



trapca Impact Assessment

Final Report

Prepared For

trapca

(Trade Policy Training Centre in Africa)

Contact

Mpafya Mutapa

Box 3030, Arusha, Tanzania

+255272 508 651

mpafya.mutapa@trapca.org

Prepared By



Imani Development

+2721 447 2556

capetown@imanidevelopment.com

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ABBREVIATIONS

ATLA	Africa Trade Lawyers Association
ECCAS	Economic Community of Central African States
ESAMI	Eastern and Southern Africa Management Institute
EPAs	Economic Partnership Agreements
ITC	International Trade Centre
NGO	Non-Governmental Organization
REC	Regional Economic Community
Sida	Swedish International Development Agency
Trapca	Trade Policy Centre in Africa
WCO	World Customs Organization
WTO	World Trade Organization

EXECUTIVE SUMMARY

The Trade Policy Centre in Africa (trapca) was established in 2006 to enhance trade policy capacity of least-developed and other developing countries in Sub-Saharan Africa. Since its launch, trapca has strived to improve the knowledge and skills of over 1,300 graduates who are actively involved in trade analysis, trade strategy, trade negotiations, and trade facilitation in Africa.

This report describes the findings of an impact evaluation that was conducted in late 2015 by Imani Development. The findings were generally positive. There was evidence of trapca’s impact on the abilities, professional networks and careers of its alumni.

The results of this evaluation are positive, although a number of improvement areas were identified.

Research methodology

A mixed methodology was used to gather the experiences and perceptions of three sets of stakeholders: students, faculty staff and employers. This painted a holistic picture of trapca and the areas where it had a positive impact. Overall **483** alumni participated in the survey. In-depth interviews were also conducted with alumni, faculty staff and some employers to provide additional insights.

Findings

Fourteen key findings emerged from this research. These along with some recommendations are discussed in the table below.

Theme	Highlights
A. Profile of trapca students	<ul style="list-style-type: none"> • Majority of alumni respondents were Tanzanian, Zambian, Ethiopian, Kenyan and Ugandan. • Majority aged 30-39. • Roughly a 2:1 gender split between male and females. • 82% of the alumni were employed, though 9% ran their own companies. • Largest employers of alumni are governments followed by privately owned companies and then other Government agencies. • Majority of alumni are in middle management, though many staff from senior management or junior positions have also chosen to study through trapca.
B. Objectives for studying through trapca	<ul style="list-style-type: none"> • 90% of alumni had chosen to study through trapca in order to improve their skill levels while 60% had chosen to study in order to build their professional networks. • 90% of the alumni who had intended to improve their skill levels or increase their reputation said they had achieved these objectives. • 64% of alumni said trapca had made a big difference towards the achievement of their objectives. • It is noteworthy that many alumni who had chosen to study in order to improve their skill levels and build their professional networks, had achieved these goals. trapca’s ability to assist students to achieve these objectives should be highlighted in its marketing strategy.

Theme	Highlights
	<ul style="list-style-type: none"> Many students felt that studying through trapca would also enable them to get a new job or shift sectors. However, trapca's influence in these areas was less pronounced.
C. Positive Impact of trapca on alumni's skills	<ul style="list-style-type: none"> Impact of trapca on alumni's abilities is significant across the areas of data collection, trade policy and strategy, trade negotiations, trade facilitation, and leadership.
D. Relevance of trapca's curriculum	<ul style="list-style-type: none"> Over nine-in-ten respondents said that the curriculum was either somewhat relevant or very relevant in each of the following areas: trade policy; trade facilitation; trade analysis; trade law; and trade negotiations. These very high ratings suggest that trapca is following the needs of its students, employers and the region in general. Results suggest that trapca can further enhance its relevance and impact by tightening the link between theory and practice, increased collaboration with industry, and by relieving some of the time pressure.
E. Positive impact of trapca on alumni's work	<ul style="list-style-type: none"> 89% of alumni agreed that their studies with trapca has had a positive impact on their work and the quality of their work. This is a finding that should be celebrated and used in promotional material, particularly when targeting employers.
F. Impact on alumni's careers	<ul style="list-style-type: none"> Majority of alumni also indicated that their studies had helped them become more confident in their work, and increase their degree of influence or responsibility in their organizations. There was some evidence that alumni had increased their earning potential, changed jobs and become more involved in the field of trade or get the jobs or work they wanted when they enrolled.
G. Creation of new organizations	<ul style="list-style-type: none"> Some alumni used the knowledge, skills and networking opportunities that they acquired through their studies with trapca to create new organizations.
H. Impact on professional networks	<ul style="list-style-type: none"> trapca had provided a forum for alumni to exchange knowledge, information and experiences.
I. Motivation to study further	<ul style="list-style-type: none"> A number of alumni felt empowered and motivated to study further after completing their studies through trapca. This was an unexpected area of impact.
J. Likelihood to recommend trapca	<ul style="list-style-type: none"> 99% of alumni would recommend trapca. This is a good measure of their loyalty to trapca. Opportunity for trapca to engage with alumni in its promotion to potential students.
K. Increased alumni contribution to organizations and networks	<ul style="list-style-type: none"> The findings revealed that over two-thirds of respondents said their studies through trapca had enabled them to contribute slightly or significantly more to public sector institutions (78%), think tanks (70%) and regional economic communities (66%) such as the EAC, SADC, ECOWAS, CEMAC, COMESA.
L. Increased involvement of organizations in trade	<ul style="list-style-type: none"> 63% of alumni agreed that trapca had helped their organization to become more active in the field of trade.

Theme	Highlights
M. Increased awareness and greater visibility across Africa	<ul style="list-style-type: none"> • Perception that many potential students, employers and other stakeholders were not aware of trapca or the programmes it offers. • Opportunity to further increase the awareness of trapca into Western and Southern Africa.
N. More engaged alumni network	<ul style="list-style-type: none"> • trapca was seen as providing a forum to exchange knowledge and experiences, and to build professional networks. • Opportunity to increase activities of this network, but first the contact database needs to be updated and cleaned.
O. Relevance of trapca's curriculum to organizations in Africa	<ul style="list-style-type: none"> • Over nine-in-ten respondents said that trapca's curriculum was relevant to their work in the areas of trade policy, trade facilitation, trade analysis, trade law, and trade negotiations. • Two potential areas of improvement: increased co-creation of programmes with stakeholders, particularly employers; and increased use of African and real-time examples.

Conclusion

The evaluation found evidence of trapca's impact on the abilities of its alumni in the areas of data collection, trade policy and strategy, trade negotiations, trade facilitation and leadership. Furthermore, alumni felt that their studies had helped them become more confident and capable in their work, as well as move forward in their careers.

The discussions with alumni, faculty staff and employers revealed that trapca remains relevant and fulfils an important need in Africa. It has enhanced alumni's contribution to their organizations.

However, the evaluation also identified some areas where trapca can further enhance its impact. Some of these areas include a bigger emphasis on Africa-specific and real-time examples, and increased collaboration with employers and other organizations in Africa.

Overall, the tone of this report is positive.

1. INTRODUCTION

This report concerns an impact evaluation which sought to trace trapca graduates and assess the effectiveness, relevance and impact of trapca programmes.

The Trade Policy Centre in Africa (trapca) was established in 2006 to enhance trade policy capacity of least-developed and other developing countries in Sub-Saharan Africa. It was also set up to enable networking and information sharing amongst various African Countries. trapca is based in Arusha in Tanzania. It is hosted by Eastern and Southern Africa Management Institute (ESAMI), and academically supported by Lund University in Sweden. Sida has invested in trapca and has provided funding for the projects programmes in the last 9 years.

Since its launch in 2006, trapca has improved the knowledge, skills and networks of over 1,300 people actively involved in trade analysis, trade strategy, trade negotiations and trade facilitation in Africa. This has been achieved through a variety of courses and degrees, with many students choosing to complete multiple courses.

This evaluation examined the different stages of trapca's impact, starting with its direct impact on students and ending with some sense of its impact on trade in Africa. It must be emphasized that this impact evaluation relied on gathering the experiences and perceptions of trapca graduates, their employers and faculty staff. It was not an assessment of trapca's strategic position. Neither was it a satisfaction survey.

Imani Development, a private economic and development consultancy firm, was contracted as an objective party to conduct this impact evaluation.

This report is structured as follows: The research methodology is explained in section two. The profile of trapca's students is outlined in section three. Section four and five assesses trapca's primary and secondary impact. trapca's primary impact is evident in the positive changes to the knowledge, skills, networks and careers of its graduates. Its secondary impact on employers and the region is more anecdotal in nature, and it is difficult to attribute such positive changes only to trapca. Section six summarises the key findings, and provides recommendations to further enhance trapca's impact.

Overall, the tone of this report is positive and reveals the perceived positive impact of trapca on the skills, knowledge, networks and careers of its alumni. However, there remain areas where trapca's impact could be further enhanced.

2. RESEARCH METHODOLOGY

A mixed methodology was used to gather the experiences and perceptions of three sets of stakeholders: students, faculty staff and employers. This painted a holistic picture of trapca and the areas where it is having a positive impact. The methodology was not designed to measure levels of satisfaction with trapca or monitor its activities against project plans and strategies.

2.1 Sample frame and research methodology

The research targeted three groups of stakeholders. The first group were “alumni” or students who had graduated or completed at least one course with trapca. Alumni were surveyed using online and self-completed questionnaires. The second group were “faculty staff” which were those academics and specialists who had provided lectures to trapca students over the past two years. The third group were “employers” which were those organizations that employed trapca alumni.

The following table provides an overview of the survey design, and summarizes the stakeholders, methodology and achieved sample.

Target Group	Sample Frame	Methodology	Achieved Sample
Alumni	1,318 email addresses gathered from the alumni database.	Online survey	424
	59 students who were attending classes at trapca.	Paper survey	59
	Alumni who gave permission (in the survey) to be contacted for an in-depth interview.	In-depth interviews	20
Faculty staff	50 faculty staff who provided lectures during the past two years.	In-depth interview	10
Employers	List of 837 employers extracted from the student database.	In-depth interviews and self-completed questionnaires	15

Table 1: Description of the sample frame, methodology and achieved sample

A: Research methodology for alumni

A database of alumni was provided to the research team. This database contained 1,318 distinctive email addresses. It served as the sample frame for the alumni survey.

A questionnaire was developed to measure the impact of trapca on alumni. This questionnaire measured the characteristics, experiences and perceptions of alumni. It also contained a module (kept separate for confidentiality reasons) to enable respondents to update their contact details. trapca can use this information to update its student database. The questionnaire was translated into French since there were a large proportion of Francophones attending this set of classes.

This questionnaire was handed out to 59 students who were attending classes with trapca at ESAMI in Arusha. Completed questionnaires were handed back to researchers, and taken to Cape Town for quality checks and data capturing.

The questionnaire was then streamlined and uploaded into an online format. The final questionnaire took between 10-15 minutes to complete. Invitations were sent to the alumni who had not yet

completed the survey. This survey initially ran for two weeks, before being extended for a further two weeks. Three reminder emails were sent to encourage alumni to complete the survey. A campaign was run to encourage participation in the online survey, and those students who completed the survey were entered into a lottery to win one of three iPads. These iPads were awarded to alumni in Ethiopia, Rwanda, and Uganda.

The responses from the two questionnaires were reconciled (as far as possible) into a single dataset. This resulting dataset contained 483 respondents, and includes respondents who exited the online survey mid-way. There were some instances where the two questionnaires could not be combined, or where alumni didn't complete all the questions, resulting in a smaller response for some indicators.

A discussion guide was then developed to facilitate interviews with alumni and explore the impact of trapca in more detail. Those alumni who had indicated their willingness to be interviewed (in the survey questionnaire) were approached. Attempts were made to stratify the selection of these alumni by their country of residence, course completed and level in their organization. However, preference was given to finding alumni who were willing to be interviewed. A total of 20 alumni participated in the in-depth interviews, which were conducted and recorded using Skype.

B. Research methodology for faculty staff

A list of 50 faculty staff that had lectured at trapca over the past two years was provided to the research team. Attempts were made to stratify the selection of the sample by areas of speciality, and whether the staff were academics or practitioners. However, since all 50 faculty staff needed to be approached in order to secure the 10 interviews, it was not possible to apply all the stratification variables as intended.

A discussion guide was developed to facilitate these in-depth interviews, which were conducted and recorded using skype.

C. Research methodology for employers

A target list of 31 organizations was compiled based on the numbers of trapca alumni they employed. This list was created using the trapca alumni database and updated contact information provided by alumni during this survey.

It proved very challenging to make contact with managers in these organizations and secure successful interviews. The reasons for this difficulty include: a) difficulty identifying suitable respondents and getting their contact details; b) some potential respondents were either not aware of trapca and/or any alumni they employed; c) many emails bounced or were ignored; d) some respondents missed interviews that had been scheduled; e) fieldwork took place in December and January when staff were either preparing for the holidays or just returning from holiday.

Five employers participated in in-depth interviews between December 2015 to February 2016. To increase the response rate, the discussion guide was then converted into a shortened questionnaire which was emailed to employers. With trapca's assistance an additional 10 employers completed this questionnaire between March 2016 - April 2016. This is a sufficient response rate to gain valuable insights from employers.

D. Limitations and lessons

A total of 483 alumni completed either a physical or online questionnaire. This is a desirable response rate for this type of survey. It suggests that there is a high level of engagement between trapca and its alumni, with many alumni choosing to express their appreciation by participating in the survey. All of

the 59 students who were handed a paper questionnaire, completed this questionnaire. However, of the 1,318 students that were invited to participate in the online survey, 424 students chose to complete it. One must acknowledge that the decision to participate may have been influenced by factors such as access to technology or a strong or certain type of viewpoint towards trapca. It may also have been encouraged by the incentive campaign that was run. These factors must be borne in mind when extrapolating these insights to the entire population of trapca alumni. However, the rate of participation was high and this helps to reduce bias in the findings.

