this module is to improve and expand the knowledge of ambitious students. These students want to continue learning and increase their job prospects, but do not have that possibility or the financial resources. A sponsored education could help them to achieve their personal goals and help them set up their own businesses in the hospitality and/or tourism industry. Moreover, the module can teach the students how they can respond to local market demand and thereby increase their chances to succeed.

2.2.3. Solution

This sponsored educational design is a solution, because it offers students a chance to develop themselves as young food business entrepreneurs. By creating an educational design, attempts are made to improve the current local situation step by step. The lack of education and access to it is a well-known problem, so the development of an affordable, qualitative module can be considered unique in Rwanda.

2.2.4. Trends and developments

Rwanda has the potential to offer unique experiences to national and international travellers interested in ecotourism, food tourism and the experience economy. With this educational design, students can learn to develop their own local food businesses and are able to respond to the trends and developments. They will learn to see opportunities and threats, and create awareness of their environment and the hospitality and tourism industry. Once COVID-19 fades, the trends mentioned below will be very beneficial for the students of the module, because they can use them in their advantage when starting their own food business.

Ecotourism – international trend

Ecotourism means travelling to conserved natural areas with the aim to enjoy the wild nature, animals, and culture (Fennell, 2003). It is a fast-growing sector within the tourism industry and very different from regular tourism. Climate-change is one of the reasons why eco-tourism becomes more popular and the result is demand for, for example, 'green' overnight stays (National Geographic, 2020). This trend is highly relevant for Rwanda, since the country is known for its hills, gorilla tracking and national parks, which are protected by the government.

Food tourism – national and international trend

Food tourism means travelling to experience and consume food and beverages, which are presented in the corresponding cultural and environmental context (Food and Road, 2019). Food tourism can attract local, national, and international guests and can be beneficial for local farmers and other food suppliers in Kigali. From a financial perspective, food travellers spend almost 25% more money. Many countries in Africa already offer some sort of 'food tour', but specifically Rwanda is more focused on different types of tours.

Experience economy – national and international trend

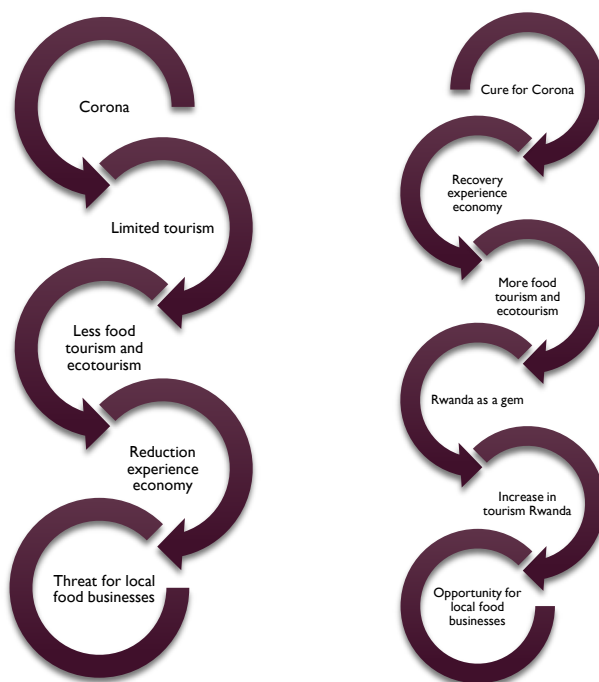
Experience economy includes the desire of travellers for experience, which are personal, because it affects the individual emotionally, physically, spiritually, or intellectually (Pan, 2019). Millennials tend to be most susceptible to this trend and are willing to spend more money on experiences compared to earlier generations (Culinary arts Switzerland, 2020). Examples that are part of the experience economy are impressive views in nature (eco-tourism) and enjoying local street food or taking cooking classes abroad (food tourism).

Corona – national and international trend

Corona is a virus that is also referred to as COVID-19. The virus arose November 2019 in China and has spread around the world. One year later, many countries still cope with the virus and have taken measures to decrease the risk of being affected. On national level, Corona is still very active and Rwanda is facing new cases of infection every week (Grün, 2020). Corona has had a huge influence on the hospitality and tourism industry and will probably leave its footprints for many years. At this moment, there is a curfew and lockdown.

With this information in mind, the following management question is posed:

How can CC-JOBS design an entrepreneurship module, which enables local youth to set up sustainable food businesses?



2.3. Solution strategies

In this chapter, it is explained why the educational design is a solution to the problem and how it complies with the trends and developments that are described in 2.2. Next to this, important choices made in the creation of the educational design are described, including their pros and cons.

2.3.1. Solution

The objective of this research was to create an educational design that enables local youth to set up their own sustainable food businesses. The problem was that there was no such module, but there was a need for one. The aim of the educational design is to teach students how to set up their own sustainable food businesses, and/or increase their job prospects and thereby to help them to achieve their ambitions. This has an impact on the students' knowledge and capabilities and the local hospitality industry. Next to these, there are positive side effects that could influence the students, such as potential wealth and their wellbeing, due to being a successful food business entrepreneur.

The educational design is feasible, because it has an acceptable timeframe, the location and teachers are already deployable, and the module can be executed immediately. The timeframe is three months, of approximately six hours per week, which is a timeframe provided by the client. The location and teachers are the same as those of Culinary Arts, which precedes this educational design.

2.3.2. Trends and developments

The trends and developments have two functions. The first is to gain insight in the trends and developments within the hospitality industry and external environment and to apply these trends and developments to CC-JOBS. The second is to provide the students with trends and developments as a base for their own research during their education. It could provide them with new insights and make them think about their own future food business.

2.3.3. Choices

There are several choices made in the process of creating the professional product. These choices are explained below, including their pros and cons.

Why an educational design?

The reasons to create the chosen educational design, are because it is effective, qualitative, there is room for evaluation and adjustment and the module is long-term, because it can be used repeatedly. The educational design aims to set learning objectives and achieve these through learning activities and assignments, which is effective. After the period in which the module takes place, there is room for evaluation and adjustment, which can positively influence the quality of the module before it is used again. Other alternatives were providing the students with workshops or to cooperate with guest lectures. These were less appropriate, because they provide less opportunity to work with the students one-on-one and the focus is on practice instead of theory. The reason to specifically create an entrepreneurship module, is because the students have ambitions to start their own sustainable food businesses, but do not know how to do this. The con of this educational design is that the schedule requires commitment from the students. Unfortunately, there have been situations where the students cannot come to school, because they have to work or have other engagements, as can be seen in 1.42 in Appendix VI.

HILL

HILL is an acronym for High Impact Learning that Lasts and exists of seven building blocks. It is used to create a long-lasting impact on learners, managers, and organizations, which is why it is a starting point for this educational design (Cross Knowledge, 2020). The seven building blocks of HILL are applied in 1,500 scientific studies worldwide and show an average increase in the result from the final assessments of 33%. This means that the model is internationally applicable and has a large impact on students' results. Next to these facts, the model is pragmatic and therefore easy to apply to the educational design. The con of using the HILL model, is that it could take time to adjust to this way of

learning. Misconception could lead to errors in the execution. Also, it takes more commitment and time to apply and execute the educational design according to the seven building blocks, compared to regular learning. It is an investment for the organization and students.

Constructive alignment

Constructive alignment is used, because it helps to ensure that the intended learning outcomes, learning activities and final assessment are efficiently aligned (Kinash & Knight, 2013). The aim is to create an environment, in which the student can learn in his own way through multiple learning activities, rather than solely transmitting information from teacher to student. It allows students to comprehend the learning content and to work with it, rather than learning information by heart and being able to memorize it during a multiple-choice exam. This environment reflects the learning outcomes. The learning outcomes are assessed during and after the lectures. The con of using constructive alignment is again that it could take time to adjust to this way of learning and misconception could lead to errors in the execution. Also, even though there are many different learning activities, some students could prefer regular learning and show resistance to participate. The main difference between regular learning and this educational design, is that

Assignment within the educational design

The reason to have the students create a business plan, is because it enables them to set up their own sustainable food businesses, it meets the client's expectations, and it fits the set time frame. The assignment covers the most important components of a business plan, improves the students' English skills, and helps them to think as an entrepreneur, instead of an employee. The con of letting students create a business plan, is that it is very theoretical work, which could be difficult and unusual for the students, because they are better used to a practical way of working. This could result in a lack of motivation or effort.

The learning activities

The aim of the activities is primarily to help the students to think thoroughly about their approach, their future sustainable food businesses and for them to enjoy the lectures. The activities suit the topics of that week, so they are effective and hybrid. The learning activities within the educational design are mostly practical, which is a good counterpart for the theoretical assignment, there is room for interpretation and unexpected learning and all students can participate and learn together. The con is that if the students do not participate actively, they will not profit from the activities.

Assessment of the students' work

The reasons to have two moments of assessment, are 1) for the presence of the students (and participation) and 2) to influence the student motivation for and dedication to the process of writing a business plan. They are related, because if students miss many lectures, they will not have a strong base to write a solid business plan. The con is that if students are not present or do not participate during a set number of lectures, the teacher can choose not to assess the business plan.

2.4. Required knowledge

In this chapter the required knowledge is described, using theoretical topics and derived research questions.

Based on literature research, two main topics are found: educational design and local (Rwandan) food business. These two topics are the centre of the research, and are represented in the management question: *How can CC-JOBS design an entrepreneurship module, which enables local youth to set up sustainable food businesses?*

This question leads to the following research questions:

1. What are components of an educational design?
2. What knowledge of starting a sustainable food business in Kigali do the students have prior to the entrepreneurship module?
3. What knowledge do the students need to start their own sustainable food businesses in Kigali?
4. What resources are available to set up the entrepreneurship module?

The answers on these four questions are processed in the professional product. A more detailed overview on all sub questions, can be found in Appendix II

2.5. Knowledge collection

In this chapter, it is in detail explained how the necessary knowledge is gathered, including a substation of the choices made.

2.5.1. Types of research

There are five research methods used to answer the research questions: an interview, three surveys, and literature research. This means that this research contains both primary (p) and secondary (s), and qualitative and quantitative research. Appendix IV provides an overview of the knowledge collection. Verhoeven (2011) refers to the use of multiple research methods as triangulation. She explains this is a more intensive and time-consuming way of doing research, but it increases the quality of the results and allows the researcher to broaden the data collection. For this research, triangulation is highly relevant, since there are multiple topics and many sub-topics to collect data on, both quantitative as qualitative data is useful, and the data collection is completely digital.

Interview

The first research method is an interview, that is used to gain insight in multiplex topics. The interview provides insight in the context of the educational design, a part of the content and the external environment. The topics researched for the context of the educational design are the school and digital learning environment. The topics researched for the content of the educational design are the exercises and learning activities, skill development of the students and the personal ambitions of the students. To gain insight in the external environment the current competition in Kigali and opportunities and threats in Kigali are researched. According to Verhoeven (2011) an interview is relevant to discuss sensitive and complex matters and allows the researcher to go more in-depth. One semi-structured interview is used for this research, since it covers the necessary topics, but allows the interviewer to respond to new information as well. Marijn van Rossum is chosen for this interview. He is managing director of CC-JOBS and is specialized in psychology, anthropology, and social development. He is a relevant interviewee, because he has lived in Kigali for many years and he has experience with educating the local youth. The interview can be found in Appendix V.

Surveys

The second research method is surveys, which are used to gain insight in multiple topics prior to this educational design. There are three surveys, one for the local food business entrepreneurs, one for the teachers and one for the upcoming students of this educational design, as can be seen in Appendix VII-IX. The surveys of the local food business entrepreneurs and teachers provide insight in the external environment and their opinion on the necessary skills the students need to develop to become local food business entrepreneurs. The students' survey provides insight in their skills, knowledge, and ambition prior to this educational design. According to Verhoeven (2011), a survey is very appropriate for the intended purposes mentioned. She emphasizes that in surveys, the 'why'-question often is not answered by the respondent. To anticipate, there are many follow-up questions implemented in the survey, which will be presented depending on the answer of the respondent. Also, the respondent can leave comments regarding the subject at the end of the survey. All surveys are created and analysed with Qualtrics, which is a web-based survey creator and distributor that provides the creator with reports of the data collection. The content of the three surveys overlap sometimes, which is to receive multiple point of views on the matter.

The selection of respondents is important for the representativeness of the sample (Verhoeven, 2011). The local food business entrepreneurs are selected, based on the following criteria: the variety of their food business and the location of their food business. Their relationship with CC-JOBS is important as well, since Marijn van Rossum personally approaches them to participate. Three teachers involved in, or part of CC-JOBS, are asked to fill in the survey for the teachers, to gain insight in their point of view. All upcoming students of this educational design responded to survey for the students.

Literature research

The third research method is literature research, which is used to compose the educational design, to gain insight in the trends and developments, and into the organization. According to Verhoeven (2011), literature research should precede the main research, but can be part of the main research as well. The literature research in this case is mostly secondary research and occasionally grey literature, which are the organizational documents of CC-JOBS.

There are four books that contribute to the content of the educational design and trends and developments. The first two are the 5th edition of the book Food and Beverage Management (Davis, Lockwood, Alcott, & Pantelidis, 2012) and the 1st edition of the book Hospitality Business Development (Hassanien, Dale, & Clarke, 2010). The books provide information on the hospitality industry and what it takes to start an own food business. The 1st edition of the book Ecotourism (Fennell, 2003) provides insight in the trend ecotourism, including examples of ecotourism in Rwanda. The 4th edition of the book Wat is onderzoek? (Verhoeven, 2011) is used to determine the research methods and approaches.

To measure and determine the quality of the online sources, the AAOCC criteria are used. AAOCC is an acronym for Authority, Accuracy, Objectivity, Currency and Coverage and the overview can be found in Appendix III. The organizational documents of CC-JOBS are consulted to complete the financial overview

2.6. Findings

In this chapter the research questions are provided with an answer. To answer the questions, several types of research and methods are used, as can be seen in table 2.1.

2.6.1. Components of the educational design

First, the framework of the educational design is established based on the interview. From this interview can be concluded that the educational design should have a timeframe of six hours per week for approximately three months long, as can be seen in Appendix V. The students need to learn how they can establish a sustainable food business in Kigali and CC-JOBS can provide coaching for students to write their own business plan. There is a possibility to use one of the partnerships for a company visit as a learning activity.

Second, literature research led to the following content of an educational design (Barbosa & Maldonado, 2011; Boiesstate, 2020): an introduction or interview, learning goals and objectives, lecture notes, focus questions, exercises and other learning activities, assignments, assessments and evaluations, and related readings.

When researching the best ways to increase the impact of this content, the HILL model was found. This model exists of buildings blocks which together result in High Impact Learning that Lasts (HILL) in education (Cross Knowledge, 2020). The building blocks are Urgency, Action & Sharing, Hybrid Learning, Learner Agency, Collaboration & Coaching, Flexibility, and Assessment as Learning.

Another theory, named constructive alignment, focuses on the relationship between learning goals & objectives, exercises and other learning activities, and assessments and evaluations (Kinash & Knight, 2013). It emphasizes that exercises and other learning activities should form the assessment tasks and that the learning outcomes should be assessed, rather than the performance of tasks. Next to this, Kinash and Knight (2013) provide a Universal Design for Learning (UDL), which are principles in which teaching, learning and assessment are accessible to all backgrounds, learning styles and abilities. This is highly relevant to be able to apply this educational design to Kigali.

To summarize, an educational design can consist of an introduction or overview, learning goals and objectives, lecture notes, focus questions, exercises and other learning activities, assignments, assessments and evaluations and related readings. There are two related and relevant theories found to increase the quality of the content of the educational design, which are the HILL model and constructive alignment.

2.6.2. Knowledge of students

First, to measure the knowledge of the students about starting a local, sustainable food business, prior to the entrepreneurship module, they are asked to fill in a survey. From these answers can be concluded that there is a lot of variety within the knowledge of the students and their estimations about their own abilities tend to be positive, as can be seen in Appendix VII. For example, 56,5% of the students say they can create a financial plan and 73,9% says they know how to create a competitive analysis. In their explanation, the students express their ambitions and often say something about their prior jobs and practices. They also acknowledge the importance of the entrepreneurship module and seem very motivated to start, because they think it would help them with their food business.