The findings emerging from the in-depth interviews with alumni, faculty staff and employers provide insights into trapca’s impact. They also provide useful examples that can be used to illustrate this.

The findings suggest that the primary impact of trapca had been on the knowledge, skills, networks and careers of its alumni. Any impact on employers or the region is much more difficult to isolate and attribute to trapca since it would be influenced by many other factors. Nevertheless, anecdotal evidence of this secondary impact is still interesting and may yield insights into how trapca could improve its programmes.

It is proposed that future surveys stick to an online survey for targeting the alumni. The mixed method of handing out questionnaires to some alumni while others completed the online survey led to difficulties in reconciling the datasets. Although a 360-degree view is desirable for the in-depth interviews, the problem of accessing employers would first need to be addressed.

2.2 Description of impact model

It is assumed that trapca’s primary impact will be on the students who have graduated from its courses. This impact will be on their skills, knowledge, attitudes and networks. More capable and networked students will then be more likely to succeed in their careers. The research methodology is able to assess this impact, and the findings have endorsed trapca’s impact in these areas. This impact model is summarized in figure 1 below.

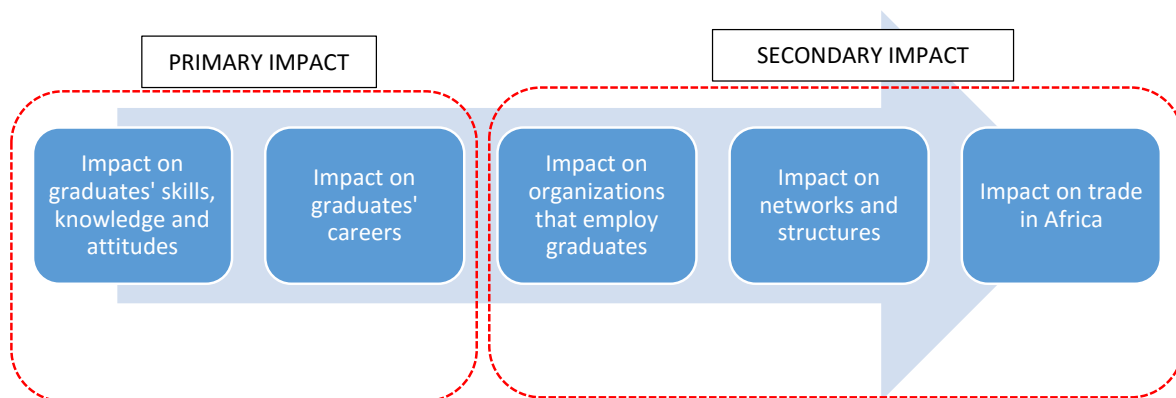


Figure 1: Impact model

It is assumed that trapca will have some secondary impact on those organizations that employ alumni as they receive more effective and insightful employees. Graduates may also increase their contribution in various structures and networks as a result of the knowledge, skills and inspiration they gained from trapca. Finally, these factors may produce some examples of where the influence of trapca can be tracked through to the improvement of trade in Africa. These are all areas where the impact of trapca can only be tracked anecdotally. Furthermore, it is difficult to attribute all such positive changes to the work of trapca.

Exploring the secondary area of impact is nevertheless valuable as it provides insight into how students are using the training they have received to make a difference in their chosen area of expertise and practice.

3. PROFILE OF TRAPCA STUDENTS

This section outlines the demographic breakdown of the alumni who completed the online and self-completed questionnaires.

3.1 Most recent course through trapca

The alumni who completed the survey were asked in which year they had completed their most recent course through trapca. As indicated in the graph below, approximately half (51%) of the 473 respondents said they completed their most recent course in 2015. A further third (35%) had completed their most recent course between 2012 and 2014.

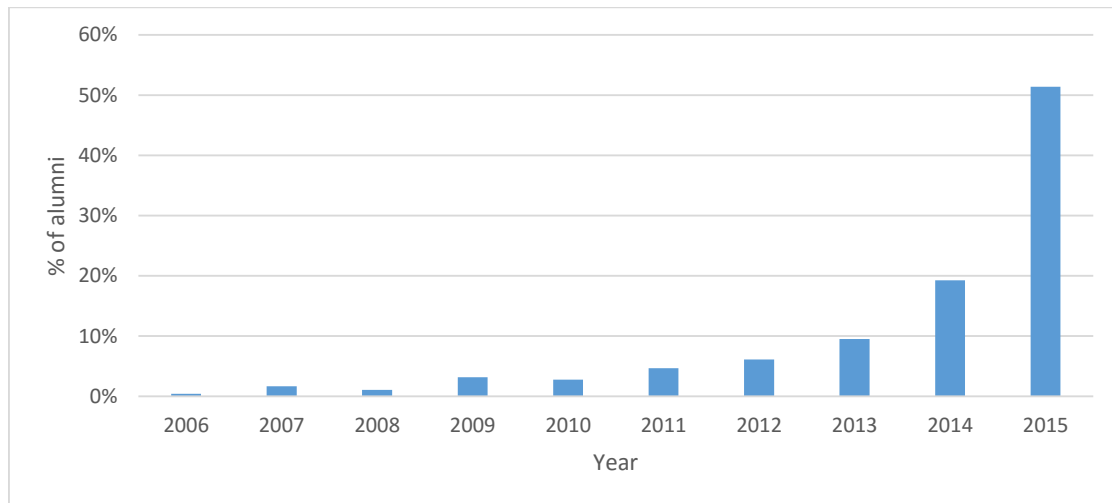


Figure 2: Most recent course through trapca (n=473)

There is a range of possible explanations for this distribution. It is possible that the most recent students had the most updated contact details or felt the strongest desire to complete the survey. It is also possible that many of the older students were continuing to study through trapca, and were therefore recording their most recent year of study as 2015. Either way, it enables a recent picture of trapca's impact to be assembled.

3.2 trapca courses completed

Alumni were asked to select the trapca courses that they had completed. Multiple mentions are possible as many of the 473 alumni who answered this question had completed a multitude of courses (e.g. courses, diplomas and the MSc degree).

As indicated in the graph below, a majority of the respondents (286) indicated that they had completed a Certificate in International Trade and Development (CITD). A significant number of the respondents also completed Intermediate Courses (168 mentions), a Certificate in International Trade Facilitation (117 mentions) and a Post Graduate Diploma Intermediate (101 mentions). There were also respondents who had completed the Post Graduate Diploma Advanced, the Masters Degree or an executive programme.

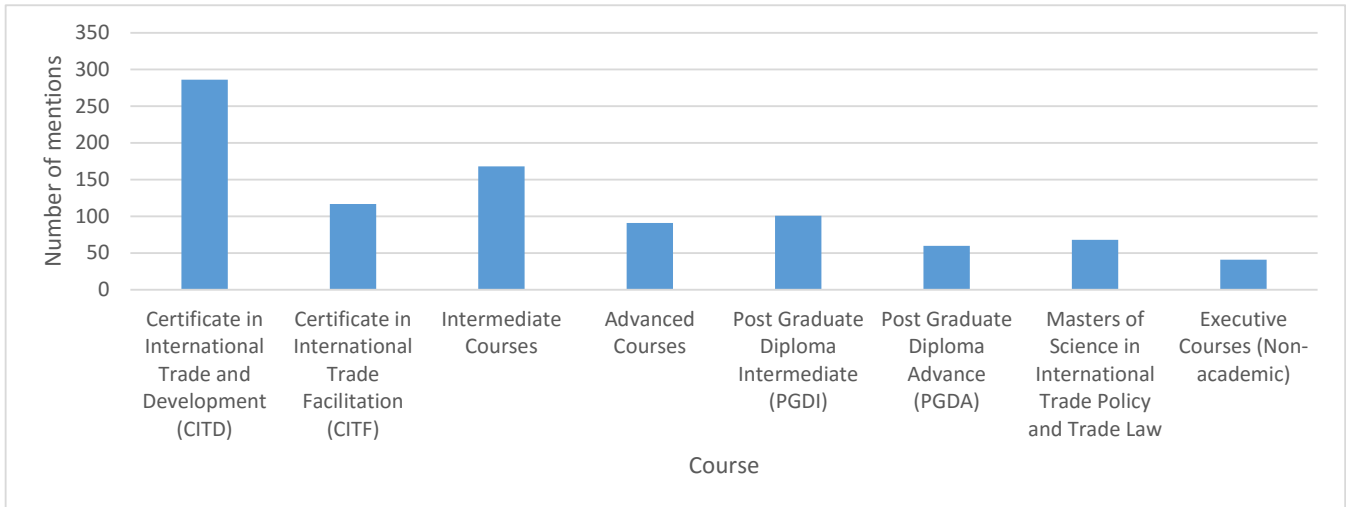


Figure 3: trapca courses completed (n=473, multiple mentions possible)

3.3 Age distribution of alumni

The 473 alumni who answered the question about their age, had a minimum age of 23 and an average age of 35. The representation of the various age-categories is illustrated in the figure below.

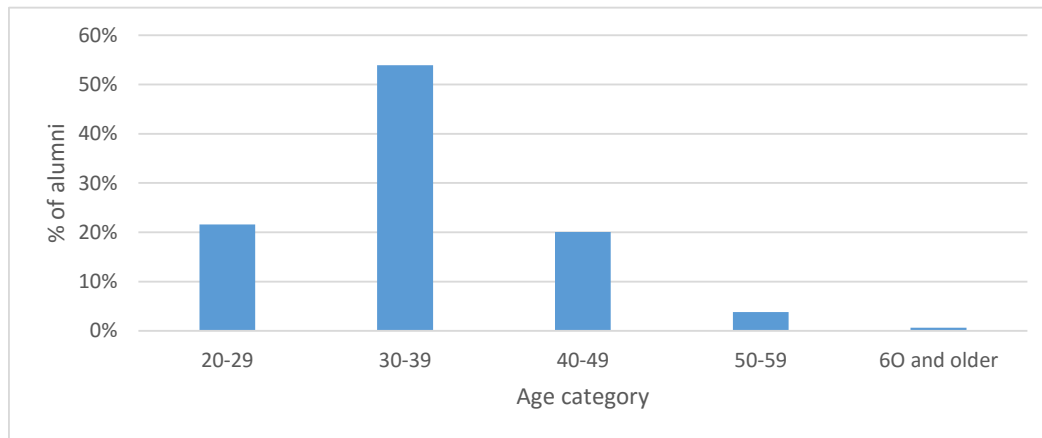


Figure 4: Age distribution of alumni (n=473)

Approximately half (54%) of the respondents fell into the 30-39 age category. A further fourth (42%) fell into the 20-29 and 40-49 age categories.

3.4 GENDER DISTRIBUTION OF ALUMNI

As indicated in the graph below, the majority of the respondents were male, with a gender split of 314 males (66%) and 159 females (34%).

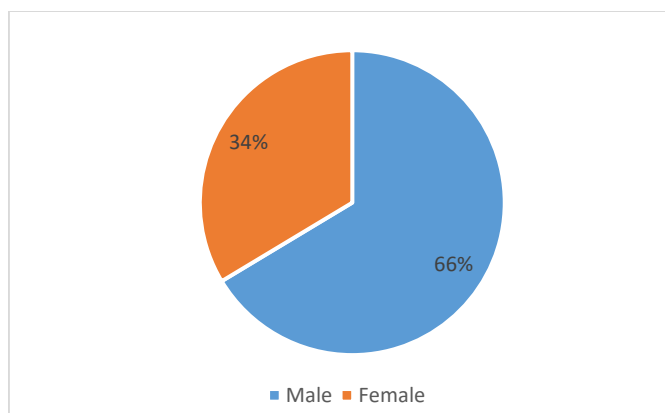


Figure 5: Gender distribution of alumni (n=473)

3.5 Nationality and country of residence

The alumni who completed the survey were asked about their nationality and country of residence. As indicated in the table below, the top five nationalities for the 473 alumni who answered this question were Tanzanian, Zambian, Ethiopian, Kenyan and Ugandan. The top five nationalities match the countries where these alumni currently reside. It may be possible that two percent of the alumni moved to Tanzania because of their studies with trapca, or because they were offered a job there afterwards.

Nationality	%	Country of Residence	%
Tanzanian	12%	Tanzania	14%
Zambian	11%	Zambia	10%
Ethiopian	10%	Ethiopia	10%
Kenyan	10%	Kenya	10%
Ugandan	10%	Uganda	8%
Zimbabwean	8%	Zimbabwe	8%
Cameroonian	7%	Cameroon	6%
Malawian	7%	Malawi	6%
Nigerian	6%	Nigeria	6%
Burkina Faso	3%	Burkina Faso	2%
Top 10 nationalities	85%	Top 10 countries	81%
Other nationalities	15%	Other countries	19%

Table 2: Nationality and country of residence. (n=473)

It is noteworthy that the top ten countries represent 81% of the overall respondents' country of residence. While the majority of alumni come from East Africa, it is evident that trapca also attracts a considerable amount of students from Southern and Western Africa.

The interview participants observed that there were many potential students and employers who were not aware of trapca and its programmes. These discussions identified a demand for trapca to expand to other regions, especially in West Africa, which highlight the opportunity to increase its awareness and visibility across Africa.

3.6 Employment status of alumni

The graph below illustrates alumni's current employment status. As many as four-fifths (82%) of the 414 alumni who answered this question, reported that they are employed and one-in-ten (9%) of the

respondents are running their own business. A further one-in-twenty (6%) of the respondents said they were studying full time. A few alumni were also unemployed at the time of the survey.

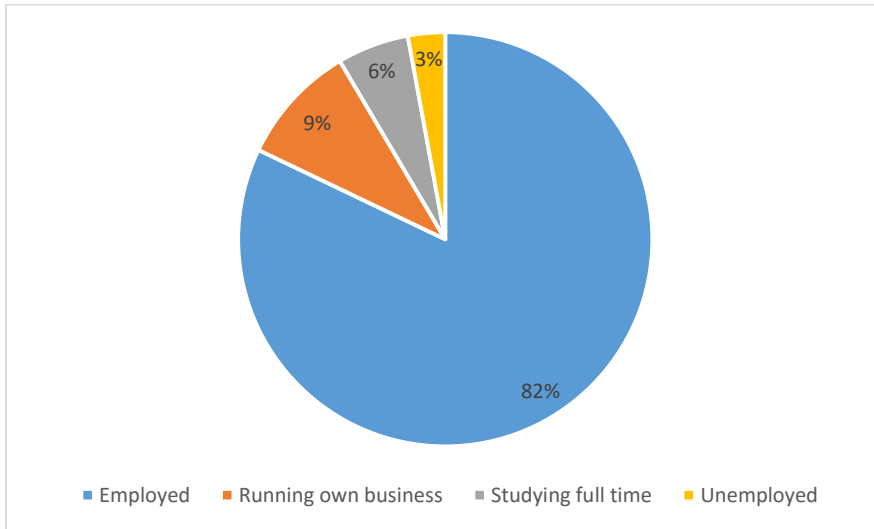


Figure 6: Employment status of alumni (n=414)

The discussions with alumni indicated that some alumni used the knowledge, skills and networking opportunities that they acquired through their studies with trapca to create new organizations. This additional positive impact on alumni’s work is discussed further on in this report.

3.7 Type of organizations that alumni work for

The alumni who completed the survey were asked to select the type of organization they work for. As indicated in the graph below, almost half (46%) of the 438 respondents indicated that they work for the government. A further quarter (26%) indicated that they work for a private company.

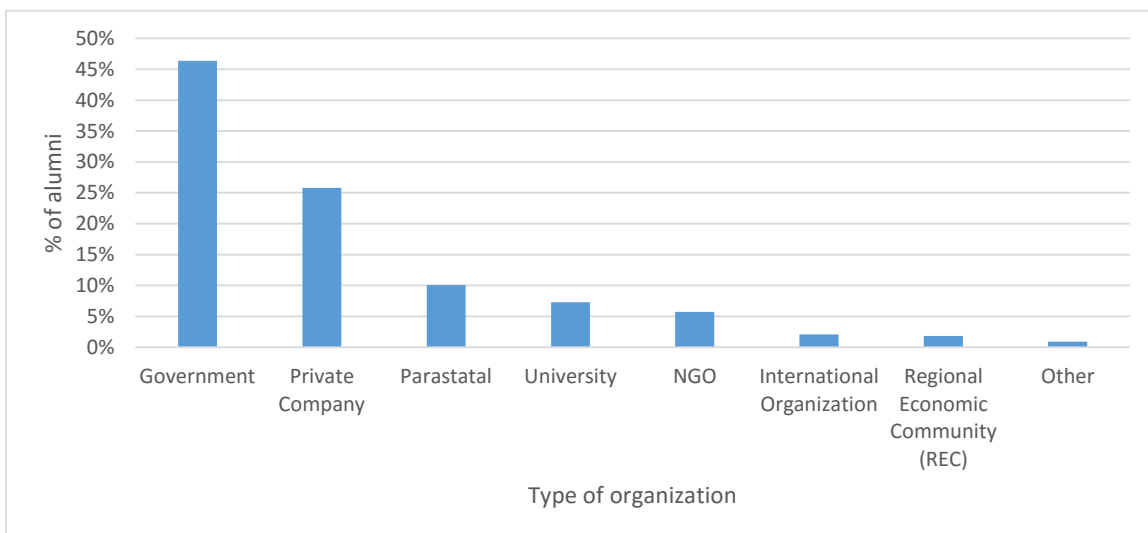


Figure 7: Type of organization that alumni work for (n=438)

The large proportion of students from government hints at the potential to impact significantly on policy processes.

Further on in this report, we discuss the recommendation by certain alumni, faculty staff and employers that trapca could increase its impact through greater collaboration with organizations and networks. Furthermore, alumni suggested that these collaborations should actively engage the private sector.

3.8 Current level in organization

Alumni were asked about their current level in the organization they work for. As indicated in the graph below, of the 438 alumni who answered this question, a majority (58%) indicated that they were employed in a middle level position. Furthermore, 27% of the respondents were employed in a senior level position and 10% were employed in a junior or low level position in their organization.

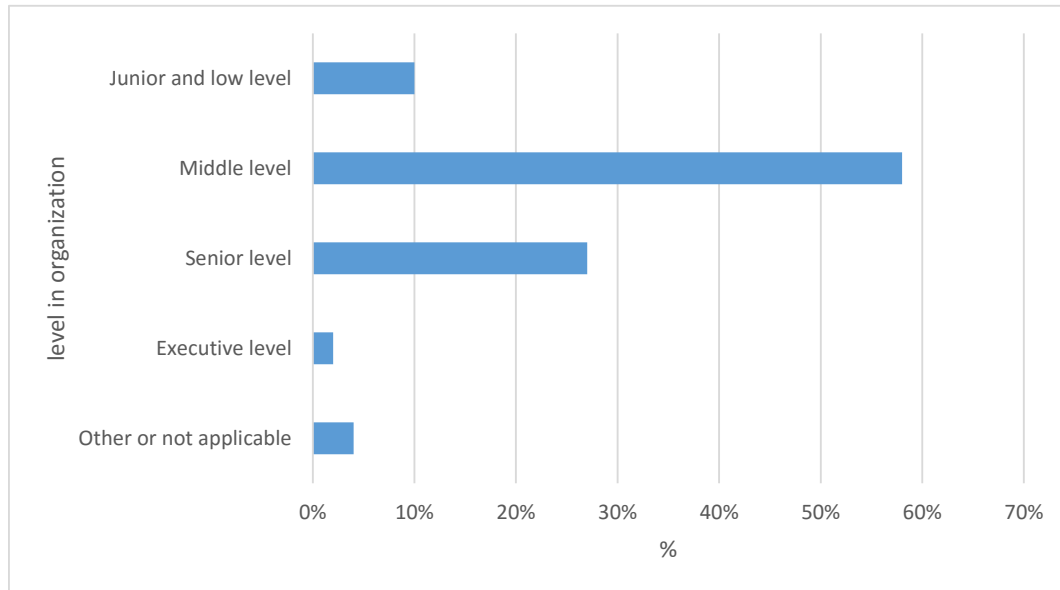


Figure 8: Current level in organization (n=438)

Alumni are likely to move up in their organizations over time, and gain more decision-making power as they enter into leadership positions. This will further extend trapca's long-term impact. Trapca might consider a short-term focus on enrolling more people at the executive level. This would enhance its impact on organizations as well as the number of executive level programmes completed.

4. TRAPCA'S PRIMARY IMPACT

This report hypothesized that trapca's primary impact would be on the students who have graduated from its courses, as this is the area that is most under trapca's influence and control. The findings validate this hypothesis.

This section assesses the impact that trapca has had on alumni's skills, knowledge, attitudes and networks. It also explores whether trapca enabled students to open up new opportunities for themselves and succeed in their careers. Overall, trapca's impact has been positive, though there are some areas for improvement.

4.1 Objectives for studying through trapca

Alumni were asked about their top three objectives for choosing to study through trapca. Of those 467 alumni who answered this question, Nine-in-ten (90%) said they had chosen to study in order to improve their skill levels. A further six-in-ten (60%) had planned to use their studies to help build their professional networks. A significant number also chose to study in order to move into a new field of work (43%), increase their earning potential (25%), apply for a new job (24%) or increase their reputation (21%). These findings are shown in the table below.

	% Who Had Objective	Of Those Who Mentioned, % That Achieved the Objective
To increase your earning potential	25%	64%
To get a promotion	16%	59%
To be able to apply for a new job	24%	38%
To move into a new field of work	43%	49%
To shift sectors	12%	37%
To build your professional networks	60%	83%
To improve your skill levels	90%	90%
To increase your reputation	21%	90%
Did not choose. My employer sent me.	4%	38%
Other	1%	67%

Table 3: Objectives for studying through trapca (n=467, multiple mentions possible)

Respondents were then asked which of their top three objectives had been achieved.

Nine-in-ten (90%) alumni who had intended to improve their skill levels or increase their reputation said they had achieved these objectives. Furthermore, a majority who had chosen to study in order to build their professional networks (83%), increase their earning potential (64%), or get a promotion (59%) said these objectives had also been achieved.

Approximately four-in-ten alumni who had chosen to study in order to move into a new field of work (49%), to be able to apply for a new job (38%), or to shift sectors (37%) said these objectives had been achieved. The interviews with alumni endorsed these findings, and revealed a number of examples of where trapca had helped alumni to better position themselves in the job market.

It is noteworthy that many alumni who had chosen to study in order to improve their skill levels and build their professional networks, had achieved these goals. It is suggested that trapca highlight its ability to improve alumni's skills and build professional networks in its marketing strategy.

4.2 trapca helped alumni to achieve their study objectives

Alumni were also asked to what extent their studies with trapca had helped them to achieve their top three objectives.

As indicated in the graph below, nearly two-thirds (64%) of the 467 alumni who answered this question, indicated that their studies made a big difference towards the achievement of their objectives. Furthermore, 17% of the respondents indicated that they could not have done this without trapca.

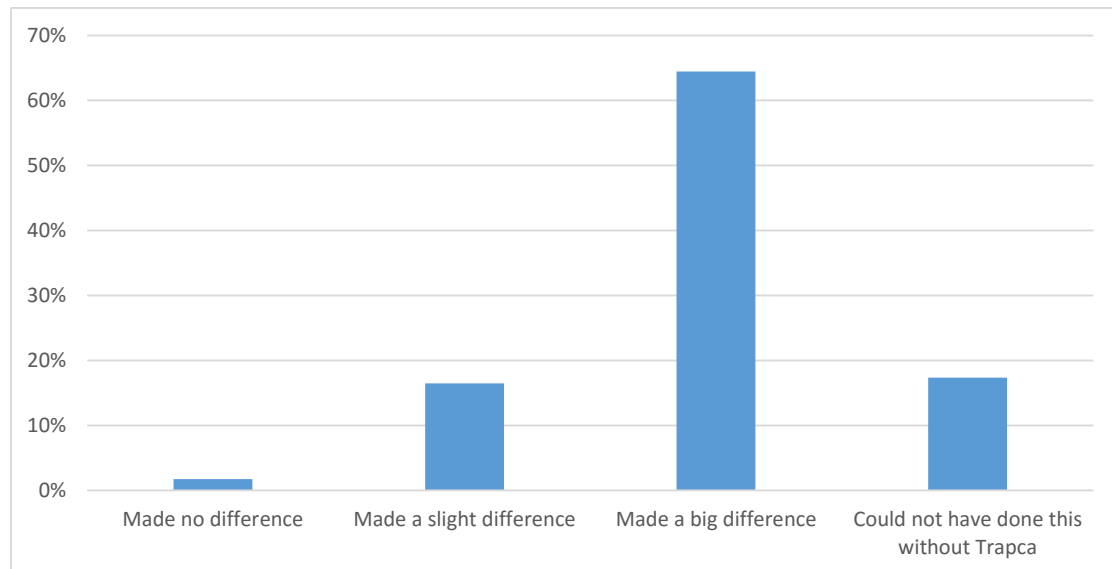


Figure 9: trapca helped alumni to achieve their study objectives (n=467)

These findings suggest that trapca has had a significant impact on its alumni's ability to achieve their objectives for studying. This is a finding that should be celebrated.

Below is an extract from one of the interviews to help illustrate this point.

"I have achieved my objectives to a large extent. Joining trapca has given me knowledge that I don't think I would have had access to from other universities. Especially from the fact that we are being taught by more or less the best from all over the world with such vast experience. I am getting first-hand information and it is also a benefit to me because I get to interact with people from different fields, so I get knowledge on a lot of things, not just trade facilitation, but even things that extend out of trade. It kind of gives me the full package, not just one particular field. It gives me a good perspective on things." trapca alumnus, Malawi.

4.3 Positive impact of trapca on alumni's skills

Alumni were asked a battery of questions about their abilities in the areas of data collection, trade policy and strategy, trade negotiations, trade facilitation, and leadership. For each indicator, alumni were asked about the extent to which they agreed or disagreed that trapca had helped to improve their abilities in this area. The reported impact on alumni's abilities is significant across all of these areas, though there are certain areas (such as "design support programmes for Aid for Trade") where there is room for trapca to further improve its curriculum.

Faculty staff and employers were also asked about alumni's abilities, perceived skills shortages and to provide examples of where alumni have used what they've learned in their studies to strengthen their organizations. These results will be discussed further on in this report.

A. Impact on ability to collect and analyse trade data

Alumni were asked about the impact of trapca on their ability to collect and analyse trade data. Of the 394 alumni who answered this question, more than four-in-five respondents said that they agreed or strongly agreed that trapca had improved their abilities to collect trade related data (89%), conduct trade related analysis (86%) or determine the impact of trade agreements (90%). These findings are shown in the graph below.



Figure 10: Impact on ability to collect and analyse trade data (n=394)

An alumna from Tanzania explained this impact of trapca in her own words.

“Trapca has helped me to learn more about trade and data analysis and therefore I think I am the only person in the office who can retrieve and analyse data from the Commodity Trade Statistics Database (COMTRADE) for example.” trapca alumna, Tanzania.