Second, from the interview with Marijn van Rossum can be confirmed that the students have had prior jobs in the hospitality industry, often restaurants, and their work was very practical. The students started their education with lectures about food and nutrition, English, and communication for three months. This is followed by a two-month internship at a hotel or restaurant, during which they prepared food, served food and they cleaned the restaurant. The next step is the entrepreneurship module, but from the given information can be concluded they do not have any education in relation to entrepreneurship. Also, the client informally confirmed that the students tend to overestimate their own abilities.

To summarize, prior to the entrepreneurship module, the students do not have had any education in relation to entrepreneurship and from the surveys cannot be concluded that they are skilled in entrepreneurship. However, they seem very motivated, eager to learn and have a high self-esteem.

2.6.3. Starting a sustainable food business in Kigali

First, from the interview can be concluded that there are three key components to create a successful food business in Kigali: location, sustainability, and differentiation, as can be seen in Appendix V. The interviewee says that within the district, there is not a lot of clientele, but outside the district there is a lot of competition. To stay ahead of competition, the interviewee advises to differentiate the product (food) or price. Last, it is important to make sure the business is sustainable and make sure that there is a continuing source of income.

Second, from the surveys in Appendix IX that are filled in by the teachers can be concluded that financial skills and communication skills are most relevant for starting food business entrepreneurs. Financial skills are explained as being able to create a financial planning for the food business from 1 till 5 years. Communication skills are explained as being able to listen, speak, observe, and empathise with guests and staff in a professional way. The teachers identified financial planning, finding a suitable location, and attracting customers as the biggest challenges for a starting food business entrepreneur.

Third, from the surveys in Appendix VIII that are filled in by the local food business entrepreneurs can be confirmed that financial skills and communication skills are most relevant for starting food business entrepreneurs. The food business entrepreneurs also say that being able to serve the customer's needs is very important. The challenges of financial planning and finding a location are confirmed as well. They consider hiring suitable employees as a third most important challenge. Lastly, from the surveys can be confirmed that there is a fierce competition and differentiation is an important benefit.

Fourth, it is important to know about trends and developments in the hospitality industry and on international, national, and local level, which is researched with literature research. From this research can be concluded that the following trends and developments are relevant: Corona, ecotourism, food tourism, and experience economy. A substantiation of these trends and developments can be found in chapter 2.2.

To summarize, the most important skills and knowledge the students need are: financial skills, communication skills and customer service skills. The most important challenges are sustainability, fierce competition, financial planning and finding a location for the food business.

2.6.4. Resources for the educational design

First, to gain insight in the human, material and financial resources CC-JOBS can already provide, the interview is used. From the interview in Appendix V can be concluded that CC-JOBS already possesses material resources, which are a classroom, furniture, a blackboard/whiteboard, laptops, and a good internet connection. Financially seen, CC-JOBS has a couple of hundred euro's available to spend on extra furniture and laptops, which are necessary to teach more students at the same time. From informal contact with the interviewee can be concluded that there are human resources, teachers, available to teach the students during this entrepreneurship module.

Second, to gain insight in the material resources necessary to furnish and equip an educational design, literature research is used. The following list contains the basic resources to make the educational design possible (Education Bureau of Hong Kong, 2019): blackboard/whiteboard, chairs and desks for students, and a bookcase for books and laptops.

From this research can be concluded that there are many other material resources, but these are the basics to make the educational design possible. Grey literature is used for financial resources. From one of the corporate documents can be concluded that there are financial resources available to pay for the furniture and equipment (CC-JOBS, 2019). However, this financial document shows the financial status from 2019. Due to Corona and the lack of income from the student exchange program, this number is very likely to have changed this year. Unfortunately, it is not published yet.

To summarize, only few additional material resources should be bought, to be able to teach a larger group of students at once, which are books and laptops. The financial resources to do so are not published yet and are expected to vary from 31/12/2019. Human resources are available.

2.7. Use of results

In this chapter the findings are applied to the development of the professional product. Examples are given on specific parts in the professional product and how they relate to the findings and insights.

2.7.1. A HILL educational design

First, the educational design will have the content as is presented in paragraph 2.6.1, but with small adjustments. 'Lecture notes' will not be presented separately, since a big part does not add value to this particular module and the necessary documents are covered in 'Related Readings'. Thus, these two are combined. 'Focus questions' will not be added either, since it is not very applicable to the available materials and 'Exercises and Other Learning Activities'.

Second, all seven building blocks of the HILL model are applied, as can be seen in Appendix X. The students are eager to learn how to start their own sustainable food business right now (Urgency) and can take full ownership in creating their custom-made business plan (Learner Agency). Next to that, the chosen learning activities stimulate peer learning (Action & Sharing) and there is a class every week to stimulate constructive feedback and coaching (Collaboration & Coaching). There is enough space in the program for unexpected learning and there is a lot of variety within the learning activities (Flexibility). There are many different types of learning activities, both online and offline (Hybrid Learning) and the students are assessed based on the process, instead of one final moment at the end of the module (Assessment as Learning).

Third, Appendix X visualizes how constructive alignment is applied to the description of the Learning goals and objectives. The Exercises and other learning activities are explained by the use of the HILL model. The Assessment and evaluation are based on 'Progressive weighting', which includes two types of assessment: formative and summative (Kinash & Knight, 2013). In the educational design, formative is the presence and participation assessment, which includes peer- and self-assessment. Summative is the final assessment of the business plan. The assessment of the students' business plans is based on an analytical rubric and these results are analysed with the Quality Criterion-References Assessment, which is part of the module evaluation. The other two components of the module evaluation are surveys for CC-JOBS and peer contributors and feedback after all lectures, that are recorded by the teachers with a logbook. Whenever the teachers provide students with feedback throughout the module, these should be in line with the Seven Principles of Good Feedback, which is explained in the professional product. The aim of these Seven Principles is to encourage and improve communication between teachers and students. The combination of the HILL model and constructive alignment result in Universal Design for Learning, which is also explained in the professional product.

2.7.2. Entry level students

First, the educational design should cover basic knowledge of starting a sustainable food business, since the module starts from scratch. There is a logical structure in the module, which enables students to build on their collected knowledge and expand from there on every week. Some students are confident in their abilities, or for example say they already know how to create a financial plan. To prevent boredom, contrasting levels of learning and to stimulate peer learning, these students can help other students during the tutorials.

Second, feedback from other students and the teacher are very important to keep the students up to speed and motivated. Even though motivation is not a problem now, when the gap between their estimated abilities and actual abilities grows, it is important for the teacher to act on this and provide the students with constructive feedback. By giving and receiving feedback, the student can learn from and with each other.

2.7.3. Requirements to start a food business in Kigali

First, there is a large focus on financial, communication and customer service skills. Three weeks are spent on financial skills, during which the income statement, balance sheet and cash flow are covered. Next to this, verbal communication skills are developed during several learning activities, such as role

play and through working with other students and providing them with constructive feedback. The students also develop their English both verbally and in writing. To write the marketing plan, the students need to know the needs and wants of their customers and practice how to serve them properly during a learning activity, which improves their customer service skills.

Second, to help the students to create a sustainable food business, there is a focus on competition, location, and finances. The intensity of the financial skills is explained in the previous paragraph. For students to gain insight in their future competition and to learn from their competitors, a company visit is planned. The students need to create a competitor analysis and determine what type of food business they want to start before they carefully choose their location in week 5. The weekly extensive decision-making process within the module prepares the students and makes them more resilient to threats.

2.7.4. The use of resources

The additional material resources for this educational design are presented in the financial overview in chapter 2.10. The laptops and book are used during learning activities and students' research. Human resources are already available, but the additional wages are added in the financial overview. The financial resources are used, based on current available information (CC-JOBS, 2019).

2.8. Discussion

In this chapter, the quality of the research is discussed, including the value, limitations, validity, and reliability. This is followed by a reflection on the ethical aspects of the research.

2.8.1. Quality of the research

A qualitative educational design is created, that enables local youth to set up their own sustainable food businesses. The educational design comes with an evaluation strategy, that monitors the quality of the design and students' satisfaction. The educational design is described concrete enough to function as a base, but there is enough room for unexpected learning and to deviate from the guide.

Value of gathered knowledge

The external validity of this research leans towards high, because the educational design is applicable to other schools in Rwanda and probably in Africa. This is concluded based on the surveys. All 24 future students responded to the survey, which means they represent the entire population of students in this module. They are probably representative for students at other school. The number of local food business entrepreneurs that responded was only seven, since they were difficult to approach and were not pleased to fill in the survey. Nevertheless, although there is a variety in variables, the opinions on necessary skills and the challenges correspond. This means that this could be a small representation of the large group of local food business entrepreneurs.

The internal validity of this research is medium, since the surveys were not filled in under the same circumstances at the same time. The students filled in the survey in two groups at two different moments in time and with help of the teacher. The teachers and the local food business entrepreneurs have responded at different times on different dates and in all probability under different circumstances. The possibility of another influencing (external) factor cannot be excluded. The data collection was managed by another, since it took place in Kigali, so this could hardly be avoided.

The reliability of the research leans towards high, since it is very likely that roughly the same results would be collected if the research was repeated this way. This is due to the size of the sample, triangulation, and the use of a Likert scale in the surveys. Results of smaller sample sizes, such as the food business entrepreneurs and teachers correspond with one another, which make them plausible.

Limitations

For this research, it would have been useful to conduct the research locally, in Kigali. This could have helped with the data collection and could have resulted in a better application to the local situation. With less distance from and more access to the stakeholders, it would have been possible to have interviews with stakeholders. This would have resulted in more insight in their point of views and would have helped with experiencing the local culture. Unfortunately, not all data from the surveys could be correctly interpreted due to language barriers, which made some less useful.

In addition, it would have been meaningful if the motivation of the students could be understood better. On the one hand, the client indicated that there are students that easily dropout of school. They have to work unexpectedly, or there are family issues which need attention. On the other hand, the students that responded to the survey seem to be highly motivated and engaged, which make it seem like this limitation will not pose a threat for this particular educational module.

2.8.2. Reflection on ethical aspects of the research

The ethical aspects are valued in conducting this research. The surveys contain a short explanation of the aim of the survey and how long it takes to respond. Next to this, there is no link between a person and his responses, and the information is only shared with one other interpreter for the translation of the answers. The sentences that needed translation are randomly presented with no traceable origin to the respondents. A point of improvement would have been asking for permission from the respondents before collecting the data.

2.9. Stakeholders

In this chapter, the current and future stakeholders are explained, including the broader social impact. Next to this, change management is applied and explained using possible future resistance.

2.9.1. Stakeholders

There are several stakeholders that are involved in this educational design or benefit from it afterwards. Appendix XI visualizes the relevant stakeholders and their level of interest and power. Each stakeholder is elucidated below.

CC-JOBS

CC-JOBS is the provider, administrator, and teacher of the educational design. CC-JOBS is involved in the development of the educational design and implementation, and provides the resources and boundaries to which this educational design must be adjusted. For CC-JOBS it is important that the educational design is of good quality and the students learn how to create their own sustainable food business. The responsibilities of CC-JOBS are to obtain financing from government and other external parties, such as 'Wilde Ganzen' and to establish partnerships with local food businesses and other education related organizations.

Students

Students are recipients of the educational design and are involved in the development and evaluation. They provide insights in their level of knowledge, motivation, and ambitions. For students it is important that the educational design is qualitative and fills the gap between their current knowledge and the knowledge they need to create their own sustainable food business. It is the students' responsibility to be present and participate during the lectures and provide constructive feedback in the evaluation at the end of their education.

Local food business entrepreneurs

Local food business entrepreneurs are future employers of the students that participated in the entrepreneurship module, or their future competitors or companion. The entrepreneurs are involved in the development and execution of the educational design. Their prime interest is to have well educated staff. It is the entrepreneurs' responsibility to help the students with their education, for example through a company visit or simple conversations.

Society

'Society' includes all the people that live in Kigali, including future customers of the students and the student's parents. Society provides the students with insights on their clientele and eventually buys the product from their food businesses. Society's interest is for youth to have qualitative education, reduce unemployment, and to live in a safe, prosperous environment. It is society's responsibility to support students in their education, for example by providing insights in their needs and wants as a customer.

Government

Government is a financier and provider of rules and legislation and is involved in the execution of the educational design. Students receive indirect financial support and need to comply to the rules and legislation set by the government when they create their own businesses during the module. It is important for the government that local youth receives qualitative education, that they comply with the rules and that they succeed, with as a result improved prosperity.

Kigali Leading TVET

Kigali Leading is a Hospitality and Tourism institution and a partner of CC-JOBS. There is a shared interest to improve education in Hospitality and Tourism and to deliver well educated students to the field. Kigali Leading is involved in the execution of the educational design, since it provides the location of the lectures. It is the institution's responsibility to provide a safe and stimulating educational environment.

2.9.2. Social impact

The educational design has a social impact in three ways. It impacts sustainability, because it focuses on and can result in the preservation and appreciation of nature (Future Ready Education, 2019). It impacts ethics, because with better education, local youth has better job prospects and more welfare, which can lead to better living standards, such as health care possibilities and less crime (University of the people, 2019). It impacts culture, because students learn English and operate in the hospitality industry, which increases the chance of intercultural acquaintances (Future Ready Education, 2019; University of the people, 2019). An overview is provided in Appendix XII

2.9.3. Change management

Managing change is crucial in the application of the educational design, since there is a possible resistance towards the educational design. This educational design is very different from the antecedent module Culinary Arts. Lewin's Change Model helps to visualize what steps CC-JOBS needs to take to implement this new module, by unfreezing, change and refreeze (Tools Hero, 2014), as can be seen in Appendix XIII. The possible points of resistance for stakeholders that need to be kept satisfied, informed, and managed closely, are used as examples to explain each stage, but are in detail explained in Appendix XIV.

Unfreeze

Every stakeholder needs to be informed about the changes that are coming and if there are concerns or doubts, these need to be managed. Teachers from CC-JOBS need to know what is expected of them and how they can meet these expectations. Students need to know what they can expect from the entrepreneurship module and what they will gain if they complete the module successfully. Kigali Leading needs to know that the use of location will increase, and so on. Finally, the government needs to be informed on the upcoming changes and precautionary measures need to be taken to prevent setbacks. Communication is the key, because this stage can cause strong emotions, such as confusion and frustration (Tools Hero, 2014).

Change

When every stakeholder knows that there is an entrepreneurship module that will be implemented, it is important that everyone knows what to do. Teachers from CC-JOBS need to prepare lectures and possibly study some topics more in-depth prior to the start of the module. The books and laptops need to be purchased and put into place at Kigali Leading. The students need to know if and how they can prepare themselves for the module and the rules and legislation set by the government need to be complied with. It is important to communicate to each stakeholder what is expected of them and what is part of their task description to prepare for the module, to prevent unclarities and frustration. Next to this, it is important to handle this stage as efficient as possible within short time, to prevent the possibility of rebellion (Tools Hero, 2014).

Refreeze

If all is completed, it is important to celebrate the start (and finish) of the entrepreneurship module and to provide support and training when necessary. Stakeholders need to be approached as is described in Appendix XI and be prevented to fall back into old habits, such as classical education (Tools Hero, 2014). The overview of resistance CC-JOBS could face prior to and during this stage, is in detail explained in Appendix XIV.

2.10. Finance

In this chapter the investment budget, income streams and statement of financial position are presented.

2.10.1. Investment budget

The investment budget is chosen to provide an overview of the relevant costs of this educational design. It helps to assess the sources of income against the cost of the investment. There is an investment budget for the first year provided in Appendix XV. The calculations are based on a group of 15 students for one year and each investment is explained below.