B. Impact on ability to develop trade policies and strategies

Alumni were asked to what extent they agreed or disagreed that trapca training had improved their ability to develop trade policies and strategies. Over three-quarters of respondents either agreed or strongly agreed that trapca had improved their abilities to conduct policy related research (85%), and develop trade policy and strategy documents (79%). Approximately two-thirds said that it had improved their abilities to “design support programmes for Aid for Trade” (65%), and this is an area where trapca could investigate how to incorporate into the curriculum. The graph below illustrates this positive perception.

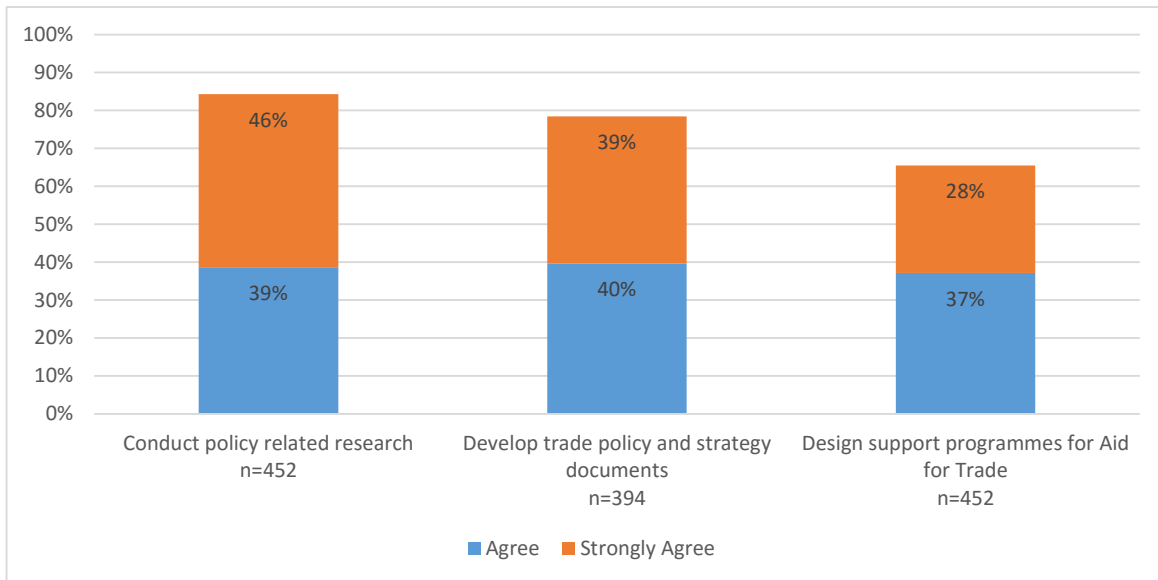


Figure 11: Impact on ability to develop trade policies and strategies

C. Impact on ability to engage in trade negotiations

Alumni were asked about the impact of trapca on their ability to engage in trade negotiations. As indicated in the graph below, slightly over two-thirds of alumni either agreed or strongly agreed that trapca had improved their abilities to establish offensive and defensive negotiation positions (75%), negotiate trade agreements (76%) and develop negotiations schedules (70%).

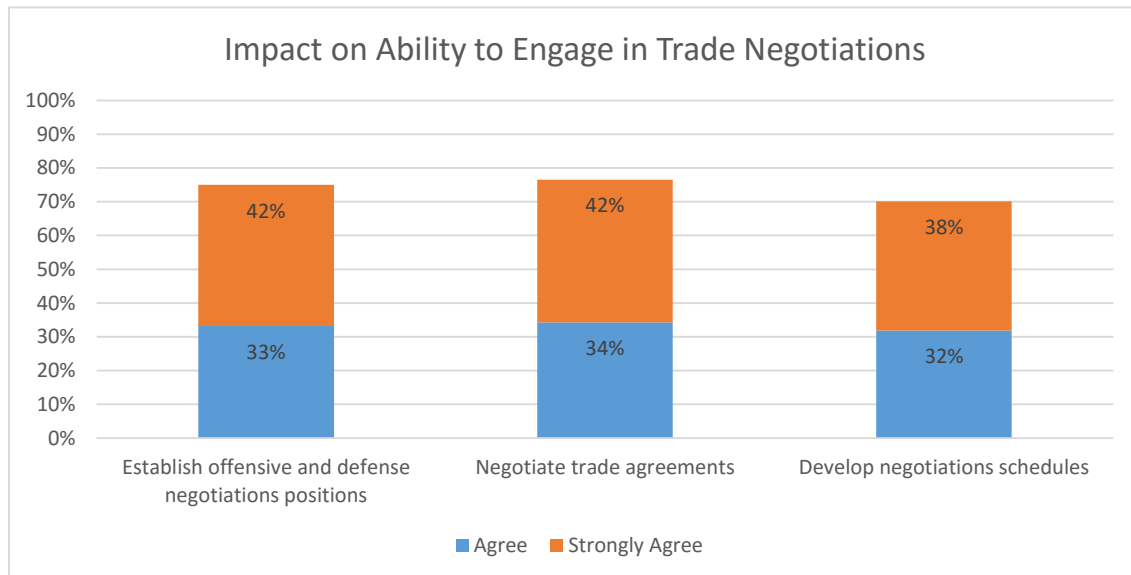


Figure 12: Impact on ability to engage in trade negotiations (n=452)

An alumnus from Gabon shared his story (see below) of how trapca helped him to negotiate Economic Partnership Agreements (EPAs).

"I am in charge of negotiations regarding Economic Partnership Agreements (EPAs) and what I learnt through my studies with trapca is very useful in this regard. I am also engaged in a PHD regarding the analysis of turbulence in regional trade negotiations in central Africa and the programme I attended at trapca gave me a very good base for the study." trapca alumnus, Gabon.

D. Impact on ability to facilitate trade

The alumni were asked to what extent they either agreed or disagreed that trapca studies improved their ability to facilitate trade. Approximately four-in-five alumni reported that their studies had helped them to better understand customs procedures (81%), understand trade corridors (81%), and improve coordination between regulatory bodies involved in trade (78%). These results are shown in the graph below.

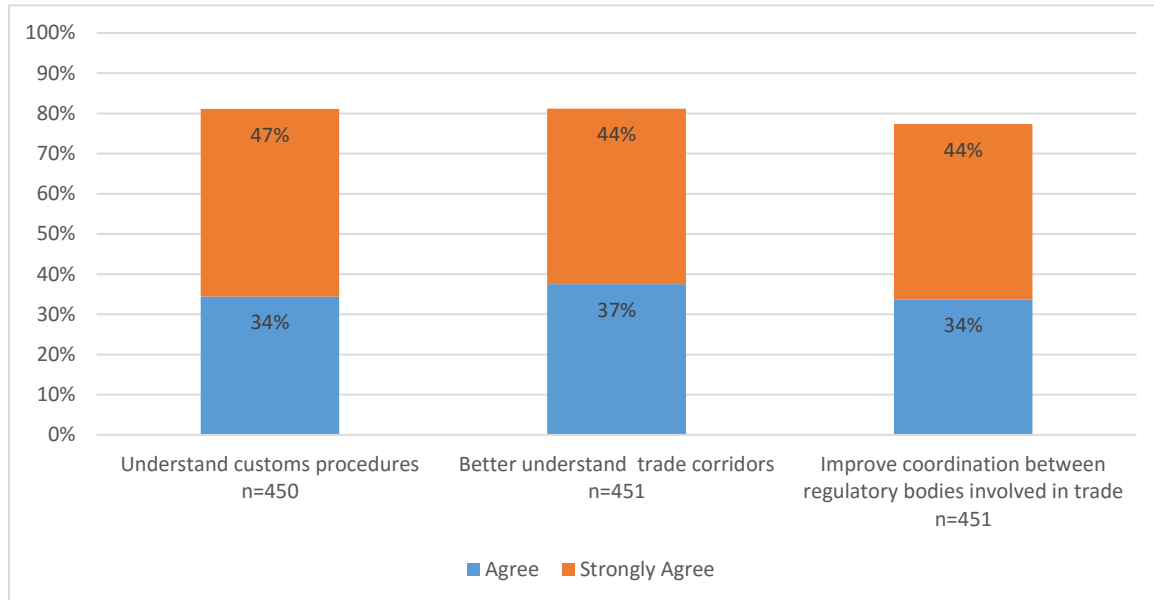


Figure 13: Impact on ability to facilitate trade

The quote below helps illustrate the perception of how trapca had helped alumni to improve their trade facilitation skills.

“My studies with trapca is very relevant and helpful regarding the understanding and implementation of trade facilitation agreements.” trapca alumnus, Malawi.

E. Impact on ability to provide effective leadership

Alumni were asked to what extent they agreed or disagreed that their studies through trapca had helped them to become more effective leaders in their organizations. As indicated in the graph below, over four-in-five alumni either agreed or strongly agreed that trapca had improved their abilities to provide effective leadership to their teams (88%) and strengthen their organizations (85%). This is a valuable and frequently overlooked area of impact.

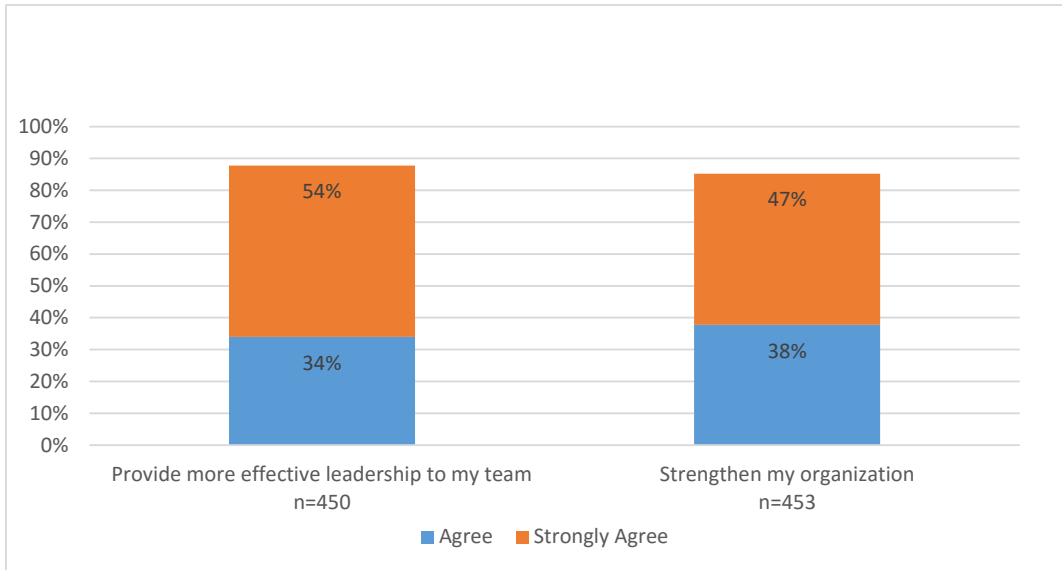


Figure 14: Impact on ability to provide effective leadership

4.4 Additional areas where trapca had an impact on alumni

The findings have clearly demonstrated the impact of trapca on the knowledge, skills and abilities of its alumni, and their ability to achieve their study objectives. In this section we explore some of the additional areas of impact.

Alumni were asked to what extent they agreed or disagreed that trapca training and qualifications had helped them in the six key areas, as indicated in the graph below.

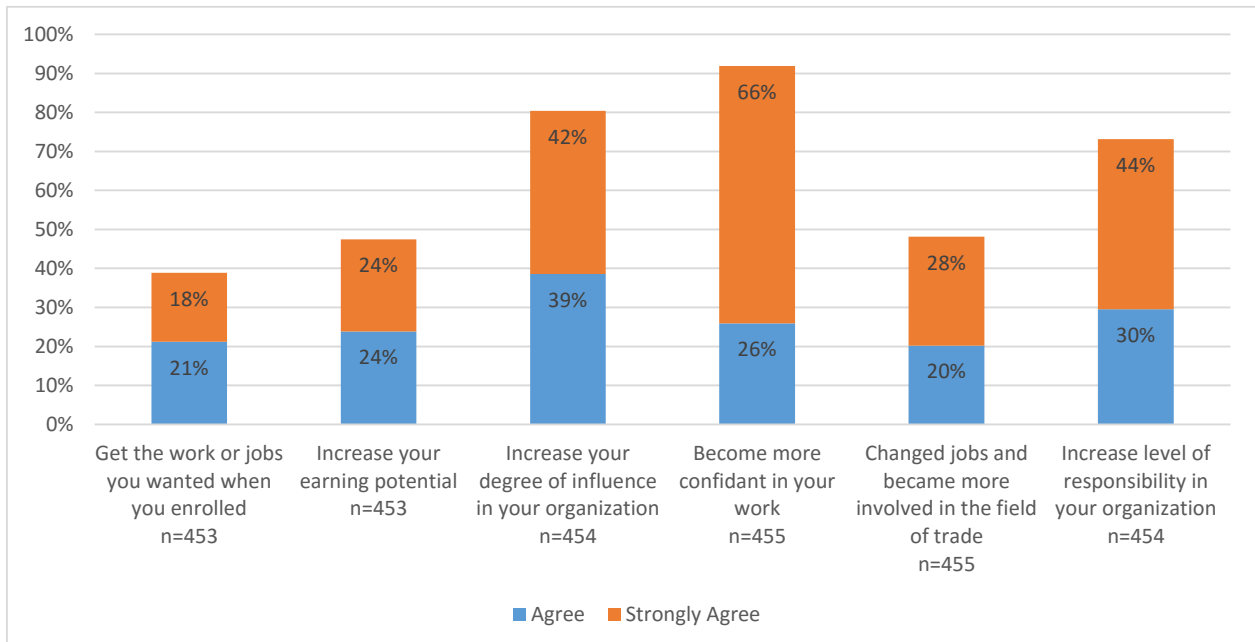


Figure 15: Additional areas in which trapca training helped alumni

The findings are quite diverse. Nine-in-ten respondents said that they either agreed or strongly agreed that trapca had helped them become more confident in their work (92%). Over two-thirds recognized the contribution to increasing their degree of influence (81%) or responsibility (74%) in their organizations.