CC-JOBS pays €162 per three months per student for the location/school of Kigali Leading TVET and an additional fee of €10 per three months per students for the teaching equipment, such as computers and blackboards. Next to this, the client wants ten own laptops for the teaching and learning activities of the educational design at the office, which cost approximately €250 per piece. The book for this educational design is Food and Beverage Management, which costs 59 euros and chapters will be copied or scanned, for all students. The printer is used for copies of the book and to print other organizational documents. The cost for a new office printer is between €200 and €500. The costs per A4 in black and white is €0,03 and is calculated for 8000 A4 pages a year (Bartlett, 2020). Internet is used for the laptops and to show information during lectures. These costs are based on a financial overview from CC-JOBS (CC-JOBS, 2019). The 10% contingencies are for unforeseen costs.

2.10.2. Income streams

The money that is needed for this investment comes from several income streams. At this moment, the financial position of CC-JOBS is more than adequate for the costs of this investment, which means they can finance the investment (CC-JOBS, 2019). However, it is important to gather the money via external income streams, to be able to pay for this educational design in the future and to stay financially solvent.

By investing in this educational design, CC-JOBS allows itself to grow. This can have a positive effect on its future income streams. The positive effects are name recognition, easier access to (new) sponsors and increased amounts of sponsoring. To calculate the investment appraisal later on, an estimation is made of the income streams for this year, that play a role in the financing of this educational design. These income streams are explained in Appendix XVI.

AFAS is a foundation that stimulates developments and equal opportunities in education. They support project that are ambitious and aim to make a change, such as CC-JOBS and this educational design. Interns are the students that pay a fee to do their internship at CC-JOBS and travel to Rwanda. If the student spends more time in Rwanda during the internship, the amount is higher. Donations and crowdfunding exist of money from private individuals that is collected via internet.

2.10.3. Financial performance

The statement of financial position and income statement, are used to visualize the finances of CC-JOBS for the investment of this educational design in Appendix XVII - XVIII. It is important to keep in mind that CC-JOBS has no motive to generate profit or produce a product. It is a foundation that uses sponsors and donation and therefore does not have any liabilities. These financial statements are chosen, because it is an addition to the investment budget and income streams presented above.

Previous data is used: the building is the school that CC-JOBS uses for this educational design. The amount is the fee it pays to Kigali Leading TVET to make use of it. Equipment is the teaching equipment for which CC-JOBS pays a fee as well. The inventory exists of the book, laptops, printer, printing costs and internet. The bank account is the money CC-JOBS has left from the income streams.

2.10.4. Justification

The reason for CC-JOBS to invest money in this particular educational design, is because it provides youth with qualitative education, it corresponds with the interests of the most important stakeholders and it is based on and adjusted to the students and local external environment. The statement of financial position shows that the upcoming income streams are more than enough to cover the costs for this educational design. It is not possible to calculate profit or return on investment for example, because the foundation is not profit based and the income streams are gifts. The expected returns are therefore name recognition, easier access to (new) sponsors and increased amounts of sponsoring.

2.11. Conclusion

The aim of this research was to design an entrepreneurship module that enables local youth to set up sustainable food businesses. This is done by first researching what the content of an educational design is. Based on this information, the theories HILL and Constructive Alignment were found, to add meaning to the content of the educational design. It was important to put the educational design in the right context since the educational design was meant for local youth in Kigali. Therefore, the students and external environment were researched using surveys. These surveys provided insights in the capabilities of the student and what they need to start a sustainable food business in Kigali. The research on the external environment is expanded with literature research. This provided insights in the relevant trends and developments that could influence the educational design. An interview was conducted to determine the framework of the educational design. All this information has resulted in the final educational design that is presented in the first part of this portfolio. By following this educational design, local youth will learn how to set up their own sustainable food business.

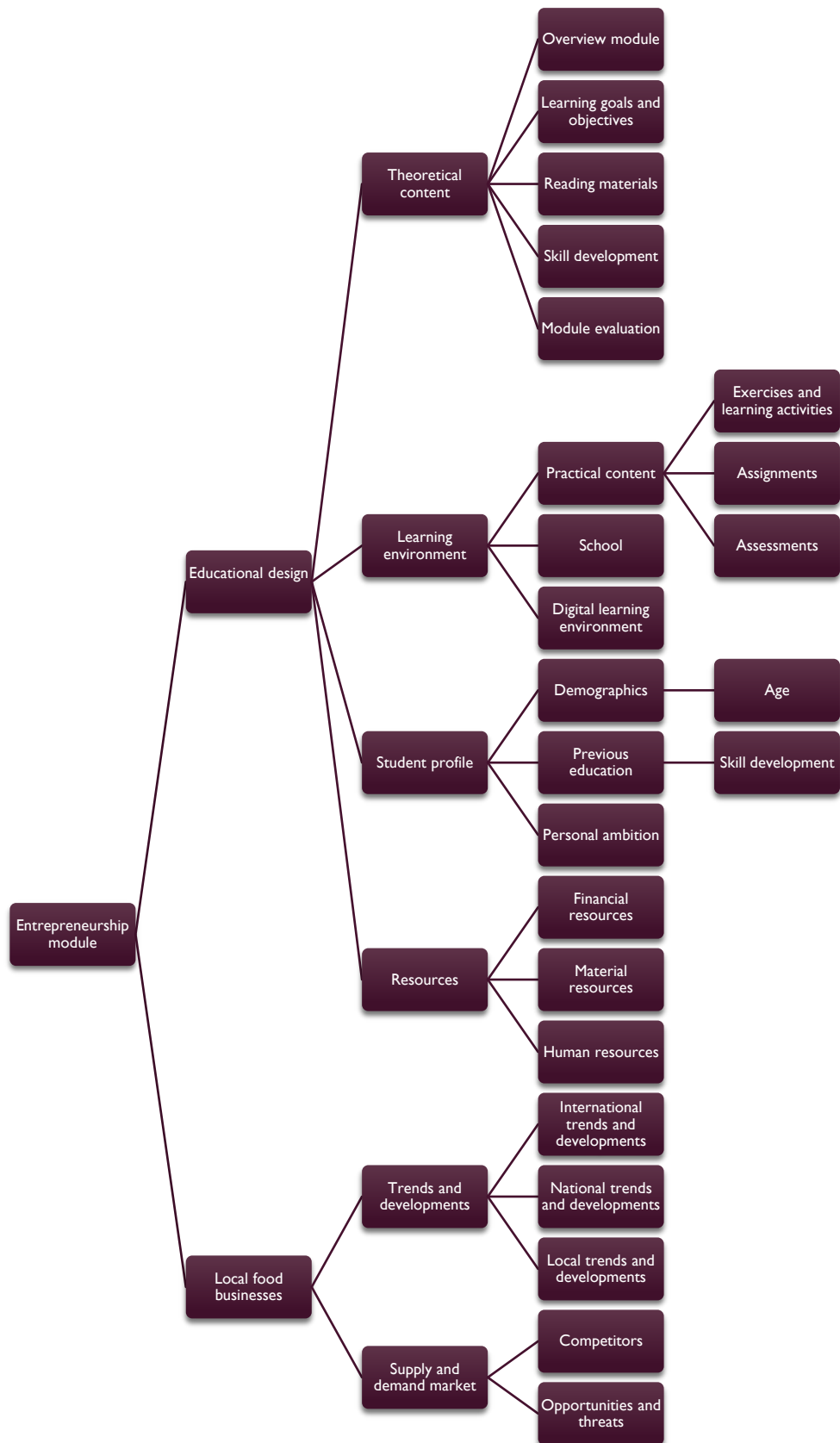
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Appendixes

Appendix I: tree diagram research



Appendix II: table research questions

Research question	Topic	Sub-topic	Sub-question	Research method
1: what are components of an educational design	Educational design	Theoretical content	- What is the timeframe of this educational design? - How many times per week can the lectures take place?	Interview
			- What content should an educational module have? - What learning goals and objectives suit this educational design? - How are these learning goals and objectives achieved? - What exercises and learning activities are suitable for this educational design? - What learning activities help students to achieve the learning goals and objectives? - What topics should the reading materials cover? - What reading materials complement this educational design? - What reading materials are comprehensive for the students? - Who is part of the module evaluation? - How is the module evaluated? - When will the module be evaluated?	Literature research
		Learning environment	- What resources are needed for the exercises and learning activities? - What are criteria of the assessment? - What determines a pass or fail? - How are the students assessed?	Literature research

			• When will the assessment take place? • What assignments are applicable to this educational design? • How are the assignments done?	
2: what knowledge of starting a local sustainable food business do the students have prior to the entrepreneurship module?		Student profile	• How did the students experience the internship? • Did you encounter any challenges during the internships? • At what type of companies do the students gain practical experience now? (Restaurants, hotels, etc.) • How many contact moments are there with the students for the other courses? • What is the main reason that students drop out?	Interview
			• Do you know how to create a market analysis? • Do you know how to create a competitive analysis? • Do you know how to create a marketing plan? • Do you know how to create a customer analysis? • Do you know how to create a financial plan? • Do you want to start an own food business? • What type of business would you like to start? • Do you want to increase your job prospects?	Survey students
3: what knowledge do the students need to start their own sustainable food businesses in Kigali?	Local food businesses	Trends and developments	• What are international trends and developments within Africa? • What are international trends and developments within the hospitality industry?	Literature research

			• What are national trends and developments within Rwanda? • What are national trends and developments within the hospitality industry? • What are local trends and developments within Kigali? • What are local trends and developments within the hospitality industry?	
		Supply and demand market	• What makes one company or one provider better than another for you as a consumer? • What do you see as the biggest challenge for young people to set up their own food company in Rwanda?	Interview
			• What do you see as the biggest challenge for young people to set up their own food company in Rwanda? • What are the most important skills a starting food business entrepreneur in Kigali should have? • What qualities are you looking for when hiring new employees? • What is your business concept? • What is the name of the sector in which your food business is located? • Why is your food business located here? • How many employees do you have? • How many customers do you serve in one day? • What is your target group? • How do you attract your target group? • Who are your biggest competitors?	Survey local food business entrepreneurs

			• What makes your food business different from your competitors? • What are the financial challenges you faced to start this food business? • What are opportunities for start-up food businesses in Rwanda/ Kigali? • What are threats for start-up food businesses in Rwanda/Kigali?	
			• What do you see as the biggest challenge for young people to set up their own food company in Rwanda? • What are the most important skills a starting food business entrepreneur in Kigali should have? • What are opportunities for start-up food businesses in Rwanda/ Kigali? • What are threats for start-up food businesses in Rwanda/Kigali?	Survey teachers
4: what resources are available to set up the entrepreneurs hip module?		Financial resources	• What financial resources are available for this educational design?	Literature research
		Material resources	• Which physical resources can be used in the educational design? • Are the students able to come to the school/locations (easily)? • Which digital resources can be used in the educational design? • Do the students have access to the digital resources?	Interview
			• What material resources are needed for this educational design?	Literature research
		Human resources	• What partnerships does CC-JOBS have with	Interview

			companies for the internships of the students? • Is there a possibility for a company visit?	
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Appendix III: AAOCC criteria

Source APA	Authority	Accuracy	Objectivity	Currency	Coverage
(National Geographic, 2020)	Jessica Flint, 2020	The article is from National Geographic, which is an informative television network. The article refers to other websites as sources.	The source uses facts and quotes and has an informative nature	The source is published one year ago, which means it is still relevant	The source covers the topic in detail
(Food and Road, 2019)	FoodandRoad, 2020	The post is from a travel company and has its expertise in the hospitality industry	The source deals with the subject in an objective way	The source is published one year ago, which means it is still relevant	The source covers the topic in detail
(Pan, 2019)	Jiaqi Pan, 2019	The post is made by a company that manages and automates conversations. The author is its CEO	The source is quite subjective, but refers to reliable sources	The source is published two years ago, which means it is still relevant	The source covers the topic in detail
(Culinary arts Switzerland, 2020)	Culinary arts Switzerland, 2020	The post is made by a Swiss university, it is held to high standards	The article presents facts for the claims on the subject	The source is published one year ago, which means it is still relevant	The source covers the topic in detail
(Grün, 2020)	DW, 2021	DW is a well-known German news website and has used reliable links in the article	The article only presents facts	The source is published this year and often updated	The source covers a single topic
(Boisestate, 2020)	Boisestate, 2020	The post is made by an American university, it is held to high standards	The article presents well supported facts	The source is published one year ago, which means it is still relevant	The source covers the topic in detail
(West Chester University, 2019)	West Chester University, 2019	The post is made by an American university, it is held to high standards	The source presents guidelines based on university research	The source is published two years ago, which means it is still relevant	The source covers the topic in detail

(Cross Knowledge, 2020)	Cross Knowledge, 2020	The article is created by a well renowned cloud-based provider of learning solutions, experts on the matter	The article presents many facts that support the claims	The source is published one year ago, which means it is still relevant	The source covers the topic in detail
(Kinash & Knight, 2013)	Shelley Kinash & Diana Knight, 2013	The post is made by an Australian university, it is held to high standards	The article presents many facts that support the claims	It is a source from 2013, but the content is still very relevant and insightful	The source covers the topic in detail
(Education Bureau of Hong Kong, 2019)	Education Bureau of Hong Kong, 2019	The overview is created based on the factual situation	The information presented is objective	The source is published two years ago, which means it is still relevant	The source covers a single topic
(Future Ready Education, 2019)	Future Ready Education, 2019	The article is from a website that focuses on making education student-focused and posts many articles on this topic	The claims are supported with strong arguments	The source is published two years ago, which means it is still relevant	The source covers a single topic
(University of the people, 2019)	University of the people, 2019	The article is written by an American university, it is held to high standards	The claims are supported by many facts and evidence	The source is published two years ago, which means it is still relevant	The source covers the topic in detail
(Mind Tools, 2016)	Mind Tools, 2016	The article is written by MindTools, consultants, and subject matter experts	The claims are supported by many facts and evidence	The source is published 5 years ago, but the content and theory are still useful and relevant	The source covers the topic in detail
(Tools Hero, 2014)	Toolshero, 2014	The article is written by Toolshero, who are subject matter experts	The claims are supported by many facts and evidence	The source is published in 2014, but revised in 2020, which makes it still relevant	The source covers the topic in detail

Appendix IV: table knowledge collection

Research question	Topic	Sub-topic	Source	Research method	Respondents
1	Educational design	Theoretical content	Marijn van Rossum	Interview (p)	
			(Davis, Lockwood, Alcott, & Pantelidis, 2012) (Hassanien, Dale, & Clarke, 2010)	Literature research (s)	
		Learning environment	Marijn van Rossum	Interview (P)	
			(Cross Knowledge, 2020) (Kinash & Knight, 2013)	Literature research (s)	
2	Educational design	Students profile	Marijn van Rossum	Interview (p)	
			Future students	Survey (p)	24
3	Local food businesses	Trends and developments	Marijn van Rossum	Interview (p)	
			(Culinary arts Switzerland, 2020) (Ecotourism, 2015) (Fennell, 2003) (National Geographic, 2020) (Ellis, Park, Kim, & Yeoman, 2018) (Grün, 2020)	Literature research (s)	
		Supply and demand market	Local food business entrepreneurs	Survey (p)	7
			Teachers	Survey (p)	3
4	Educational design	Resources	Marijn van Rossum	Interview (P)	
			(CC-JOBS, 2019)	Literature research (s)	

Appendix V: initial interview CC-JOBS

19th of October 2020

Interviewer: Kamy van den Brink

Interviewee: Marijn van Rossum

K: Ik wil graag beginnen met vragen voor jou in de vorm van een interview. Daarna zou ik graag verder willen gaan met het bespreken van de vragen die ik heb voor andere mensen en wie ik daarvoor zou willen spreken en hoe we dat kunnen organiseren.
(Details of interview are discussed already)

1 M: Ja

K: Als dat goed is wil ik graag beginnen met de vragen.

2 M: Ja, is goed.

K: Super. Zou je jezelf eerst kort willen voorstellen? Je naam en functie.

3 M: oke, ja. Mijn naam is Marijn van Rossum. Ik ben geboren in Enschede en ik woon nu in Kigali, Rwanda en daar hebbe we een organisatie genaamd CC-JOBS: Community Creates Jobs. Jobs is een acroniem voor Job Opportunities Become Self-sufficient. Ik ben daarvan de oprichter en ook wel managing director. Zie het ook wel een beetje dat ik hier in de praktijk de dagelijkse werkzaamheden manage. Ja, dat is in eerste instantie zo.

K: super. Dank je wel. Wat zie jij als de grootste uitdaging voor jongeren om een eigen food onderneming op te zetten in Rwanda?

4 M: dan kom je gauw terug op een stukje sustainability. Het is heel belangrijk dat als de jongeren de business starten dat het blijft runnen. Dat ze het kunnen blijven runnen en dat je natuurlijk voldoende klanten blijft hebben en in zo'n organisatie of winkeltje, of waar je het ook naar refereert, dat de omzet blijft lopen, dat de jongeren de continuïteit, misschien dat dat het juiste woord is, in het bedrijf kunnen behouden.

K: dus dat is de grootste uitdaging daar ook? Komt dat ook door het gebrek aan toerisme?

5 M: ja, het heeft altijd wel te maken denk ik met dat er best veel concurrentie is, dus je moet wel onderscheidend zijn in de producten of in de gerechten die je dan zult maken of in de winkel hebben. Dus dat is al een aspect. Het heeft te maken misschien met locatie, want toeristen zijn niet overal. Wel meer in het Nyamirambo gedeelte... dus Gitega ligt hier [beeldt uit], maar de mensen zeg maar lopen er wel langs. Dus er is wel heel veel te doen vóór de wijk, maar niet in de wijk. De hoofstraat loopt ook langs de wijk. Twee hoofdstraten lopen zo [beeldt uit] langs de wijk. Aan de achterkant en aan de... je kunt zeggen aan de bovenkant en aan de onderkant, omdat het een berg is. Dus je vraag was, hoe dat te linken aan toerisme: ik denk dat als je er dus voor kiest om het in de wijk zelf op te zetten, dan zul je heel goeie marketing moeten doen om dan toeristen daar te krijgen. Als het daarbuiten is dan is het ook moeilijk om daar markt in te krijgen, omdat er dus weer veel concurrentie is.

K: duidelijk. Dus de grootste uitdaging is dus continuïteit en dat komt door concurrentie en door gebrek aan toerisme in het centrum van de wijk?

6 M: ja ik denk wel zeker dat dat meespeelt. En anders ook weer de concurrentie van de lokale bewoners, omdat er best wel veel mensen zijn die een klein zaakje uit de grond stampen, op z'n Twents gezegd, en dan krijg je dus al snel dat het om de prijs gaat.

Waar kan ik mijn eten goedkoper krijgen? Vanmiddag nog had ik lunch ergens en dan zijn er echt wel dertig plekken waar je naar toe kan, dus dan moet je wel echt onderscheid hebben in wat je aanbiedt of qua prijs. Maar dat is de economie natuurlijk

K: ja, dat begrijp ik heel goed. Merk je dan ook dat bepaalde bedrijven beter lopen dan andere bedrijven? Dus kan je benoemen wat het is dat het ene bedrijf of de ene aanbieder interessanter maakt dan de andere aanbieder voor jou als consument?

- 7 M: persoonlijk, maar dat is misschien net anders dan de mensen hier, ik kijk zelf ook wel naar prijs natuurlijk, maar ik kijk ook naar wat ze aanbieden. Wij Nederlanders houden soms wel wat meer van dingen als brood. Ik ga wel eens naar een bakker en er houden wel meer mensen van een bakker, maar er zijn ook heel veel mensen die gaan voor de standaard lunch met alles erop en eraan; een bord vol met rijst, patat, verschillende groenten, spaghetti ligt er nog bovenop en dan gaat het om de kwantiteit en niet om de kwaliteit. Veel mensen doen dat ook om echt even de honger te stillen. Als ik echt honger heb, dan doe ik dat ook wel, maar het is niet mijn eerste optie. Heel veel mensen doen een standaard lunch en bijna elk restaurant biedt dat wel aan. En ja, om dan te zeggen is het 1,000 Franc of is het dan 1,500

Franc, dat maakt dan wel verschil. Zoals mijn collega vandaag ook wel zei, deze is dan 1,500, maar ik vind het toch ook wel weer goed. Dus dat is wel kwaliteit, maar als het dezelfde prijs is denk ik. Het moet dan niet opeens 2,000 Franc zijn en dat je niet zoveel verschil proeft. Ja, dan ga je toch weer snel naar die van 1,500.

K: dus wat je ook zei, het moet zich wel echt onderscheiden van de anderen wil het een succes zijn. En het gerecht kan dus zowel brood zijn als een Rwandese lunch als het maar onderscheidend is van de rest, van de concurrent.

- 8 M: ja klopt, ik denk wel dat het heel erg meespeelt met wat ik de afgelopen twee jaar heb gezien dat ik hier woonde. In totaal twee jaar, niet precies maar met 'coming and going'.

K: dank je wel. Dan heb ik een volgende vraag: welke samenwerkingsverbanden heeft CC-JOBS met horecaondernemingen voor de stages van de studenten?

- 9 M: dat is een goede. De eerste pilot groep vorig jaar was in oktober/november en ze hadden eigenlijk pas afgelopen juni de kans op stage te gaan lopen, hebben we ze verplaatst over vier verschillende restaurants. Zeg ik dat goed? Mis Cuisine, High Table, Tam Tam en Chan... ja vier. We hebben nu niet gelijk een partnership. Ik denk wel dat de volgende keer... dus ze hebben best wel een goede ervaring gehad met een groot aantal van de studenten. Eén iemand heeft het niet gehaald helaas. Maar ik denk dat de ervaring wel goed is geweest. Dus mochten we daar weer terecht willen, dat het wel kan. Of wij dat ook willen is een tweede. Als er weinig plek is denk ik wel, maar er zijn wel betere opties denk ik voor sommigen. Twee plekken vonden we heel goed en twee plekken vonden we wat minder.

K: dus het staat nog open. Er komen eventueel weer nieuwe bij en daar zit wel rolatie in.

- 10 M: daar zit wel rek in. En zoals ik al zei zijn er heel veel restaurants en hotels. Ze hebben wel vaak voorkeur voor in de regio, omdat ze transport niet kunnen betalen, dus we zitten al gauw aan het gebied Tan, een gebied waar veel restaurants zijn, en Nyamirambo, is weer een gedeelte waar veel restaurants zijn Nyakabanda dan nog een stukje en dan houdt het ook wel op qua... misschien nog een vierde Kiyovu dat zijn vier gebieden dan, maar die zijn op loopafstand. Het gaat om de loopafstand ook voor de jongeren. Deze groep in ieder geval. Zelfs werk georiënteerd hebben ze graag dat ze het op loopafstand kunnen bereiken en anders zitten ze echt aan een hogere salarisschaal te denken. Dit is niet gemakkelijk te vinden in het begin.

K: dat begrijp ik inderdaad. Ook omdat het nu natuurlijk nog stagiair(e)s zijn. Die stages vinden vooral plaats in restaurants zei je? Of is het het idee dat het ook in hotels zal plaatsvinden?

- 11 M: beiden. We zaten eerst heel erg op de hotels en we wachtten op onze partner Kigali Leading waarvan we hadden verwacht dat met de afronding in februari, dat ze ongeveer maart/april met de plekken kwamen. We hebben elke keer weer opgevraagd, hoe zit het dan? Toen kwam Corona natuurlijk en toen was het in één keer ook weer een lastige periode door een complete lock-down van drie maanden. Daarom konden we april/mei/juni helemaal niks en eind juni zijn we weer gaan kijken en hebben we heel veel afwijzingen gehad. Zo'n twintig plekken benaderd en uiteindelijk vier plekken zeiden 'ja, geef ons maar één of twee' en iemand zei zelfs 'geef ons maar zes', als je maar veertig euro per student betaalt. Dat hebben we toen wel gedaan.

K: wow, oke. Veertig euro of Franken?

- 12 M: ja veertig euro, veertigduizend Franc. Maar het kan ook hoger liggen. Er waren ook wel plekken die zeiden van vijftigduizend/zestigduizend, dat varieert wel eens. Weet niet of ik nog in de range zit van je vraag?

K: jazeker wel. Ik ben er ondertussen ook over aan het nadenken. Is er bijvoorbeeld een mogelijkheid tot een bedrijfsbezoek? Hebben jullie zo'n hotel of restaurant waar dat relevant zou kunnen zijn?

- 13 M: ja, aan de ene kant ligt het eraan in welke vorm je dat wil doen. Sommigen staan er niet helemaal open voor, anderen wel. Ze zijn momenteel ook niet meer daar, want de stage is afgelopen. Ze zijn nu al drie weken ofzo weer... een aantal hebben werk gevonden en een aantal wat ze doen is tijdelijk werk en thuis. Het is soms niet bekend. We informeren wel eens een keer per week, maar er zijn nog een aantal werkloos. Daar hebben we vandaag ook nog een gesprek over, wat we daarmee moeten doen.

K: wat goed. Goed dat je daar al een gesprek over hebt gehad. Is de stage wel bevallen voor die mensen die nu nog werkloos zijn of is er bijvoorbeeld ook iets niet goed gegaan op de stage?

- 14 M: ja stage, er was wel eens wat kritiek van... ze willen natuurlijk ervaring opdoen in de keuken, maar ze hebben vaak ook gewoon... bij één restaurant Mis Cuisine heet 'ie, hebben ze veel gewerkt als schoonmaakster, in de bediening en eten voorbereiden, zoals aardappels schillen, oneindig aardappels schillen of groenten snijden... ja dat was niet altijd even bevallen natuurlijk.

K: nee begrijp ik.

- 15 M: maar we hebben tegelijkertijd ook van hun kant geprobeerd wat te motiveren van 'hé, dit hoort er ook bij en bij stage krijg je niet gelijk wat je allemaal ambieert. We hebben ook wekelijks daar wel meetings over gehad, om daar in die coaching te zitten. Tegelijkertijd ook bij het restaurant zijn we er één keer per twee weken wel naartoe geweest, soms ben ik zelf geweest, soms een collega, van 'hé, we hebben zoveel betaald, we willen wel dat ze ook in de keuken aan het werk zijn. Niet alleen maar in de bediening of eten voorbereiden.'

K: wat voor reactie komt daar dan op?

- 16 M: dat is verschillend. De manager of de functie van die persoon, er zijn wel eens van die kleine conflictjes geweest, ook met de studenten, dat lieten ze aan ons niet gelijk zien, maar we proefden het. Ze waren ook heel hard naar de studenten bij één plek en dat vonden de studenten heel moeilijk. Ze hadden ook een schema van 07:00 tot 19:00 en soms zeiden ze dat ze nog weer een uur of twee langer moesten blijven. Totdat alles klaar was. Dus ze

- werden een beetje als sloofjes ingezet soms bij dat restaurant. Daar waren er zes van onze groep, dus dat waren er wel veel.
- K: dus dan worden zij niet betaalt, toch voor de stage?
- 17 M: ja en dan moeten ze het werk opruimen van veel mensen.
- K: wat vervelend is dat. Ik begrijp dat het inderdaad tot minder positieve resultaten leidt.
- 18 M: tegelijkertijd denk ik wel dat je daar ook continu mee te maken hebt, dus het was goed dat we dat ervaren hebben. Bij de plekken waar het eigenlijk wel goed liep, waar ze continu in de keuken waren, ging het om variatie van het eten. Continu hetzelfde voorbereiden. Dat was eigenlijk zo bij de andere drie restaurants. Altijd maar dit maken, altijd maar dat maken. Ja, dat vonden ze lastig.
- K: te eentonig.
- 19 M: ja klopt. Dat is het woord.
- K: duidelijk. Dank je wel. Ik heb nog een vraag. Welke bestaande fysieke en digitale middelen kunnen worden gebruikt voor deze ondernemersmodule? Dus voor deze module die ik creëer. Welke fysieke én digitale middelen kunnen hiervoor worden gebruikt?
- 20: M: dat is een brede vraag. Eerst naar digitaal misschien. Alles komt gelijk met de kost. Ik heb al aangegeven, we draaien al [onverstaanbaar] een tijdje. Anderhalf jaar al of wel langer, met een bepaalde kost. Wat hier staat moet betaald worden, de mensen die hier zijn moeten betaald worden en eigenlijk is dat niet altijd nodig, maar die vastigheid wil ik er eigenlijk wel inhouden anders denk ik dan komt het nooit op gang, mochten we wel de budgetten verhogen. Dus in principe, zoals je ziet, we hebben een videocall. Dit is iets concreter, sorry. Dit is in principe goed mogelijk. Dus er zijn laptops waar je digitale middelen op kunt gebruiken. We hebben geen Blackboard ofzo... wat zei toen jouw coach? Dat programma heb ik nog niet bekeken. Hoe heette dat programma toen nog? Waar je online ook dingen op kan plannen en afspraken?
- K: Trello heet het.
- 21 M: hoe?
- K: Trello
- 22 M: ja zoiets, ik heb het hier ergens opgeschreven. Kun je het nog een keer spellen voor mij?
- K: T-R-E-L-L-O
- 23 M: ik bedoel, alles komt met internet. Nu gebruik ik internet van de telefoon en dat gaat goed. Maar er was ook kritiek op het kantoor internet en dat ga ik dus nu weer vervangen. Hier is internet in principe goed en we hebben meestal wel een goede ervaring en daar kan je ook veel digitaal inzetten. Dat is niet zo'n extreme kost gelijk. Denk ik.
- K: dus het is vooral dat er mogelijkheden zijn om laptops te gebruiken om online dingen te doen. Er is geen online leeromgeving, maar internet is goed en er is wel mogelijkheid tot contact op een digitale manier: digitale communicatie?
- 24 M: ja. Whatsapp, Zoom, Skype, zolang internet dat toe laat is het goed en als dat niet is zoals nu, waar al een tijdje opmerkingen over worden geplaatst, ik dacht vandaag van 'laten we dan ook maar doorpakken en het weer vervangen'. Dat is nu al de derde keer. Het is twee keer eerder gebeurd. In de zin van, dit is de derde provider die we gaan proberen. Er is soms een tijdje een provider goed, maar dat heb je denk ik ook wel in Nederland, maar op een gegeven moment dan stagneert dat en moet je dat vervangen om dingen door te laten lopen.

K: begrijp ik. Nu hopen dat de volgende dan beter wordt.

- 25 M: in principe, naast laptops heb je natuurlijk ook het fysieke aspect. Er moeten misschien nog meer laptops aangeschaft worden en nog wat meer meubels. Dan zouden we ook moeten verplaatsen van pand. Als je continu aan een grotere groep jongeren les wil geven of coaching wil geven in het lab. We zijn altijd aan het kijken naar wie daarbij zou kunnen helpen. Wie daar een budget in zou kunnen investeren. We hebben het niet altijd zelf. We zouden bijvoorbeeld wel voor een paar honderd euro iets kunnen doen, maar niet daarboven. Dan zouden we echt moeten kijken naar externe investeerders.

K: is het op dit moment wel mogelijk om bij HEC en op de universiteit de lessen te geven? Klopt dat?

- 26 M: ja... Kijk, hier kunnen we gewoon lesgeven. Dit kantoor is gedeeltelijk van HEC en CC-JOBS. Het is meer CC-JOBS, omdat de HEC-werkzaamheden wat stilliggen. We gaan 2 november weer trainen en dan kunnen zij met een afspraak daar bij de school of eigenlijk voor niets omdat wij wel even vijftien jongeren zometeen gaan sponsoren, of we dan wel een klaslokaal elke dag even kunnen gebruiken voor onze training. Zolang we jongeren blijven sponsoren is dat misschien wel een ding. Dat we gewoon dit kantoor hebben en daar een klaslokaal.

K: oke, en waar is dat klaslokaal? Bij HEC?

- 27 M: nee bij Kigali Leading TVET waar ze Culinary Arts lessen krijgen.

K: duidelijk. Is de universiteit ook nog een optie?