Below is an extract from two of the interviews to help illustrate how trapca had helped alumni become more confident in their work.

“My studies with trapca has really influenced my job because I am more confident when dealing with trade matters in the bank and when negotiating with clients.” trapca alumna, Kenya.

“When you go home you really speak about issues of trade with confidence. They build confidence in us, they change our lives.” trapca alumna, Uganda.

trapca had a lower, but still significant, reported impact in helping students to increase their earning potential (48%), change jobs and become more involved in the field of trade (48%) or get the jobs or work they wanted when they enrolled (39%).

It is clear from the above graph (figure 14) and the table of objectives (table 3) that trapca had limited impact on alumni’s ability to get the work or jobs they want when they enrolled, but we must remember that this is an area of unintended impact. Rather trapca was more effective at what it had set out to do - helping its alumni to improve their skills and expand their professional networks.

The in-depth interviews with alumni did however reveal that trapca studies and qualifications had helped some alumni to improve their professional communication and writing skills, as well as positioning themselves in the job market.

“My skills in report writing has improved a lot since I was admitted with Trapca.” trapca alumnus, Kenya.

“The studies have given me a better advantage to find work, and will definitely have a positive impact on my future career.” trapca alumnus, Swaziland.

“trapca has enabled me to shift my training from a legal perspective to more of a trade/financial side of things which has greatly contributed to the possibility of changing my career.” trapca alumnus, Kenya.

4.5 Relevance of trapca’s curriculum

A key issue to explore was the relevance of trapca’s curriculum to alumni’s job and the work they do each day. A poorly designed curriculum runs the risk of severely undermining its impact. The alumni were therefore asked how relevant trapca’s curriculum is to their work in each of the following areas: trade policy, trade facilitation; trade analysis; trade law; and trade negotiations.

As indicated in the graph below, over nine-in-ten respondents said that the curriculum was either somewhat relevant or very relevant in each of these areas. These very high ratings suggest that trapca is following the needs of its students, employers and the region in general.

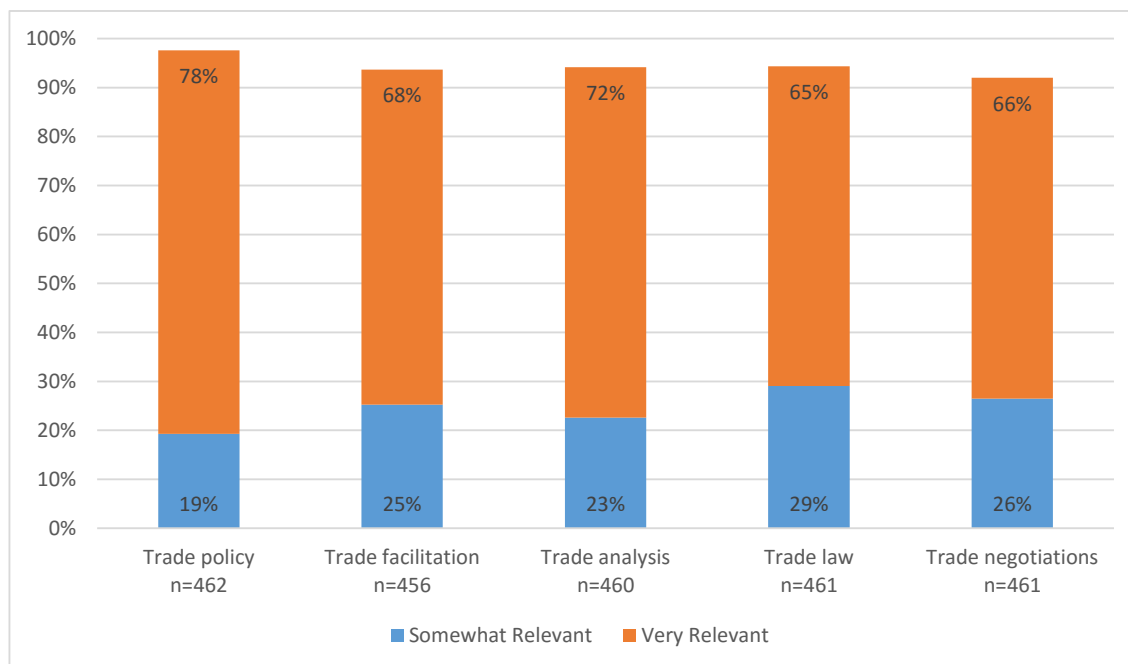


Figure 16: Relevance of trapca's curriculum

The in-depth interviews with faculty staff and alumni indicated that the curriculum was too pressurized and short to enable some students to fully understand and internalize all the information. It was suggested that more spaces could be introduced into the curriculum where students could apply knowledge and reflect, and where increased distance learning was supported. Faculty staff further indicated that collaboration with other academic institutions would enhance the exchange of knowledge and ideas, and identified the need for increased co-operation with RECs and other entities like the AU, AFDB, and the UN. Alumni also highlighted the need for faculty staff to use even more real-time and Africa-specific examples, and examples from Western and Southern Africa.

Furthermore, the faculty staff members who participated in the in-depth interviews were asked how the calibre of trapca students compare with other students they lecture or supervise, by referring to the ability and perceived shortcomings in the skills of graduates. The majority of the faculty staff indicated that trapca students can't be directly compared with other students as: the context is quite different; part-time versus full time studies; they are less academic and more practical-oriented; the time lapse from when many of them last studied; and as ability varies from student to student.

Faculty staff also observed that trapca students tended to have a better practical understanding of many of the subject matters given their previous work and study experience.

The perceived shortcomings in the skills of graduates from the perspective of employers and faculty staff included their: mathematical ability; writing skills; technical and analytical ability; knowledge of legal principles; and proficiency in English. Some of these shortcomings are likely to exist in students before they sign up to study through trapca. There is also a possibility that these foundational skills are not been met (nor are they intended to be) by the technical nature of trapca's programmes. It is thus possible for employers and faculty staff to believe that trapca students still lack certain writing or analytical skills, while the alumni can simultaneously believe that trapca has improved their writing skills and ability to collect trade-related data and conduct trade analysis.

4.6 Positive impact on the quality of alumni's work

It is also important to get a sense of the overall impact of trapca on the work of its alumni. Respondents were therefore asked if they agreed or disagreed that their studies had a positive impact on their work. As indicated in the graph below, approximately half (54%) of the 457 respondents strongly agreed that their studies had a positive impact on the quality of their work. A further third (35%) agreed that trapca had a positive impact on their work and the quality of their work. When combined, we see that a very high proportion with a representation of 89% have benefited in their work from their studies through trapca. This is a finding that should be celebrated and used in promotional material, particularly when targeting employers.

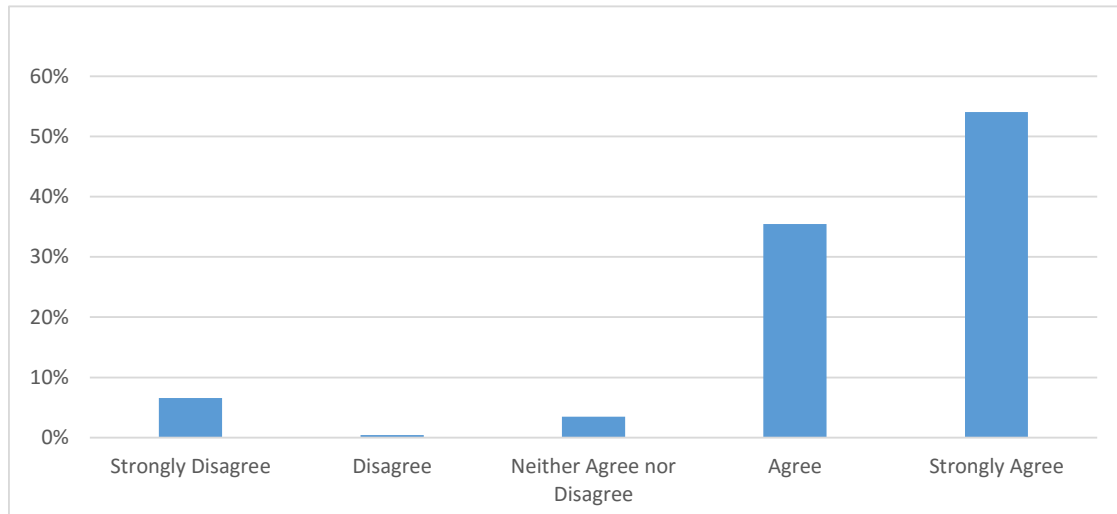


Figure 17: Positive impact of trapca on the quality of alumni's work (n=457)

The examples below help illustrate the perception of the positive impact that trapca has had on alumni's work.

"My studies with trapca has helped me to enhance my way of teaching and conveying information to my students". trapca alumnus, Ivory Coast.

"I was promoted twice since I have completed my courses through trapca. Moving from the very junior level to the higher level has somehow been impacted by the knowledge that I have acquired on trade and trade related issues." trapca alumna, Lesotho.

"I strongly agree that trapca has made me to be a better professional." trapca alumna, Kenya.

"The knowledge that I gained from trapca in investment and trade assisted me a lot in my line of work." trapca alumnus, Tanzania.

"Trapca has made a big difference in my career because I was totally new concerning trade policy, trade law and negotiations. They gave me something valuable which is useful to my office, my career, my country as well as my future." trapca alumna, Tanzania.

It is recommended that trapca utilize these types of stories in its marketing material.

4.7 Impact on professional networks

Studying is not all about gaining knowledge and skills. A good academic institution should also help students to build their professional networks. The examples below illustrate how alumni's studies with trapca had provided a forum to exchange knowledge, information and experiences.

"I learned how to operate and function in a multinational environment, which will help me when I work in an international organization with people from all over." trapca alumnus, Ivory Coast.

"I have built and continue building my professional network through the courses I have taken." trapca alumna, Gambia.

"I was able to meet a lot of people and I have learned a lot from networking with the other students and professors." trapca alumna, Nigeria.

"I have made networks all over Africa, both from the student body and teaching fraternity. Networks which have expanded my mind-set and lead to further collaboration on international made work." trapca alumna, Kenya.

Further on in this report, we discuss the recommendation by alumni, faculty staff, and employers to further enhance the alumni network and information sharing by providing a platform for alumni to share their post-study achievements and involvements.

4.8 Motivation to study further

The discussions with alumni revealed that a significant number of them felt empowered and motivated to study further, and were able to find opportunities to do so. This was an unexpected area of impact.

As mentioned earlier in the report, many of the students continue to study a combination of courses and degrees through trapca. Three alumni members also shared their story (see below) of how their studies had motivated them to pursue further learning opportunities outside of trapca.

"My studies with trapca helped me to learn more regarding trade facilitation and trade negotiations within the World Trade Organization (WTO), which gave me the confidence and knowledge to complete ten additional certificates, seven from the WTO and three from the International Trade Centre (ITC)." trapca Alumna, Kenya.

"After my trapca courses I was able to do an internship at the WTO in Geneva where I could apply my knowledge of trade related issues that I have captured mostly through my trapca courses." trapca alumna, Lesotho.

"Trapca training enabled me to meet the requirements for further studies which has really improved my skills". trapca alumna, Nigeria.

It is suggested that trapca highlight its ability to serve as a catalyst for further learning. They could also increase their collaboration with other learning institutions or guide students towards internship or study opportunities that would complement the studies that they had completed through trapca.

4.9 Likelihood to recommend trapca

This section of the report had discussed the perceived impact of trapca studies on the skills, knowledge, networks and careers of its alumni. The findings suggest that it has had a significant impact on the alumni

that have graduated from its programmes. However, a good measure of appreciation and impact is whether alumni would recommend trapca to their friends or colleagues.

Respondents were asked how likely or unlikely they were to recommend trapca to a colleague or friend. Endorsing the earlier findings, the graph below illustrates that almost all respondents (99%) said that they were either likely or very likely to recommend trapca.

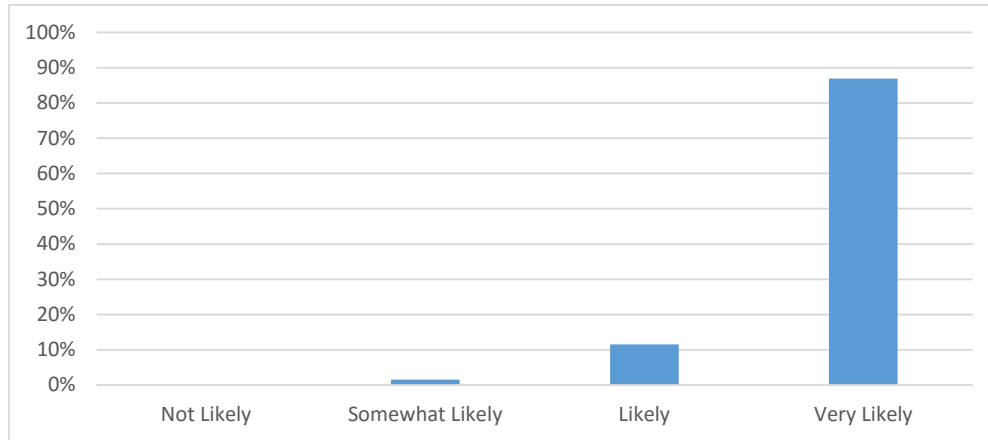


Figure 18: The likelihood of alumni to recommend trapca (n=450)

It is recommended that trapca utilize this insight and engage with alumni around promoting trapca to potential students. Given this degree of loyalty, is also likely that alumni may choose to study further through trapca. This is why it's so important to track students and maintain an updated and clean contact database.

5. TRAPCA'S SECONDARY IMPACT

It is assumed that trapca would have had some secondary impact on the organizations that employ alumni and their field of expertise and practice. This would result from more capable alumni operating in and increasing their contribution in various organizations and regional structures. The questionnaire and discussion guides therefore explored possible areas of secondary impact.

However, this line of enquiry was conducted with appropriate caution, as it is difficult to attribute such positive changes only to trapca. Instead, many other individuals, organizations and forces typically work together to influence change at an organizational, country or regional level. A total of 15 employers were surveyed using a mix of in-depth interviews and self-completed questionnaires. We need to bear in mind that the opinions of these employers may not necessarily be representative of all the employers that employ trapca graduates. This means that any insights arising from this part of the survey should be treated with appropriate caution.

5.1 Creation of new organizations

Another interesting theme that arose during discussions with alumni was how many of them used the knowledge, skills and networking opportunities that they acquired through their studies with trapca to create new organizations. Here are two good examples to illustrate this point.

"I started an NGO, Paarl Authority, in 2010, but I didn't have writing skills so I couldn't write proposals to obtain funding. When I came to trapca I firstly wanted to extend my knowledge on international trade, but we started with analytical writing skills, which enabled me to write my first proposal for the NGO in 2012. I submitted the proposal to the German Embassy, who informed me that they received over 3 000 proposals, but they are only funding nine. My proposal was among the best and was granted funding. This is a result of trapca, because initially I couldn't do any writing." trapca alumna, Uganda.

"We formed the Africa Trade Lawyers Association (ATLA) in 2015 to assist African Trade Lawyers in finding consulting work, to create a platform for discussion, and generally increase the availability of trade-related skills throughout Africa. ATLA is proactively targeting trapca alumni to join the Association. ATLA also received accreditation to be at the WTO Ministerial Conference that took place in Nairobi, and I think trapca was a positive influence on this." trapca alumna, Tanzania.

5.2 Relevance of trapca's programmes to organizations in Africa

Discussions with alumni, faculty staff and employers explored the relevance of trapca to the needs of the organizations involved in trade in Africa. The comments below help illustrate the sense that trapca remains relevant and fulfils an important need in Africa.

"I am involved in trade policy issues on a daily basis and most African countries were lacking a course on education and training in this field. So trapca is very relevant for all the countries in the continent." Faculty staff.

"It is very relevant because most African countries are looking at trade as an engine of growth and development." Faculty staff.

"The WTO is a member-driven organization, which means that the burden falls on each member to come to the negotiations well prepared to put forward proposals and defend them. Otherwise the voice and the interests of a member will not be taken into consideration in the final agreement. The main issue for most African countries is the lack of knowledge of these rules and the impact on their economies. The trapca training fills in this gap and provides them the knowledge and the tools for the impact assessment studies to benefit their economies." Faculty staff.

Employers who participated in the in-depth interviews identified the need for increased collaboration with trapca. On one hand, this increased collaboration will help employers to gain a better understanding of trapca and the programmes they offer. On the other hand, it will help trapca to align its curriculum to be more responsive to the needs of industry.

Employers provided the following suggestions on how trapca can strengthen its networks with organizations involved in trade in Africa: increase participation in regional trade forums; collaborate with other universities and institutions regarding training courses and research; and perhaps establish regional contact points, where alumni could be the liaison officer.

In addition, employers suggested that trapca can further enhance its overall impact and contribution to trade in Africa by extending their training to West African countries. Suggestions include: opening new training centres or increasing online training programmes; making alumni more visible and sharing their knowledge and experiences; and perhaps undertaking field visits to create a better balance between theoretical and practical knowledge and skills. These suggestions align with the recommendations from alumni and faculty staff.

The discussions with employers further revealed that their organizations have a demand for the following skills or capabilities: risk management, knowledge on trade competitiveness and commodity markets, trade facilitation, trade policies, experience in trade negotiations, customs cooperation, ability to analyse trade data and policies, knowledge on drivers of trade, and IT skills. Trapca can increase its impact and relevance by enhancing skills development in these areas.

5.3 Increased alumni contribution to organizations and networks

It was considered that some alumni would increase their level of intellectual contribution to key trade organizations or networks as a result of their studies.

These results are illustrated in the graph below, with the number of respondents being shown below each indicator. The findings revealed that over two-thirds of respondents said their studies through trapca had enabled them to contribute slightly or significantly more to public sector institutions (78%), think tanks (70%) and regional economic communities (66%) such as the EAC, SADC, ECOWAS, CEMAC, COMESA. Their level of intellectual contribution to national and regional chambers of commerce (62%), civil society organizations (61%), private sector representative organizations (59%), international donors (49%), multilateral organizations (49%) and diplomatic missions (46%) had also improved since their studies with trapca.

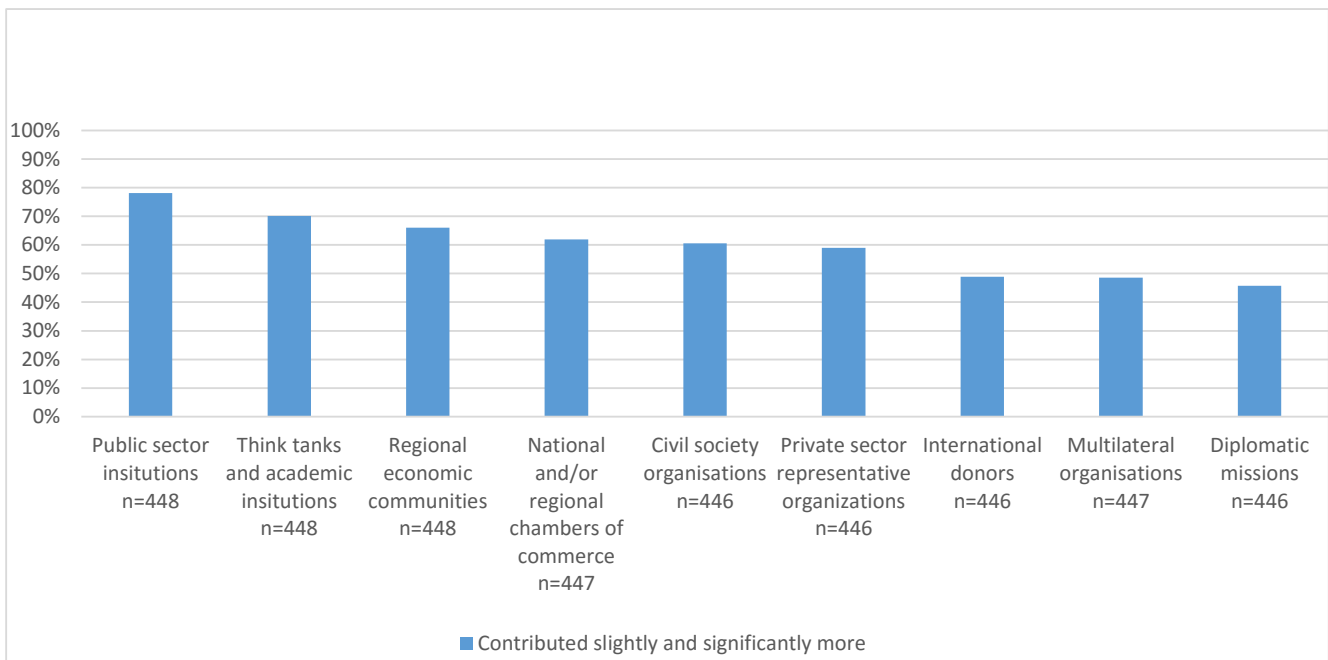


Figure 19: Increased alumni contribution to organizations and networks.

The increased level of intellectual contribution to these trade organizations and networks is likely to be beneficial to trade in Africa.

Below is an extract from two of the interviews to help illustrate how trapca had helped alumni to increase their contribution to organizations and networks.

“I am now thinking about how to help our country to participate more in international trade. I want to assess how we can benefit from aid-for-trade and how to use trade facilitation to increase our trade. It is a strategy that I am working on for our country.” trapca alumnus, Togo.

“The knowledge I am earning will help my country in areas of trade policy and trade negotiations in the future.” trapca alumnus, South Sudan.

Faculty staff and employers were also asked to provide some examples of where trapca alumni had used what they’ve learned in their studies to strengthen their organizations and contribute towards trade in Africa.

Numerous examples of such alumni were provided. These included: a graduate who is the Director of Action Green for Trade and Sustainable Development at the Consumer Unity & Trust Society in Kenya; a graduate who works for the Economic Community of Central African States (ECCAS) and manages donor-funded projects on trade and investment for the whole region; a graduate who works for the Ministry of Trade in Kenya and has been sent to Dubai to represent the country at a trade expo; a graduate who lectures on Trade Policy at the University of Benin. The example of a graduate who now works for the Integrated Framework in Geneva, and example of a graduate who is an intern at the WTO Accessions Office in Geneva was also provided. Another graduate was promoted to Manager for Trade Facilitation and Tariff Management, and he is currently seconded at the World Customs Organization (WCO) office in Belgium as a Professional Associate/Facilitation Directorate.

The employers who participated in the in-depth interviews were also asked to identify some of the distinctive skills that trapca graduates had been able to offer their organizations. These included: skills and knowledge in the field of trade facilitation, trade policies, trade negotiations, analysing trade data, recognising the implications and advising on the necessary trade or customs related actions in the

interest of the organization. The tendency of graduates to have practical prior experience was also highlighted.

Employers were also asked to discuss the perceived shortcomings in the skills of trapca graduates. Three of the (15) employers said that alumni struggled to link academic knowledge with real world, implementation of trade agreements. These employers felt that some alumni held viewpoints that were theoretical and didn't always apply in a real trade context. This suggests that trapca should strive to tighten the connection between theory and practice, thereby enhancing its value to industry. Perhaps a more applied or simulation-modelled component of the trapca programme might be appropriate.

The examples below illustrate how employers perceive the positive impact of trapca on alumni's knowledge and skills, and their contribution to organizations and networks.

"I noticed a big improvement in his understanding of international trade practices and how he responds to issues." Employer, Ethiopia.

"trapca graduates have been able to contribute to the organization and trade in Africa through programme implementation, undertaking analysis and preparing research papers. Employer, Tanzania."

"She has exhibited a lot of educational prowess and technical expertise that cuts across the entire mandate of the department. I would highly attribute this to the fact that she is an alumna of trapca." Employer.

"The training allowed him to improve his knowledge in trade and marketing, on methods of analysis, and it also allowed him to have improved his skills in business English." Employer

"He benefited a lot from trapca. He significantly improved his skills, especially trade policy analysis." Employer

"trapca training has been transformatory not only to the graduate, but to students that she teaches, other members of staff in my institution and other institutions. After her PGDI from trapca, she was offered to teach international trade modules in two private Universities in Cameroon on part time basis. So far she's been able to manage her timetable well. Many people look up to her especially on issues related to research, data collection and analysis." Employer

5.4 Increased involvement of organizations in trade

Alumni were asked to what extent they agreed or disagreed that their studies through trapca had helped their organizations to become more active in the field of trade.

As indicated in the graph below, the majority (63%) of the 450 respondents either agreed or strongly agreed that trapca had helped their organization to become more active in the field of trade. A further quarter (25%) of the respondents are undecided and expressed a neutral response. This response pattern is more hesitant than the findings presented in the previous sections of the report. Perhaps this is because any increased involvement of these organizations in the field of trade is likely to be influenced by many variables, not just trapca.

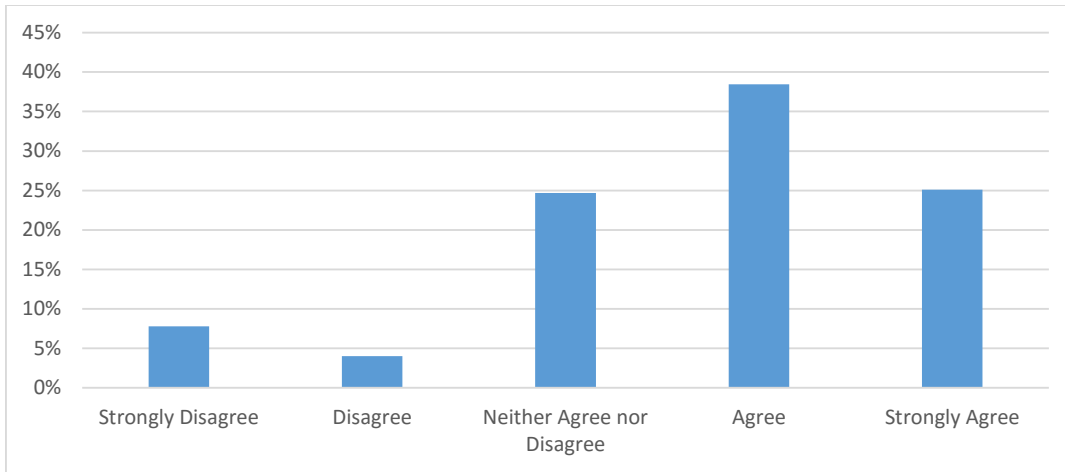


Figure 20: Increased involvement of organizations in trade (n=450)

Below are two snippets from the in-depth interviews to help illustrate the perceived positive impact that trapca has had on the trade environment in Africa.

*“trapca is making a substantial contribution to capacity building of trade experts in the continent.”
Employer, Tanzania.*

“trapca is contributing to build trade and investment capacity in Africa.” Faculty staff.