- 28 M: ja, dat hebben we gedaan. De eerste pilot hebben we daar gedaan, drie maanden. Het gedeelte tussen hier en de uni... de taalleraar die je net hebt ontmoet, Jean, gaf ook aan dat hij het daar lastig vindt dat we daar samen zitten met een paar en die geven advies enzo. Maar het is niet zo dat de module die we teachen, op dat moment was het Engels, dat paste niet in die uni. Hij had wel eens vragen van 'wat ben je hier nou aan het lesgeven?'. Het afdelingshoofd zei van 'gebruik maar gewoon een lokaal, dat is goed'. Er kwamen wel eens docenten van 'wat doe je hier precies?' en 'welke lessen zijn dit?', 'welke organisatie is dit?'. Dat was niet altijd even fijn. Terwijl het afdelingshoofd het wel oké vond. De directeur, zo hoog zijn we niet gegaan. Dan heb je echt hele lange aanvragen en weet ik veel. Die meneer waar wij mee samenwerken is afdelingshoofd, Antoine, en die zei van 'doe maar'. Dus we hebben de eerste periode gedaan, maar nu het klaslokaal in de Kigali Leading.

K: duidelijk. Dus de universiteit is voor nu eigenlijk geen optie en wordt liever even vermeden.

- 29 M: tenzij er misschien internationale stagiar(e)s komen. Dan zullen we daar wel weer meer zijn, misschien.

K: dus het hangt een beetje van de omstandigheden en de situatie af. Duidelijk. Je gaf zojuist aan dat alles op loopafstand gebeurt. Is het voor de studenten ook mogelijk om allemaal naar die locaties te komen? Dus het kantoor en de leerlocaties van Culinary Arts? Is dat allemaal loopafstand?

- 30 M: het is allemaal centraal. Daarom is er ook voor gekozen. De uni is ook centraal, maar ligt iets verder. Het kantoor ligt gewoon op de wijk, maar dan moet je even een stuk omhoog. De mensen wonen toevallig aan één gedeelte van de wijk allemaal. Die wonen dus allemaal vrij in de buurt. Kan zijn dat je aan de andere kant van de wijk zit en dan is het wat lastiger, maar het is nog steeds haalbaar. Het is niet meer dan... als je heel rustig loopt is het drie kwartier, maar als je een beetje tempo erin hebt dan kan je er een half uur over doen.

Ze waren wel eens aan het zweten en klagen, maar het is wel te doen. Ik heb zelf ook heel veel door de wijk gelopen. Doen we nog steeds wel als er interviews zijn.

K: ze krijgen er natuurlijk ook veel voor terug.

31 M: ja, je moet er ook wat voor over hebben.

K: duidelijk. Hoeveel contact momenten zijn er met de studenten?

32 M: het eerste programma is drie maanden. Dat zijn Culinary Arts, stukje Engels, communicatie en een stukje voeding. Dat willen we als één programma presenteren. Dat hebben we de vorige keer een beetje als pilot gedaan en dat gaan we nu weer doen. Dan is het elke dag. Niet altijd ik, maar in ieder geval één van ons drieën of vieren. Nastassja natuurlijk zit erbij in. Die was net weg. Die was hier ook maar dat kon je dus net niet zien. Maar dat is dus dagelijks bijna. Door die drie maanden training die ik net aangaf. Dan heb je dus twee maanden stage en dan is het weer iets anders. Dan is het misschien één keer per week, soms een keer in de twee weken. Het hangt ervan af hoe druk ze zijn. Wat ze dan doen is, ze krijgen ondersteuning van ons bij het invullen van een logboek, omdat het in het Engels wordt ingevuld. Als ze klachten hebben, kritiek, dan doen we daar wat mee en gaan we die week erna een afspraak maken om te kijken wat we ermee doen.

K: een soort coaching?

33 M: coaching, ja. Daar ligt het contact iets minder in die twee maanden. En dan willen we uiteindelijk, waar jij mee bezig bent, die andere drie maanden is de coaching bij het voorbereiden van een businessplan, bij een business. En ja, dat zal ook iets minder intens liggen denk ik, dat is ook één/twee keer per week misschien. Niet meer dan twee keer per week denk ik zou dat zijn.

K: en voor hoeveel uur is dat ongeveer in de week?

34 M: ik denk als je een course doet ofzo, dan vergelijk je het natuurlijk een beetje met Saxion. Als we hier een taalles doen, doen ze dat ongeveer twee/drie uur. Of een andere communicatie les ongeveer twee/drie uur. Dus als je op papier ongeveer drie uur, de ene keer twee uur, de andere keer drie uur, en ik denk zes uur per week minstens. Dat hebben we nog niet helemaal honderd procent vastgesteld. Dat ligt ook een beetje aan het programma, maar ik denk toch zeker zes uur per week. De coaching en de courses, theorieles. Dus het zou theorieles zijn en vragen en helpen bij het schrijven van een businessplan, helpen bij het schrijven van een financial proposal. Die aspecten met name. Daar hebben we het vandaag ook nog even over gehad. Gaan we ook die praktijk kant op? Mijn antwoord wordt te lang misschien.

K: ik zit mee te denken. Ik ben natuurlijk ook bezig met dit soort onderwerpen, dus juist goed. De vraag was 'hoeveel contacturen zijn er dan precies met de studenten?' en hoe verspreid zich dat over de week?

35 M: een indicatie is twee dagen en dan drie uur, drie uur. Dus zes uur. Maar op jouw aanbeveling kan dat nog iets veranderen of als we dat in teamoverleg doen, kan het ook nog iets wijzigen. Maar dit is misschien een indicatie.

K: heel goed. En de Culinary Arts is op dit moment dagelijks. Hoeveel uur is dit dagelijks?

36 M: nee dat is dan drie dagen per week van ongeveer 07:00 tot 11:00. Dat is dan niet precies. Volgens mij beginnen ze om acht uur, maar er staat op papier van 07:00 tot 11:00 van maandag tot woensdag. Heb je toevallig, dat staat ook wel in dat uitvoerplan, geloof ik is het erin geschreven ook.

K: van Culinary Arts?

- 37 M: het output plan.
- K: dan kijk ik daar nog eventjes naar. En anders zal ik even een berichtje sturen.
- 38 M: ja, is goed hoor. En die anderen geven er twee uur per les aan. Dus je hebt naast Culinary Arts nog drie lessen. Dat is 1) Engels, dat is ongeveer twee uur dan; 2) voeding van twee uur, maar dat is maar één keer per week. Engels drie keer per week. En 3) één keer communicatie van ongeveer ook twee uur. Heb je hem? Vier uur Culinary Arts, drie dagen. Engels drie dagen, twee uur. Voeding één dag per week, twee uur en dan communicatie één dag per week twee uur.
- K: duidelijk.
- 39 M: dat is wat we 2 november willen gaan doen.
- K: ik ga dit even uitwerken, even opschrijven. Ik ga dit ook transcriberen, dus dan kan ik alles makkelijk terugvinden en opschrijven. Hoeveel studenten zullen ongeveer deelnemen aan de module die ik creëer? Dus de entrepreneurship module.
- 40 M: ja, als dat februari is, dan denk ik dat het deze groep is van vijftien.
- K: vijftien. Oké.
- 41 M: als zij op 2 november beginnen, dan hebben we november, december, januari. Dan zijn ze ongeveer half februari klaar en met die willen we aan de slag hiermee. Dat is het maximum. Er kunnen wat afvallen die de arbeidsmarkt opgaan en dan hou je misschien tien over.
- K: wat is de voornaamste reden dat studenten uitvallen? Is dat inderdaad dat ze eerder een baan willen?
- 42 M: kijk, de grootste reden is dat we studenten die weg zijn gevallen weer terug hebben gehaald is toch wel doordat we bij de families langs kwamen. Maar dat was meestal van, dan zeiden ze 'ik kwam niet naar de les, want ik moest mijn ouders helpen' of 'ik moest werken', 'ik moest geld verdienen'. We zagen bij een aantal 'motivatie', omdat ze geen zin hadden in Culinary Arts. Dat is dus ook iets. En we hebben wel als criterium meegegeven aan de gemeente van, ze moeten echt wel een passie hebben voor Culinary Arts.
- K: ja, anders is er natuurlijk geen beginnen aan.
- 43 M: nee en er waren er twee denk ik daardoor wel afgevallen. Eén is volledig afgevallen, een die is, als die stage vindt op d'r eigen initiatief, want dat gaan we niet meer doen, dan kunnen we je daarna wel weer helpen met een certificaat, om die te bemachtigen. Maar of die nog zo geïnteresseerd is, dat vraag ik me af.
- K: nu komt het in ieder geval wel op die persoon neer, want die moet nu wel de motivatie laten zien
- 44 M: ja want ze heeft ook een kans gehad bij de stage en daar kwam ze op een gegeven moment niet meer opdagen. We zijn bij de familie ook een paar keer langs geweest. Op een gegeven moment kun je ook niet meer doen. Dan houdt het op. Dus ik hoop dat ze nog ergens haar stage vindt en dat ze nog weer een certificaat kan krijgen. Anders zijn het er tien van de twaalf dit keer.
- K: oké. Dat zijn op dit moment al mijn vragen. Dank je wel.

Appendix VI: coding interview Marijn van Rossum

Dimension	Axial code	Open code	Fragment
Content	Theoretical content	Overview module	1.33, 1.34, 1.35, 1.40
	Practical content	Exercises and learning activities	1.9, 1.13
	Learning environment	School	1.26, 1.27, 1.30
		Digital learning environment	1.20, 1.23
Student profile	Previous education	Skill development student	1.15, 1.18, 1.32, 1.38
	-	Personal ambition	1.13, 1.41, 1.42, 1.43, 1.44
External environment	Supply and demand market	Competitors	1.5, 1.6, 1.7, 1.10
		Opportunities and threats	1.4, 1.5
Finances	-	-	1.11, 1.12, 1.20, 1.25

Content -> Overview module

1.33 in Transcript Marijn van Rossum interview

En dan willen we uiteindelijk, waar jij mee bezig bent, die andere drie maanden is de coaching bij het voorbereiden van een businessplan, bij een business. En ja, dat zal ook iets minder intens liggen denk ik, dat is ook één/twee keer per week misschien. Niet meer dan twee keer per week denk ik zou dat zijn.

1.34 in Transcript Marijn van Rossum interview

ik denk als je een course doet ofzo, dan vergelijk je het natuurlijk een beetje met Saxion. Als we hier een taalles doen, doen ze dat ongeveer twee/drie uur. Of een andere communicatie les ongeveer twee/drie uur. Dus als je op papier ongeveer drie uur, de ene keer twee uur, de andere keer drie uur, en ik denk zes uur per week minstens. Dat hebben we nog niet helemaal honderd procent vastgesteld. Dat ligt ook een beetje aan het programma, maar ik denk toch zeker zes uur per week. De coaching en de courses, theorieles. Dus het zou theorieles zijn en vragen en helpen bij het schrijven van een businessplan, helpen bij het schrijven van een financial proposal.

1.35 in Transcript Marijn van Rossum interview

een indicatie is twee dagen en dan drie uur, drie uur. Dus zes uur. Maar op jouw aanbeveling kan dat nog iets veranderen of als we dat in teamoverleg doen, kan het ook nog iets wijzigen. Maar dit is misschien een indicatie.

1.40 in Transcript Marijn van Rossum interview

ja, als dat februari is, dan denk ik dat het deze groep is van vijftien.

Content -> Exercises and learning activities

1.9 in Transcript Marijn van Rossum interview

Mis Cuisine, High Table, Tam Tam en Chan, ja vier.

1.9 in Transcript Marijn van Rossum interview

Dus mochten we daar weer terecht willen, dat het wel kan. Of wij dat ook willen is een tweede. Als er weinig plek is denk ik wel, maar er zijn wel betere opties denk ik voor sommigen. Twee plekken vonden we heel goed en twee plekken vonden we wat minder.

1.13 in Transcript Marijn van Rossum interview

ja, aan de ene kant ligt het eraan in welke vorm je dat wil doen. Sommigen staan er niet helemaal open voor, anderen wel.

Content -> School

1.25 in Transcript Marijn van Rossum interview

Er moeten misschien nog meer laptops aangeschaft worden en nog wat meer meubels. Dan zouden we ook moeten verplaatsen van pand. Als je continu aan een grotere groep jongeren les wil geven of coaching wil geven in het lab.

1.26 in Transcript Marijn van Rossum interview

ja... Kijk, hier kunnen we gewoon lesgeven. Dit kantoor is gedeeltelijk van HEC en CC-JOBS. Het is meer CC-JOBS, omdat de HEC-werkzaamheden wat stilliggen. We gaan 2 november weer trainen en dan kunnen zij met een afspraak daar bij de school of eigenlijk voor niets omdat wij wel even vijftien jongeren zometeen gaan sponsoren, of we dan wel een klaslokaal elke dag even kunnen gebruiken voor onze training. Zolang we jongeren blijven sponsoren is dat misschien wel een ding. Dat we gewoon dit kantoor hebben en daar een klaslokaal.

1.27 in Transcript Marijn van Rossum interview

nee bij Kigali Leading TVET waar ze Culinary Arts lessen krijgen.

1.30 in Transcript Marijn van Rossum interview

het is allemaal centraal. Daarom is er ook voor gekozen. De uni is ook centraal, maar ligt iets verder. Het kantoor ligt gewoon op de wijk, maar dan moet je even een stuk omhoog.

Content -> Digital learning environment

1.20 in Transcript Marijn van Rossum interview

Dus in principe, zoals je ziet, we hebben een videocall. Dit is iets concreter, sorry. Dit is in principe goed mogelijk. Dus er zijn laptops waar je digitale middelen op kunt gebruiken. We hebben geen Blackboard ofzo...

1.23 in Transcript Marijn van Rossum interview

Hier is internet in principe goed en we hebben meestal wel een goede ervaring en daar kan je ook veel digitaal inzetten.

Student profile -> Skill development student

1.15 in Transcript Marijn van Rossum interview

Tegelijkertijd ook bij het restaurant zijn we er één keer per twee weken wel naartoe geweest, soms ben ik zelf geweest, soms een collega, van 'hé, we hebben zoveel betaald, we willen wel dat ze ook in de keuken aan het werk zijn. Niet alleen maar in de bediening of eten voorbereiden.'

1.18 in Transcript Marijn van Rossum interview

Bij de plekken waar het eigenlijk wel goed liep, waar ze continu in de keuken waren, ging het om variatie van het eten. Continu hetzelfde voorbereiden. Dat was eigenlijk zo bij de andere drie restaurants. Altijd maar dit maken, altijd maar dat maken. Ja, dat vonden ze lastig.

1.32 in Transcript Marijn van Rossum interview

het eerste programma is drie maanden. Dat zijn Culinary Arts, stukje Engels, communicatie en een stukje voeding.

1.38 in Transcript Marijn van Rossum interview

Vier uur Culinary Arts, drie dagen. Engels drie dagen, twee uur. Voeding één dag per week, twee uur en dan communicatie één dag per week twee uur.

Student profile -> Personal ambition

1.13 in Transcript Marijn van Rossum interview

... een aantal hebben werk gevonden en een aantal wat ze doen is tijdelijk werk en thuis. Het is soms niet bekend. We informeren wel eens een keer per week, maar er zijn nog een aantal werkloos. Daar hebben we vandaag ook nog een gesprek over, wat we daarmee moeten doen.

1.41 in Transcript Marijn van Rossum interview

Dan zijn ze ongeveer half februari klaar en met die willen we aan de slag hiermee. Dat is het maximum. Er kunnen wat afvallen die de arbeidsmarkt opgaan en dan hou je misschien tien over.

1.42 in Transcript Marijn van Rossum interview

kijk, de grootste reden is dat we studenten die weg zijn gevallen weer terug hebben gehaald is toch wel doordat we bij de families langs kwamen. Maar dat was meestal van, dan zeiden ze 'ik kwam niet naar de les, want ik moest mijn ouders helpen' of 'ik moest werken', 'ik moest geld verdienen'. We zagen bij een aantal 'motivatie', omdat ze geen zin hadden in Culinary Arts. Dat is dus ook iets. En we hebben wel als criterium meegegeven aan de gemeente van, ze moeten echt wel een passie hebben voor Culinary Arts.