6. KEY FINDINGS

This impact evaluation aimed to assess the effectiveness, relevance and impact of trapca. It examined the profile of alumni and its primary impact on their skills, knowledge, networks and careers. This impact was clearly evident and trapca should be commended for its impact in these areas. A number of areas where trapca could improve its programmes and impact were also identified.

This evaluation also gathered some sense of trapca's secondary impact on employers and trade in Africa. However, although some valuable insights were gathered, it is difficult to attribute such impact solely to trapca; instead it is influenced by many agents and structures.

This section touches on fourteen key findings that were uncovered during this research. It also presents a set of recommendations for how trapca's relevance and impact on trade in Africa could be increased.

6.1 Profile of trapca students

The research clearly highlighted the profile of the alumni. The majority were Tanzanian, Zambian, Ethiopian, Kenyan and Ugandan who both lived and worked in these countries. The majority of alumni are currently aged 30-39. There is roughly a 2:1 gender split between male and female alumni. More than four-fifths of alumni were employed, though approximately one-in-ten ran their own companies. The largest employer of alumni were governments followed by privately owned companies and then parastatals. The majority of alumni said they were in middle management, though many staff from senior management or junior positions have also chosen to study through trapca. Over time, we expect to see alumni moving up in their organizations.

6.2 Objectives for studying through trapca

It is noteworthy how many alumni who had chosen to study through trapca in order to improve their skill levels and build their professional networks. Even more impressive, is how many of these alumni had achieved these objectives. Furthermore, nearly two-thirds (64%) of the 467 alumni who answered this question, indicated that their studies had made a big difference towards the achievement of their objectives. Many students felt that studying through trapca would also enable them to get a new job or shift sectors. However, trapca's influence in these areas was less pronounced, which is understandable given that this is not trapca's primary area of intended impact.

6.3 Positive impact of trapca on alumni's skills

The impact of trapca on alumni's abilities is significant across the areas of data collection, trade policy and strategy, trade negotiations, trade facilitation, and leadership. Alumni said that trapca had helped to increase their knowledge and skills in these areas.

6.4 Relevance of trapca's curriculum

Over nine-in-ten respondents said that the curriculum was either somewhat relevant or very relevant in each of the following areas: trade policy, trade facilitation; trade analysis; trade law; and trade negotiations. These very high ratings suggest that trapca is following the needs of its students, employers and the region in general. The results from the in-depth interviews did; however, identify some shortcomings. Significant themes include tightening the link between theory and practice, increased collaboration with industry, and by relieving some of the time pressure.

6.5 Positive impact of trapca on alumni's work

A very high proportion of the respondents (89%) agreed that their studies with trapca has had a positive impact on their work and the quality of their work. This statistic was substantiated by the stories of some of the alumni we interviewed. It is recommended that trapca highlighting its positive impact in this area when promoting trapca to employers.

6.6 Impact on alumni's careers

A majority of the alumni also indicated that their studies through trapca had helped them become more confident in their work, and increase their degree of influence or responsibility in their organizations. trapca had a lower, but still significant, reported impact in helping alumni to increase their earning potential, change jobs and become more involved in the field of trade or get the jobs or work they wanted when they enrolled. The in-depth interviews with alumni also revealed that trapca studies and qualifications had helped to improve their professional communication and writing skills, as well as position them in the job market. However, the issue of ensuring that alumni's and employers' expectations are aligned with the likely outcomes of their studies, must still be addressed.

6.7 Creation of new organizations

Furthermore, some alumni used the knowledge, skills and networking opportunities that they acquired through their studies with trapca to create new organizations. This potentially had a positive spill-over effect regarding employment and knowledge transfer. However, remember that fewer than one-in-ten alumni ran their own businesses, and many of these businesses may have existed before the founders studied through trapca.

6.8 Impact on professional networks

This evaluation revealed that trapca had provided a forum for alumni to exchange knowledge, information and experiences. An alumna from Kenya for example expressed this positive impact: "I have made networks all over Africa, both from the student body and teaching fraternity. Networks which have expanded my mind-set and lead to further collaboration on international made work."

6.9 Motivation to study further

The discussions with alumni revealed that a significant number of them felt empowered and motivated to study further after completing their studies through trapca. This was an unexpected area of impact. It appears that many alumni continued to study a combination of courses and degrees through trapca, while some alumni were motivated to pursue further learning opportunities with other institutions. For example, one alumna shared her story of how her studies through trapca had given her the confidence and knowledge to complete ten additional certificates from the WTO and ITC.

6.10 Likelihood to recommend trapca

Almost all respondents (99%) said that they were either likely or very likely to recommend trapca. This finding is a good measure of appreciation and impact, and also demonstrates how loyal alumni are to trapca. It is recommended that trapca utilize this insight and engage with alumni in its promotion to potential students.

6.11 Increased alumni contribution to organizations and networks

Over two-thirds of respondents said their studies through trapca had enabled them to increase their contribution to public sector institutions, think tanks and regional economic communities such as the EAC, SADC, ECOWAS, CEMAC, and COMESA. The increased level of intellectual contribution to these trade organizations and networks is likely to be beneficial to trade in Africa.

Faculty staff and employers observed that trapca alumni tended to offer practical skills in the areas of trade analysis, strategy, facilitation, negotiation etc. However, it was also observed that many alumni already had some skills and experience in these areas, even before signing up to study through trapca.

6.12 Increased involvement of organizations in trade

The majority of alumni agreed that trapca had helped their organization to become more active in the field of trade. However, this is an area where the impact of trapca can only be tracked anecdotally. Numerous examples were provided of where alumni had used what they've learned in their studies to strengthen their organizations and contribute towards trade in Africa. However, it is important to bear in mind that such impact is also likely to have been influenced by other people and organizations.

6.13 Increased awareness and greater visibility across Africa

Alumni and faculty staff both observed that several potential students and stakeholders were not aware of trapca or the programmes it offers. Remember that four-fifths of alumni come from just five countries. This highlights the opportunity to further increase the awareness into Western and Southern Africa. It was suggested that trapca consider opening additional offices or distance learning centres in these regions.

6.14 More engaged alumni network

Both alumni and faculty staff acknowledged that trapca had provided a forum to exchange knowledge and experiences, and to build professional networks. It was however suggested that this engagement is enhanced by maintaining closer contact with alumni and learning about their activities, achievements and insights. Injecting additional life into this network would also help to market trapca. But more effort must first be put into updating and cleaning the alumni database.

6.15 Relevance of trapca's curriculum to organizations in Africa

Over nine-in-ten respondents said that trapca's curriculum was relevant to their work in the areas of trade policy, trade facilitation, trade analysis, trade law, and trade negotiations. This suggests that trapca is in touch with the needs of its students and the sectors they work in. While the in-depth interviews with alumni, faculty staff and employers confirmed that trapca remains relevant and fulfils an important need in Africa, it became clear that there were three areas where they could improve. The first is to increase collaboration between trapca and stakeholders (particularly employers), as it will help stakeholders to gain a better understanding of trapca and the programmes they offer. It will also help trapca to insure the alignment of its curriculum with the needs of industry. The second area involves deepening the connection between theory and practice so that students are better able to implement what they have learned.

7. CONCLUSION

The impact of trapca on the abilities of its alumni is clearly evident, particularly in the areas of data collection, trade policy and strategy, trade negotiations, trade facilitation, and leadership. There was a sense that alumni had become more confident and capable in their work, and that their professional networks had been improved. Many alumni also reported that they had been able to increase their influence and responsibilities in their organizations.

The discussions further revealed that trapca remains relevant and fulfils an important need in Africa. Alumni also said their studies had enabled them to increase their contribution to their organizations and networks.

However, the evaluation also identified some areas where trapca's operations could be improved. These included giving more time for students to complete assignments and internalise knowledge, increasing awareness and visibility of trapca across Africa, strengthening its alumni network, and deepening collaboration with other stakeholders.

Overall, the tone of this report is positive and trapca should be commended for its positive impact on alumni, organizations, and trade in Africa.

8. ANNEXURES

Annex A: Indicators from online questionnaire

Indicators from online questionnaire
Did you participate in a training programme offered by trapca between 2006 and 2015?
trapca courses completed by alumni
Year in which alumni completed their most recent course through trapca
Age
Gender
Nationality
Country of residence
Current employment status
Type of organization alumni work for
Current level in organization
Top three objectives for choosing to study through trapca
Indication of which of these three objectives have been achieved
To what extent alumni's studies with trapca helped them to achieve the above objectives
Relevance of trapca's curriculum to alumni's work
Areas in which trapca training and qualifications have helped alumni
Positive impact of trapca on alumni's work and the quality of alumni's work
Positive impact of trapca on alumni's ability to collect and analyse trade data
Positive impact of trapca on alumni's ability to develop trade policies and strategies
Positive impact of trapca on alumni's ability to engage in trade negotiations
Positive impact of trapca on alumni's ability to facilitate trade
Positive impact of trapca on alumni's ability to provide effective leadership
Impact of trapca on alumni's level of contribution to organizations and networks
Positive impact of trapca on organizations' participation in the field of trade
How likely alumni would recommend a trapca programme to a colleague or friend



Impact Evaluation of trapca 13 October 2015

Draft Survey Questionnaire for trapca Alumni



SECTION A: INTRODUCTION

The Trade Policy Training Centre in Africa (trapca) is currently undertaking a research study to measure the impact of its training programmes on its beneficiaries. As you have participated in one of trapca's programmes, we are interested in learning more about your experiences and the impact it has had on your career.

The results of this study will contribute to a better understanding of the overall impact of trapca's programmes and how they can be improved.

Therefore, we kindly ask you to complete this survey, which will take less than 15 minutes to complete. Your answers will remain confidential. We have contracted Imani Development to manage this survey, and their researchers will only provide us with the overall survey results.

For more information on this survey, please contact trapca-survey@imanidevelopment.com.

SECTION B: SCREENING QUESTIONS

1. **Did you participate in a training programme offered by trapca between 2006 and 2015?**

Select an appropriate answer.

Please make a tick or cross in the relevant box	
Yes	→ Continue with questionnaire
No	→ Exit interview

2. **Please select the courses you have completed.**

You can select more than one category.

Certificate in International Trade and Development (CITD)	
Certificate in International Trade Facilitation (CITF)	
Intermediate Courses	
Advanced Courses	
Post Graduate Diploma Intermediate (PGDI)	
Post Graduate Diploma Advance (PGDA)	
Masters of Science in International Trade Policy and Trade Law	
Executive Courses (non-academic)	

3.	In which year did you complete your <u>most recent</u> course through trapca?
	<i>Select the appropriate answer.</i>

2006	
2007	
2008	
2009	
2010	
2011	
2012	
2013	
2014	
2015	

**SECTION C:
PERSONAL DETAILS**

4.	What is your age?
	<i>Complete the text box below.</i>

Enter your age:	
-----------------	--

5.	What is your gender?
	<i>Select the appropriate answer.</i>

Male	
Female	
Prefer not to answer	

6.	What is your nationality?
	<i>Complete the text box below.</i>

Nationality:	
--------------	--

7.	In which country do you currently live?
	<i>Complete the text box below.</i>

Country:	
----------	--

**SECTION D:
CURRENT WORK AND EDUCATIONAL BACKGROUND**

8.	What is the highest qualification you have obtained in your career?
	<i>Select the appropriate answer.</i>

Diploma	
Undergraduate Degree	
Post Graduate Degree	
Master's Degree	
PHD Degree	
Other, please specify	

9.	What is your current job title?
	<i>Complete the text box below.</i>

Job title:	
------------	--

10.	What is your current level (e.g. middle or senior management) in your organization?
	<i>Complete the text box below.</i>

Level in your organization:	
-----------------------------	--

11.	What is the job title of the person you report to?
	<i>Complete the text box below.</i>

Job title:	
------------	--

12.	Which of these best describes the type of organization you work for?
	<i>Select the appropriate answer.</i>

Government	
Parastatal	
NGO	
Private Company	
University	
Regional Economic Community (REC)	
Other, please specify	

**SECTION E:
PRE TRAPCA PROGRAMME**

We would like to understand more about your occupation before signing up for one of trapca's programmes. This will help us to understand the path your career has taken.

13. **What was your highest qualification at the time when you first applied for a trapca programme?**
Select the appropriate answer.

Diploma	
Undergraduate Degree	
Honours Degree	
Master's Degree	
PHD Degree	
Other, please specify	

14. **What was your job title in your organization when you first participated in a trapca training course?**
Complete the text box below.

Job title:	
------------	--

15. **What was your level in your organization when you first participated in a trapca training course?**
Complete the text box below.

Level in your organization:	
-----------------------------	--

16. **How did you hear about trapca and the programmes it offered?**
Select the appropriate answers. Note that you can provide multiple answers.

a) Advertisement in newspaper or magazine	
b) Electronic newsletter	
c) Government publication or newsletter	
d) Radio announcement	
e) Referral by employer	
f) Referral by a friend or colleague	
g) Social media	
h) TV advertisements	
i) trapca prospectus / trapca brochures	
j) Other please specify	

17.	What were your primary objectives for choosing to study through trapca? Please select your top three reasons and then indicate which of these reasons have been achieved.
	<i>You can select up to 3 reasons to this question. Then select which of these 3 have been achieved.</i>

Possible objectives for choosing to study through trapca	Select top 3 reasons	Which of these 3 have been achieved
a) To increase your earning potential		
b) To get a promotion		
c) To be able to apply for a new job		
d) To move into a new field of work.		
e) To shift sectors (e.g. move from public to private sector)		
f) To build your professional networks		
g) To improve your skill levels		
h) To increase your reputation		
i) Did not choose. My employer sent me.		
j) Other, please specify		
k) Other, please specify		

18.	To what extent have your studies with trapca helped you to achieve the above objectives?
	<i>Select the appropriate answer.</i>

a) Made no difference	
b) Made a slight difference	
c) Made a big difference	
d) Could not have done this without trapca	

19.	Why do you say so?
	<i>Complete the text box below.</i>

Reasons explained:	
--------------------	--

20.	How important were the following factors to your decision to enrol at trapca?
	<i>Select one answer per statement.</i>

Decision criteria	Not Important	Somewhat Important	Important	Very Important
a) Availability of scholarships				
b) Availability of transport and accommodation				
c) Preferences of my employer				
d) Ability to expand professional networks				
e) Cost of programmes				
f) Relevance of curriculum to my career				
g) Convenience (i.e. ability to fit programmes into work and travel plans)				
h) Experiential training offered by trapca				
i) Location of the trapca campus				
j) Reputation of trapca qualifications in the market				
k) Other please specify				
.....				