1.43 in Transcript Marijn van Rossum interview

nee en er waren er twee denk ik daardoor wel afgevallen. Eén is volledig afgevallen, een die is, als die stage vindt op d'r eigen initiatief, want dat gaan we niet meer doen, dan kunnen we je daarna wel weer helpen met een certificaat, om die te bemachtigen. Maar of die nog zo geïnteresseerd is, dat vraag ik me af.

1.44 in Transcript Marijn van Rossum interview

ja want ze heeft ook een kans gehad bij de stage en daar kwam ze op een gegeven moment niet meer opdagen. We zijn bij de familie ook een paar keer langs geweest. Op een gegeven moment kun je ook niet meer doen. Dan houdt het op. Dus ik hoop dat ze nog ergens haar stage vindt en dat ze nog weer een certificaat kan krijgen. Anders zijn het er tien van de twaalf dit keer.

External environment -> Competitors

1.5 in Transcript Marijn van Rossum interview

ja, het heeft altijd wel te maken denk ik met dat er best veel concurrentie is, dus je moet wel onderscheidend zijn in de producten of in de gerechten die je dan zult maken of in de winkel hebben. Dus dat is al een aspect.

1.5 in Transcript Marijn van Rossum interview

ik denk dat als je er dus voor kiest om het in de wijk zelf op te zetten, dan zul je heel goeie marketing moeten doen om dan toeristen daar te krijgen. Als het daarbuiten is dan is het ook moeilijk om daar markt in te krijgen, omdat er dus weer veel concurrentie is.

1.6 in Transcript Marijn van Rossum interview

ja ik denk wel zeker dat dat meespeelt. En anders ook weer de concurrentie van de lokale bewoners, omdat er best wel veel mensen zijn die een klein zaakje uit de grond stampen, op z'n Twents gezegd, en dan krijg je dus al snel dat het om de prijs gaat. Waar kan ik mijn eten goedkoper krijgen? Vanmiddag nog had ik lunch ergens en dan zijn er echt wel dertig plekken waar je naar toe kan, dus dan moet je wel echt onderscheid hebben in wat je aanbiedt of qua prijs. Maar dat is de economie natuurlijk

1.7 in Transcript Marijn van Rossum interview

Heel veel mensen doen een standaard lunch en bijna elk restaurant biedt dat wel aan. En ja, om dan te zeggen is het 1,000 Franc of is het dan 1,500 Franc, dat maakt dan wel verschil. Zoals mijn collega vandaag ook wel zei, deze is dan 1,500, maar ik vind het toch ook wel weer goed. Dus dat is wel kwaliteit, maar als het dezelfde prijs is denk ik. Het moet dan niet opeens 2,000 Franc zijn en dat je niet zoveel verschil proeft. Ja, dan ga je toch weer snel naar die van 1,500.

1.10 in Transcript Marijn van Rossum interview

dus we zitten al gauw aan het gebied Tan, een gebied waar veel restaurants zijn, en Nyamirambo, is weer een gedeelte waar veel restaurants zijn Nyakabanda dan nog een stukje en dan houdt het ook wel op qua... misschien nog een vierde Kiyovu dat zijn vier gebieden dan, maar die zijn op loopafstand.

External environment -> Opportunities and threats

1.4 in Transcript Marijn van Rossum interview

dan kom je gauw terug op een stukje sustainability. Het is heel belangrijk dat als de jongeren de business starten dat het blijft runnen. Dat ze het kunnen blijven runnen en dat je natuurlijk voldoende klanten blijft hebben en in zo'n organisatie of winkeltje, of waar je het ook naar refereert, dat de omzet blijft lopen, dat de jongeren de continuïteit, misschien dat dat het juiste woord is, in het bedrijf kunnen behouden.

1.5 in Transcript Marijn van Rossum interview

Het heeft te maken misschien met locatie, want toeristen zijn niet overal. Wel meer in het Nyamirambo gedeelte... dus Gitega ligt hier [beeldt uit], maar de mensen zeg maar lopen er wel langs. Dus er is wel heel veel te doen vóór de wijk, maar niet in de wijk.

1.5 in Transcript Marijn van Rossum interview

ik denk dat als je er dus voor kiest om het in de wijk zelf op te zetten, dan zul je heel goeie marketing moeten doen om dan toeristen daar te krijgen.

Finances

1.11 in Transcript Marijn van Rossum interview

Zo'n twintig plekken benaderd en uiteindelijk vier plekken zeiden 'ja, geef ons maar één of twee' en iemand zei zelfs 'geef ons maar zes', als je maar veertig euro per student betaalt. Dat hebben we toen wel gedaan.

1.12 in Transcript Marijn van Rossum interview

ja veertig euro, veertigduizend Franc. Maar het kan ook hoger liggen. Er waren ook wel plekken die zeiden van vijftigduizend/zestigduizend, dat varieert wel eens. Weet niet of ik nog in de range zit van je vraag?

1.20 in Transcript Marijn van Rossum interview

Alles komt gelijk met de kost. Ik heb al aangegeven, we draaien al [onverstaanbaar] een tijdje. Anderhalf jaar al of wel langer, met een bepaalde kost. Wat hier staat moet betaald worden, de mensen die hier zijn moeten betaald worden en eigenlijk is dat niet altijd nodig, maar die vastigheid wil ik er eigenlijk wel inhouden anders denk ik dan komt het nooit op gang, mochten we wel de budgetten verhogen.

1.25 in Transcript Marijn van Rossum interview

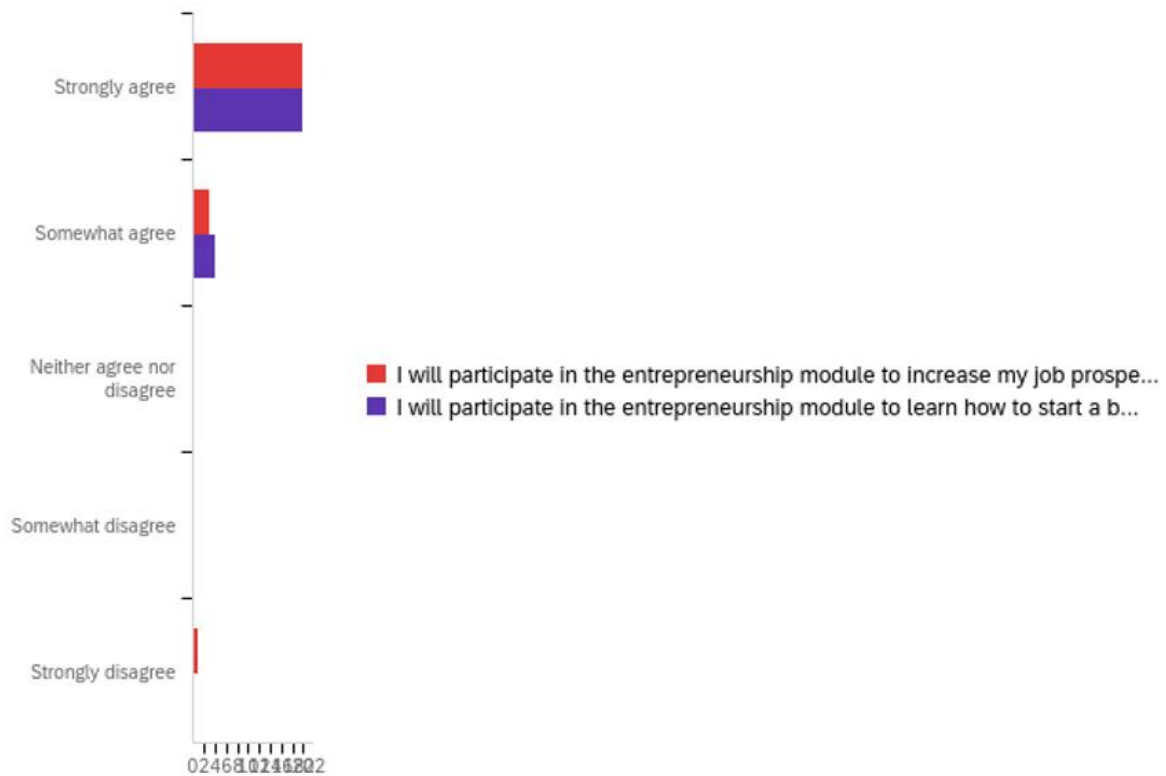
Er moeten misschien nog meer laptops aangeschaft worden en nog wat meer meubels. Dan zouden we ook moeten verplaatsen van pand. Als je continu aan een grotere groep jongeren les wil geven of coaching wil geven in het lab. We zijn altijd aan het kijken naar wie daarbij zou kunnen helpen. Wie daar een budget in zou kunnen investeren. We hebben het niet altijd zelf. We zouden bijvoorbeeld wel voor een paar honderd euro iets kunnen doen, maar niet daarboven. Dan zouden we echt moeten kijken naar externe investeerders.

Appendix VII: survey students

Q: to what extend do you agree with the following statements?

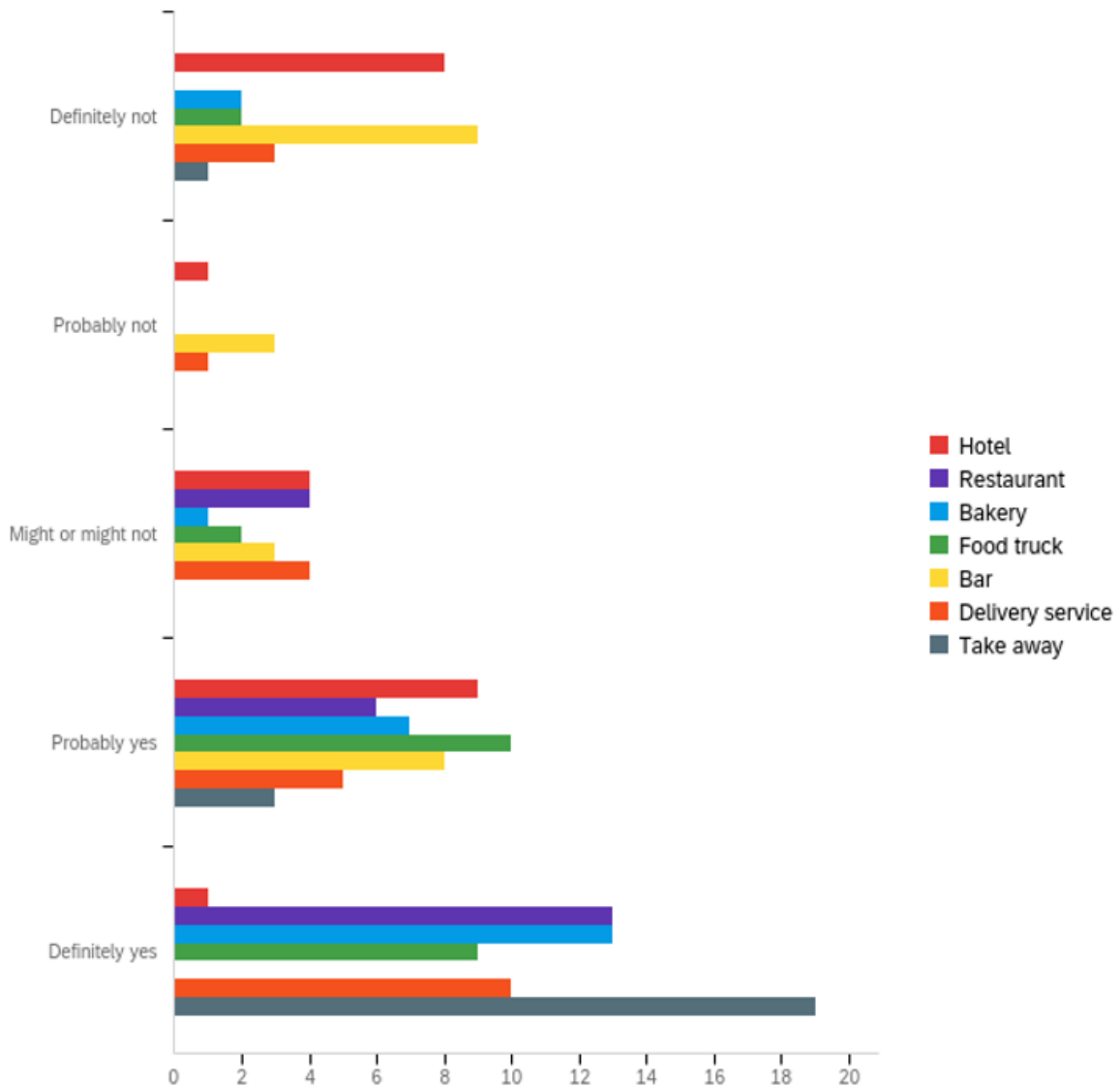
A: I will participate in the entrepreneurship module to increase my job prospects

A: I will participate in the entrepreneurship module to learn how to start a business



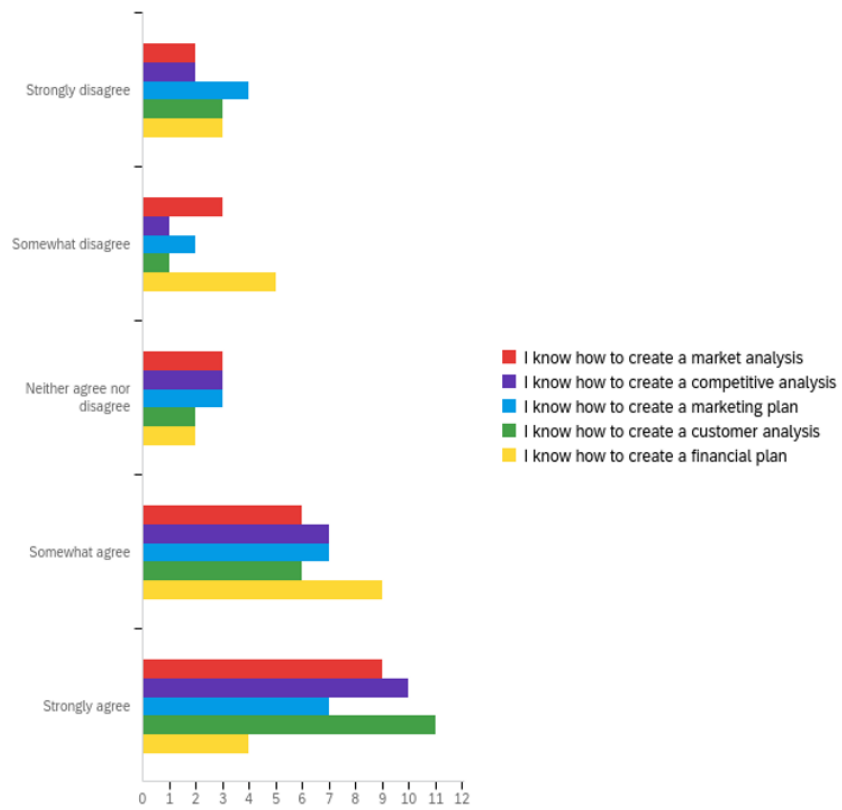
Q: what type of food business would you like to start?

A: hotel – take away



Q: I know how to create a ...

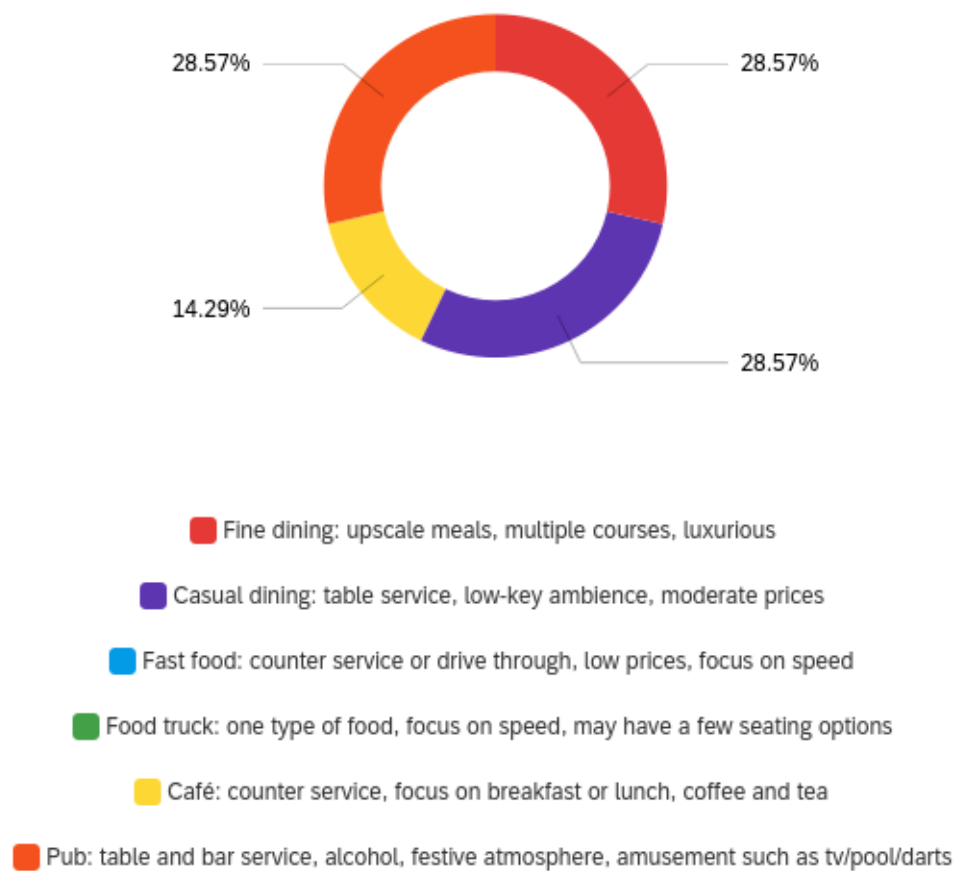
A: strongly disagree – strongly agree



Appendix VIII: survey local food business entrepreneurs

Q: which of the following described your food business best? (including pictures)

A: fine dining - pub



Q: what do you think are the most important skills a starting food business entrepreneur in Kigali should have? Please select three skills.

A: Financial skills – cooking skills



Financial skills: being able to create a financial plan for the food business from 1 - 5 years

Communication skills: being able to listen, speak, observe and empathise with guests and staff in a professional way

Networking skills: being able to create a long-term relationship with groups and individuals and exchange business ideas

Teamwork skills: being able to work well with other people on a day to day basis

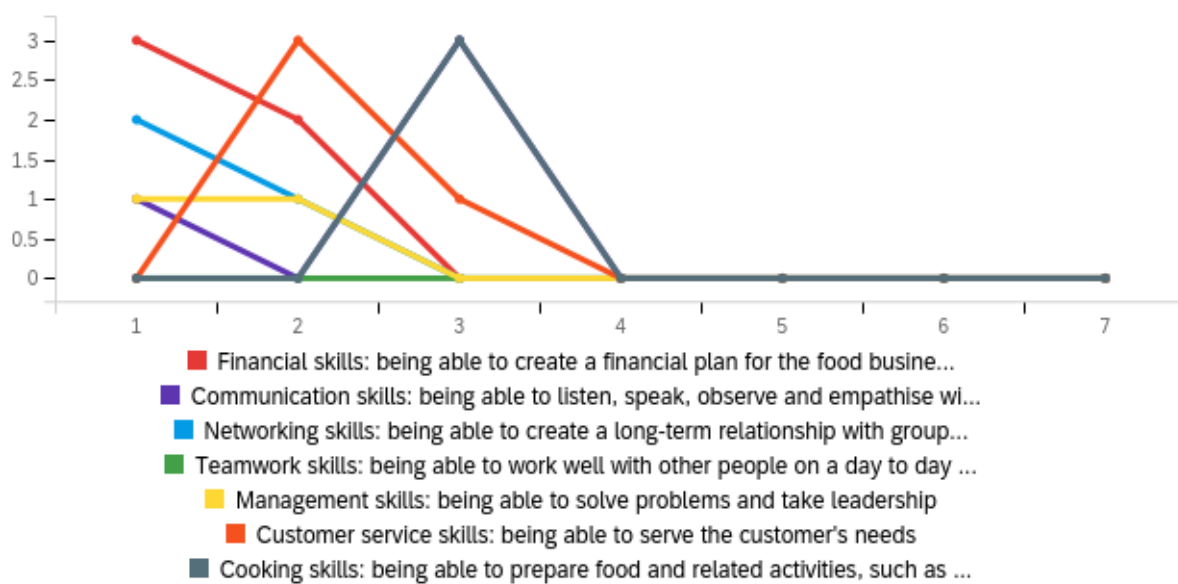
Management skills: being able to solve problems and take leadership

Customer service skills: being able to serve the customer's needs

Cooking skills: being able to prepare food and related activities, such as chopping

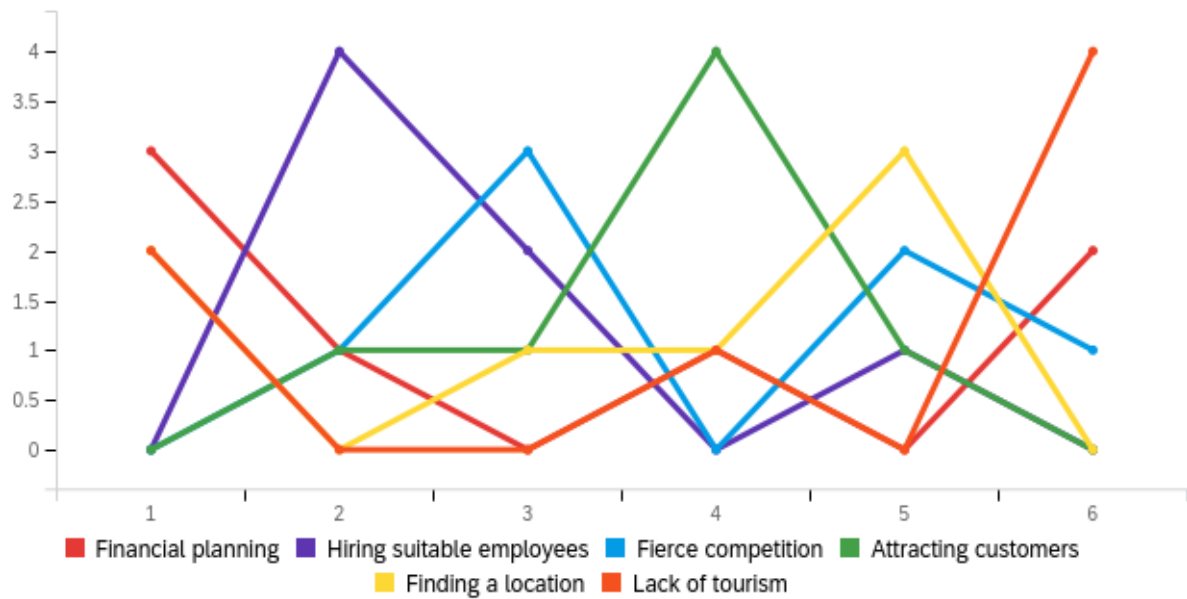
Q: please rank order your chosen skills from the previous question, where 1 is the most important skill.

A: financial skills – cooking skills



Q: what do you think are the biggest challenges for start-up food businesses? Please rank the options, where 1 is the biggest challenge.

A: financial planning – lack of tourism



Q: do you have a hospitality related education

A: yes - no

Q: how long have you worked as a manager/owner in the hospitality industry

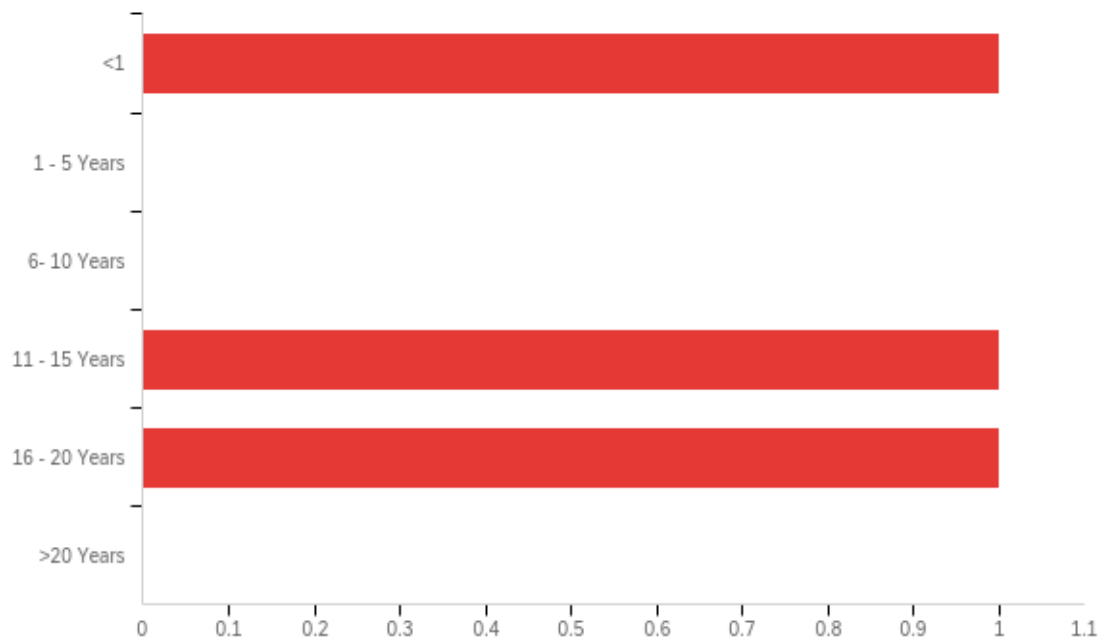
A: <1 year - >10 years

		Q13: Do you have a hospitality		
		Total	Yes	No
Q12: How long have you worked as a manager/owner in the hospitality industry?	Total Count (All)	7,0	5,0	2,0
	<1 Year	57,1%	60,0%	50,0%
	1 - 5 Years	28,6%	20,0%	50,0%
	6 - 10 Years	0,0%	0,0%	0,0%
	>10 Years	14,3%	20,0%	0,0%

Appendix IX: survey teachers

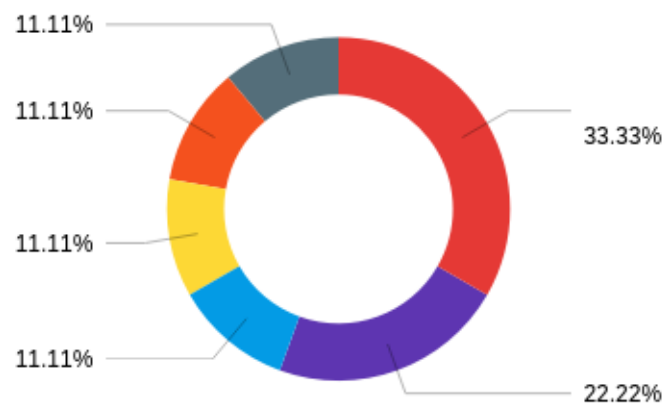
Q: how many years of experience do you have in the hospitality industry?

A: <1 - >20 years



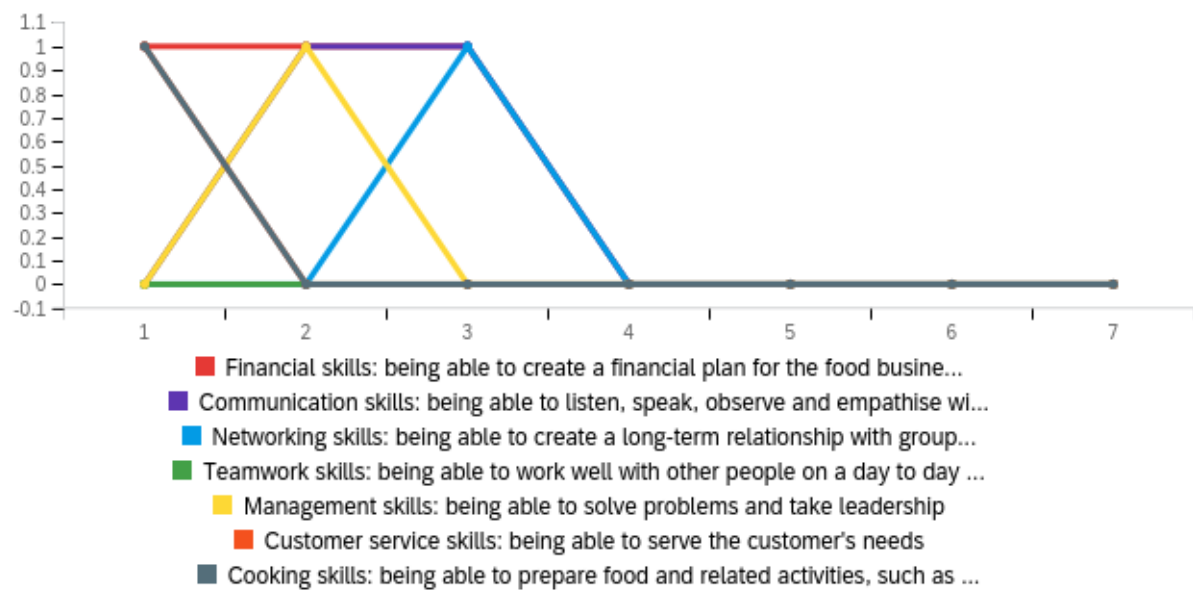
Q: what do you think are the most important skills a starting food business entrepreneur in Kigali should have? Please select three skills.

A: financial skills – cooking skills



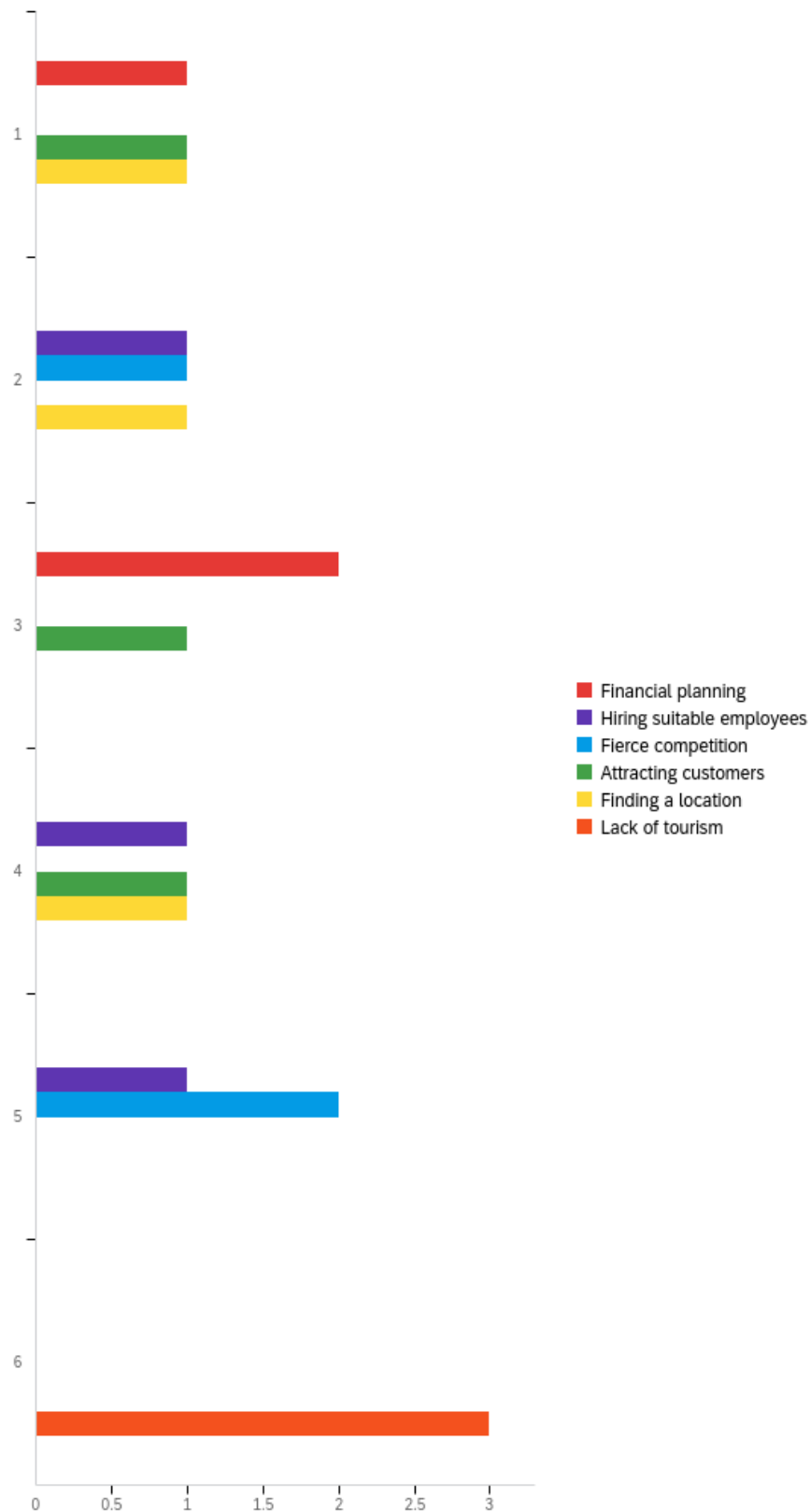
- Financial skills: being able to create a financial plan for the food business from 1 - 5 years
- Communication skills: being able to listen, speak, observe and empathise with guests and staff in a professional way
- Networking skills: being able to create a long-term relationship with groups and individuals and exchange business ideas
- Teamwork skills: being able to work well with other people on a day to day basis
- Management skills: being able to solve problems and take leadership
- Customer service skills: being able to serve the customer's needs
- Cooking skills: being able to prepare food and related activities, such as chopping

Q: what do you think are the most important skills? Please rank order your chosen skills from the previous question, where 1 is most important.

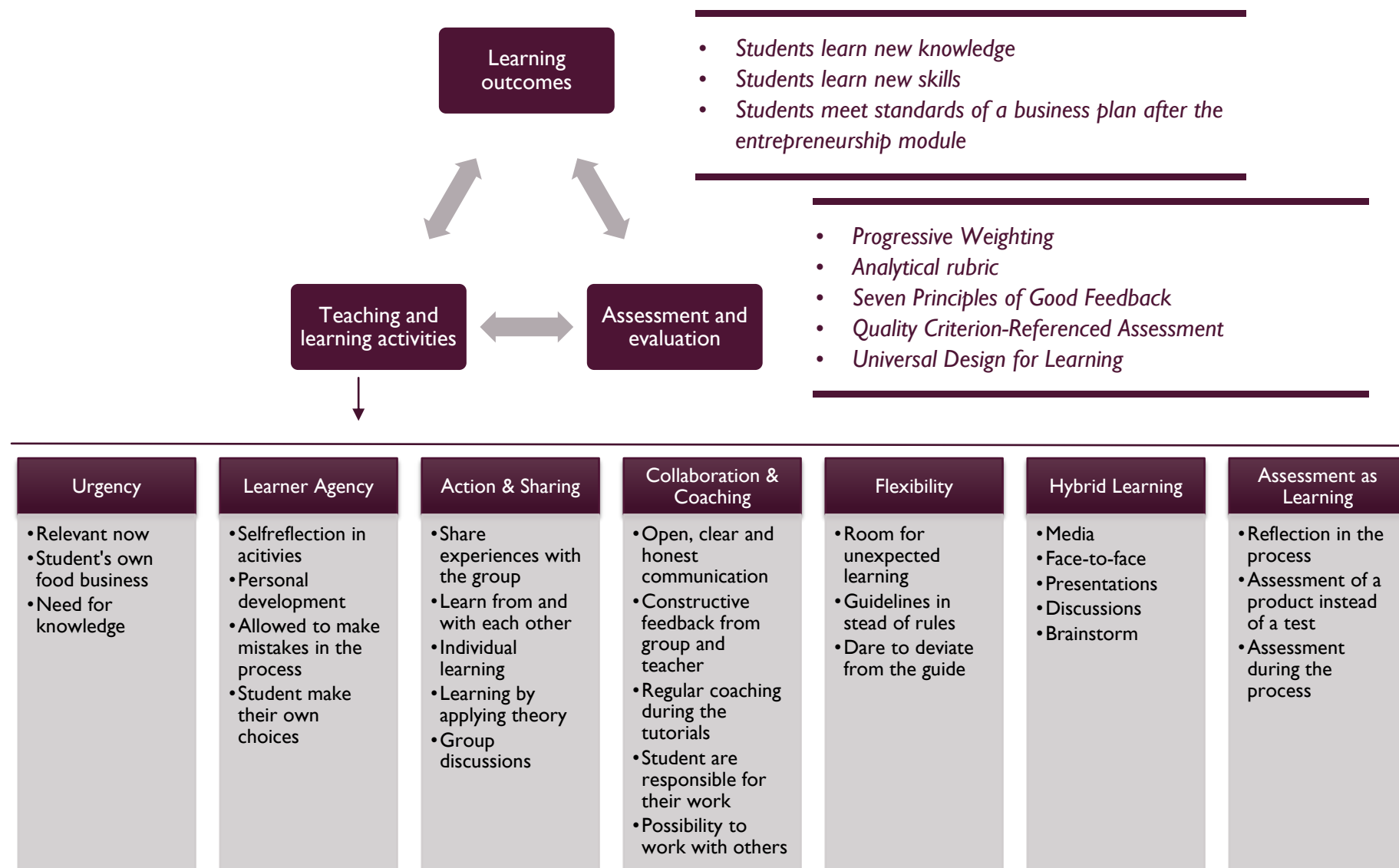


Q: what are the biggest challenges for start-up food businesses? Please rank the options

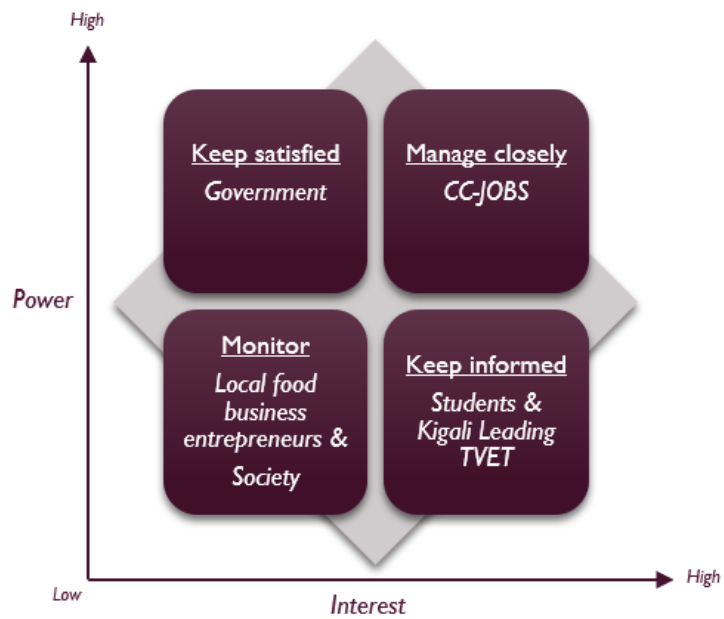
A: financial planning – lack of tourism



Appendix X: the HILL model and Constructive Alignment in relation to the educational design



Appendix XI: stakeholder analysis



Appendix XII: the social impact of the educational design



Educational design -> students create a local food business -> students use ecotourism and/or experience economy in their concept -> students focus on preserving and appreciating nature



Educational design -> students are better educated -> students have better job prospects and future possibilities -> more welfare -> better living standards, such as health care and less crime



Educational design -> students learn English -> students take part in an international industry -> students serve international guests and are introduced to new cultures

Appendix XIII: Lewin's chain model applied to the educational design



Appendix XIV: stakeholders and resistance

Stakeholder	Roles	Interests	Responsibilities
<i>CC-JOBS</i>	• Provider • Administrator • Teacher	• Help local youth to set up their own food business • Help local youth to become self-sustainable	• Development of the educational design • Implementation of the educational design • Evaluation of the educational design • Provider and collector of the financial resources • Provider of the boundaries of the educational design
<i>Students</i>	• Recipients of the educational design	• Starting a food business in Kigali • Become self-sustainable • Qualitative education	• Participate in the educational design • Provide insight in their level of knowledge, motivation, and ambitions • Provide constructive feedback in the evaluation
<i>Local food business entrepreneurs</i>	• Future employers of the students • Future competitors of the students	• Have well-educated staff	• Provide information about their food business • Provide students with practical skills and knowledge
<i>Society</i>	• Customer for (future) food businesses)	• Qualitative education for youth	• Provide the students with insight in their clientele • Support students in their education
<i>Government</i>	• Financer • Provider of rules and legislation	• Qualitative education for youth • Prosperous and safe living environment for society	• Finance the students to participate in this educational design • Set rules and legislation
<i>Kigali Leading TVET</i>	• Hospitality and Tourism institution • Partner of CC-JOBS	• Qualitative education in the hospitality and tourism industry • Prepare students for the labour market	• Provide the location and materials for this educational design • Provide a safe and stimulation educational environment

Resistance	Stakeholders involved	Solution
Stakeholders do not want to change to the new learning style of this educational design	• CC-JOBS • Students • Kigali Leading TVET	The first step is to come to a setting where it is possible to communicate in a calm and peaceful manner. This can be done by acknowledging the emotions of the stakeholder and by making them feel heart and seen. Second, it is important for the stakeholders involved that they know exactly what will change and when these changes will happen. It is completely understandable that people are set in their ways and feel comfortable with their old and predictable ways. They want to know what is going to happen and what is expected of them. It is also possible for the stakeholders to ask questions and to answer these as concrete as possible. If there is no answer yet, this can be communicated as well, and the answer can be provided later. A sentence like 'That is a very good question. I cannot give an answer right now, but I promise I will get back to you on Thursday', is very suitable, since the stakeholder knows exactly what he can expect. It is important to keep in mind that the stakeholder is not necessarily against the new educational design, but the against change. Try to discover what the stakeholder's fears are and what can be done to overcome these.
Stakeholders do not want to invest (more) time in the preparation and/or execution of this educational design	• CC-JOBS • Students • Local food business entrepreneurs • Kigali Leading TVET	If stakeholders do not want to invest the extra time this educational design needs, it is probably related to the motivation of the stakeholders. It is important to find out what motivation lacks for the specific stakeholder. If the problem is the external motivation, it could be encouraged using rewards, such as payment or facilities. If the problem is internally, it is wise to have a conversation with the stakeholder and to find out why this person lacks this type of motivation. The internal motivation can be increased by managing the emotions and thoughts of the stakeholder. For example, a student could think he does not need specific lectures to start his own food business and therefore miss them. This could come to light in a conversation. In this case, it could help to explain what the added value of the specific lectures is and why the student should participate. Another solution could be to give this student a task that is more difficult, which allows him to show his skills and knowledge to the rest of the group. This educational design is very appropriate for the second solution,

		because there is a lot of room for unexpected learning and improvisation.
Stakeholders do not want to financially invest in a 'new' educational design, that is so different from the existing local educational designs	• CC-JOBS • Government	For these stakeholders, it is wise to present a clear overview of what they need to invest and especially what they gain from this specific investment. The financial overview in Ch. 2.10 is a good start for this. It is important to emphasize the benefits of this particular educational design and why it is a qualitative added value to education for local youth, since that is what they are interested in.
Stakeholders do not know what is expected of them for the preparation and/or execution of this educational design	• CC-JOBS • Students • Local food business entrepreneurs • Society • Government • Kigali Leading TVET	There are three stages in Lewin's Change Model: unfreeze, change, and refreeze. Specifically, the stage 'unfreeze' is where this resistance could come to light and where this resistance should be managed. Communication is very important in this resistance, because it is an example of miscommunication. Regular meetings and strong agreements could help to improve communication. Rwandan people are often direct, but do not focus on time as Western people do. It is important to calculate enough time for the preparation and execution, for everyone to be able to take the time to prepare and execute this educational design. The focus should be on the process, rather than specific time goals, which luckily suits this educational design very well.
Stakeholders refuse to help students with their education and/or starting their own food business	• Local food business entrepreneurs • Society • Government	It is important to keep in mind that all stakeholders share a specific interest: qualitative education and well-skilled youth. It can help to emphasize this shared interest and the feeling of a common goal to work towards. The table above can be used to see what role every stakeholder has and what interests. Use these interests and their roles to create a sense of togetherness. Next to this, it is important to invest in a strong, personal relationship with each stakeholder. This makes the stakeholders easier to approach if something is needed from them.

Appendix XV: investment budget

Investment	€	€
<i>Furniture, fixtures & equipment</i>		<i>2,580</i>
Location Kigali Leading TVET	2,430	
Teaching equipment	150	
<i>Inventory and operating equipment</i>		<i>4,535</i>
Laptops	3,750	
Book	59	
Printer	200	
Printing costs	240	
Internet	286	
<i>Miscellaneous</i>		<i>712</i>
10% contingencies	712	
Total		7,827

Appendix XVI: income streams

Income stream	€
AFAS sponsorship	57,142.86
Interns	19,047.62
Donations and crowdfunding	23,809.52
Total	80,952.38

Appendix XVII: statement of financial position

Educational design: statement of financial position at 31 July 2021			
Assets	€	Equity and liabilities	€
<i>Non-current assets</i>		<i>Non-current liabilities</i>	x
Building	2,430	<i>Current liabilities</i>	x
Equipment	150		
		<i>Equity</i>	80,952.38
<i>Current assets</i>			
Inventory	4,535		
Bank account	74.123,38		
Total	80,952.38	Total	80,952.38

Appendix XVIII: income statement

Educational design: income statement for the year ended 31 December 2021		€
Revenue		80,952.38
Cost of sales		X
Gross profit		80,952.38
Staffing costs *		3,502.68
Location Kigali Leading TVET		2,430
Teaching equipment		150
Laptops **		550
Book		59
Printer **		6.67
Printing costs		240
Umurenge security		57
Internet ***		28.60
Waste ***		22.90
Insurance ***		228.60
Electricity ***		22.90
Water ***		22.90
Net profit		73.631,13

* This educational design needs a teacher. The salary of a teacher in Rwanda is €291,89 per month and 3,502.68 per year, based on 1 FTE (Salary Explorer, 2021).

** The calculated expense is the depreciation of the product.

The laptops are calculated with a lifespan of 5 year, a straight line depreciation method of 20% a year and a lasting value of €67 per laptop.

The printer is calculated with a lifespan of 30 years, a straight line depreciation method of 3.34% a year and a lasting value of €0.

*** These expenses are 10% of the current expenses (CC-JOBS, 2019).

Appendix XIX: adjustments quick retake

- **Introduction:** more brief and to the point
 - **Management question:** added a visualization to relate the trends and developments
 - **Solution strategies:** added the most relevant theories (HILL and Constructive Alignment) and their relation to the educational design
 - **Knowledge collection:**
 - 2.5.1: added explanation of Verhoeven
 - Explained each method in 2.5.1, including an explanation of the choice of method with references to Verhoeven
 - Replaced the table of Knowledge collection to Appendix IV
 - **Stakeholders:** added two tables in Appendix XIV, 1) to explain the role, responsibilities and interest per stakeholder; 2) to explain possible resistance, which stakeholders are involved and how this could be managed
 - **Financial plan:** the sources of income, statement of financial position, income statement and justification are added. The overall text is adjusted.
-
- All figures are replaced to the Appendix
 - Two tables are replaced to the Appendix: knowledge collection and finances

Appendix XX: declaration of own work



Declaration of own work

I hereby declare that:

- I am fully informed about the Professional Product PF criteria;
- all the work I have conducted to fulfill these criteria is entirely my own;
- I have not been assisted by any other person, except the coaching offered within HBS guidelines.

Name: Kamy van den Brink
Date: 11/01/2021

Signature:

A handwritten signature in black ink, appearing to read "Kamy van den Brink", with a long horizontal line extending to the right.