21.	There are various methods of financing studies. Please select the primary source of funding for your trapca studies. Then select the secondary source (if applicable).
	<i>Select one answer to each column.</i>

Source of finance	Primary Source of Funding	Secondary Source of Funding (if applicable)
a) Bank loan		
b) Bursary		
c) Scholarship		
d) Own savings		
e) Employer paid		
f) No secondary source of funding		
g) Other		
.....		

22.	How relevant to your work is trapca's curriculum in each of the following areas?
	<i>Select one answer per statement.</i>

Curriculum area	Not relevant	Somewhat relevant	Very relevant
Trade policy			
Trade facilitation			
Trade analysis			
Trade law			
Trade negotiations			

**SECTION F:
IMPACT OF TRAPCA PROGRAMME**

We would like to understand more about the impact of trapca on your work and career.

23.	To what extent do you agree or disagree that trapca training and qualifications have helped you to do the following...
	<i>Select one answer per statement.</i>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
a) Get the work or jobs you wanted when you enrolled?						
b) Increase your earning potential?						
c) Increase your degree of influence in your organization industry?						
d) Promote economic development in your country?						
e) Support integration in the regional and global economy?						
f) Become more confident in your work?						
g) Changed jobs and became more involved in the field of trade?						
h) Increase level of responsibility in your organization						

24.	To what extent you agree or disagree that your studies with trapca had a positive impact on <u>your work</u>?
	<i>Select the appropriate answer.</i>

a) Strongly disagree	
b) Disagree	
c) Neither agree nor disagree	
d) Agree	
e) Strongly Agree	

25.	To what extent you agree or disagree that your studies with trapca had a positive impact on <u>your career</u>?
	<i>Select the appropriate answer.</i>

a) Strongly disagree	
b) Disagree	
c) Neither agree nor disagree	
d) Agree	
e) Strongly Agree	

26.	Here is a list of activities that trapca graduates may do in their careers. For each of these, please indicate the extent to which you agree or disagree that <u>trapca training has improved your ability</u> in this area.
	<i>Select one answer per line. Provide an answer to each line.</i>

Data collection	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
a) Conduct qualitative research						
b) Conduct quantitative research						
c) Collect trade flow data						
d) Collect tariff data						

Trade analysis	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
e) Conduct trend analysis						
f) Identify suitable trade partners/products						
g) Conduct welfare analysis						
h) Conduct tariff analysis						
i) Analyse trade flow data						
j) Estimate fiscal revenue implications of trade agreements						

Trade strategy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
k) Determine competitiveness of exports						
l) Develop national export strategies						
m) Develop cross-border trade strategies						

Trade policy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
n) Write trade policy documents						
o) Conduct policy related research						
p) Design support programmes for Aid for Trade						

Trade negotiations	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
q) Write trade agreements						
r) Negotiate trade agreements						
s) Develop negotiation schedules						
t) Establish offensive and defensive negotiations positions						

Trade facilitation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
u) Understand customs procedures						
v) Better understanding of trade corridors						
w) Improve coordination between regulatory bodies involved in trade.						

Leadership	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
x) Provide more effective leadership to my team						
y) Strengthen my organization						

27.	To what extent has your level of intellectual contribution to the following organizations or networks improved since studying through trapca? Has there been no change or have you been able to contribute slightly or significantly more?
	<i>Select one answer per statement.</i>

	No change	Contributed slightly more	Contributed significantly more
a) Regional economic communities (e.g. EAC, SADC, ECOWAS, CEMAC, COMESA, AU)			
b) Multilateral organizations (e.g. WTO, UN)			
c) International donors (e.g. World Bank, IMF)			
d) Think tanks and academic institutions (e.g. ITC, trapca)			
e) Private sector representative organizations (e.g. EABC)			
f) Civil society organizations (e.g. cross border trade associations)			
g) National and/or regional chambers of commerce.			
h) Public sector institutions (e.g. Ministries of Trade, government departments)			
i) Diplomatic missions (e.g. trade attaché)			

28.	To what extent do you agree or disagree with the following statement. “My studies with trapca have helped my organization become more active in the field of trade?”
	<i>Select the appropriate answer.</i>

a) Strongly disagree	
b) Disagree	
c) Neither agree nor disagree	
d) Agree	
e) Strongly agree	

**SECTION G:
WILLINGNESS TO REFER TRAPCA**

Willingness to refer an organization or training programme to a colleague or friend is a measure of overall satisfaction.

29. **Given everything that we have discussed, how likely or unlikely would you recommend a trapca programme to a colleague or friend?**
Select the appropriate answer.

Not likely	
Somewhat likely	
Likely	
Very likely	

**SECTION H:
PARTICIPATION IN SKYPE INTERVIEW**

30. **Our research methodology requires that we conduct skype interviews with 20 alumni. Would you be willing to participate in a 30 minute skype interview at a time that's convenient for you? This interview will explore similar themes in more detail.**
Select the appropriate answer.

No, I'm not willing to participate in a skype interview	
Yes, I'm am willing to participate in a skype interview.	

**SECTION I:
THANK YOU**

31. **Thank you for your participation in this survey.**
For more information on this survey, please contact trapca-survey@imanidevelopment.com



Impact evaluation of trapca 1 November 2015

Draft Discussion Guide: Alumni



**SECTION A:
INTRODUCTION**

The Trade Policy Training Centre in Africa (trapca) is currently undertaking a research study to measure its impact and identify areas where it can improve. We are interested in learning more about how people's studies through trapca have helped them in their careers. We are also interested in how this training may have contributed to your organization and to trade in Africa. These insights will help trapca to improve its programmes and overall impact.

We appreciate your willingness to be interviewed and assist us with this research. This interview should take a maximum of 30 minutes to complete. The interview will be recorded and transcribed, and these will only be seen by researchers at Imani Development. We will only report to trapca on overall findings. In this way, we will strive to protect your confidentiality.

And if we choose to use any examples or phrases from our discussion, we will either ensure that it anonymous or we will ask your permission first.

Furthermore, all contributors to trapca's impact study will be entered into a lottery to win one of five iPads.

For more information on this survey, you are welcome to contact me or email Imani at trapca-survey@imanidevelopment.com.

**SECTION B:
RESPONDENT DETAILS**

1.	Respondent name
	<i>Interviewer to complete ahead of time.</i>

Name:	
-------	--

2.	Email address
	<i>Interviewer to complete ahead of time.</i>

Email address:	
----------------	--

3.	Interview date
	<i>Interviewer to complete ahead of time.</i>

Interview date:	
-----------------	--

**SECTION C:
SCREENING QUESTIONS**

4.	Did you complete any of trapca's courses between 2006 to 2015?
	<i>Select an appropriate answer.</i>

Please make a tick or cross in the relevant box	
Yes	
No	<i>Check that you're interviewing the right person</i>

**SECTION D:
ORGANIZATION DETAILS**

Let us start the interview by discussing the organization you work with.

5. **What is the name of the organization you work for?**

Please complete the text box below.

Name of organization:	
-----------------------	--

6. **What type of organization do you work for? Is it a [interviewer read out list]?**

Interviewer, read out list. Select the appropriate answer.

Government	
Parastatal	
NGO	
Private Company	
Regional Economic Community (REC)	
University	
Other	
.....	

7. **What is the purpose of this organization, and how is it involved in the field of trade?**

Please complete the text box below. Record in respondents own words.

Purpose of organization and involvement in the field of trade:	
--	--

**SECTION E:
JOB DETAILS**

Now let's move on and discuss your job and the work you do each day.

8. **What is your current position in your organization?**

Please complete the text box below.

Position in organization:	
---------------------------	--

9.	Can you please tell me a bit more about your job and the work you do each day?
	<i>Please complete the text box below.</i>

Nature of job and work each day:	
----------------------------------	--

SECTION F: REFLECTION ON TRAPCA STUDIES
--

In this next part of this interview, I would like to discuss your reasons for choosing to study through trapca.
--

10.	Now let us think back to your original objectives for choosing to study through trapca. What would you say your main objectives were?
	<i>Please complete the text box below. Record in respondents own words.</i>

Main objective for choosing to study:	
---------------------------------------	--

11.	To what extent has these objectives been achieved?
	<i>Please complete the text box below. Record in respondents own words.</i>

Achievement of main objective:	
--------------------------------	--

**SECTION G:
IMPACT OF TRAPCA STUDIES ON WORK**

Now I'd like to move on and discuss how your studies with trapca may have impacted your work and career.

12. **To what extent do you agree or disagree that your trapca studies have assisted in your work and career?**

Select the appropriate answer.

f) Strongly disagree		Skip to Question 14
g) Disagree		
h) Neither agree nor disagree		
i) Strongly agree		Continue to Question 13
j) Agree		

13. **We are trying to collect specific examples of where trapca studies have helped people in their work and careers. Are you able to share any specific examples of where your studies with trapca have helped you?**

Please complete the text box below. Record in respondents own words. Try and elicit three distinctive examples.

Example 1:	
------------	--

Example 2:	
------------	--

Example 3:	
------------	--

14.	Are there any other ways in which your studies with trapca may have assisted you in your work and career?
	<i>Please complete the text box below. Record in respondents own words.</i>

Other contribution to work and career:	
--	--

**SECTION H:
INPUT INTO TRAPCA CURRICULUM AND STRATEGY**

We need to move on to the next part of this interview and discuss trapca's curriculum and strategy, and how you think these can be improved.

15.	Based on your experience, what subjects or topics need to be further emphasized in trapca's curriculum?
	<i>Please complete the text box below. Record in respondents own words.</i>

Input into trapca curriculum:	
-------------------------------	--

16.	Do you have any suggestions for how trapca can improve its overall impact and contribution to trade at a regional or international level?
	<i>Please complete the text box below. Record in respondents own words.</i>

Advice for trapca strategy:	
-----------------------------	--

**SECTION I:
THANK YOU**

17. **We've reached the end of end of the interview. However, before we close this interview, do you have any other insights you'd like to share about trapca, its programmes or trade in Africa?**

Please complete the text box below. Record in respondents own words.

Closing comments:



Impact evaluation of trapca 1 November 2015

Draft Discussion Guide: Faculty Staff



SECTION A: INTRODUCTION

The Trade Policy Training Centre in Africa (trapca) is currently undertaking a research study to measure its impact and identify areas where it can improve. As one of trapca's faculty members, we are interested in hearing your opinion on the quality and relevance of its curriculum and training.

We appreciate your willingness to be interviewed and assist us with this research. This interview should take approximately 30 minutes to complete. The interview will be recorded and transcribed, and these will only be seen by researchers at Imani Development. We will only report to trapca on overall findings. In this way, we will strive to protect your confidentiality.

For more information on this survey, you are welcome to contact me or email Imani at trapca-survey@imanidevelopment.com.

SECTION B: RESPONDENT DETAILS

Interviewer to complete this section ahead of time.

1. **Respondent name**

Interviewer to complete ahead of time.

Name:

2. **Email address**

Interviewer to complete ahead of time.

Email address:

3. **Interview date**

Interviewer to complete ahead of time.

Interview date:

4. **Associated educational institution**

Interviewer to complete ahead of time.

Name of institution:

5. **Area of speciality**

Interviewer to complete ahead of time.

Trade Law	
Trade Economics	
Trade Facilitation	
Trade and Political Economy	
Trade and Management	

**SECTION C:
SCREENING QUESTIONS**

Let's start the interview with some screening questions to ensure that you are the best person to interview.

6.	Are you a faculty member of the Trade Policy Training Centre in Africa (trapca)? In other words, do you assist trapca with teaching, academic supervision and research.
	<i>Select an appropriate answer.</i>

Please make a tick or cross in the relevant box	
Yes	
No	

Check that you're interviewing the right person

7.	In which year did you first start working with trapca?
	<i>Please complete the text box below.</i>

Year:	
-------	--

8.	Can you please explain your area of expertise in more detail
	<i>Please complete the text box below.</i>

Field of expertize in detail:	
-------------------------------	--

**SECTION D:
PERCEPTIONS OF TRAPCA STUDENTS**

Now let's move on to the next section and discuss what you think of the calibre of trapca students.

9.	How does the calibre of trapca students compare with the other students you lecture or supervise? Is it the much better, better, the same, worse or much worse?
	<i>Select an appropriate answer.</i>

Much worse	
Worse	
Neither better nor worse	
Better	
Much better	

10.	Can you please explain your reasons for saying this?
	<i>Please complete the text box below.</i>

Ability of trapca students	
----------------------------	--

11.	What do you believe are some of the shortcomings in the skills of trapca graduates?
	<i>Please complete the text box below. Record in respondents own words.</i>

Perceived shortcomings of skills of trapca graduates	
--	--

**SECTION E:
PERCEPTIONS OF TRAPCA COURSES AND PROGRAMMES**

<p>In this next part of the interview, I'd like to discuss your opinion of trapca's course and programmes and how they could be improved.</p>
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12.	As you may already know, trapca provides training in the areas of trade policy, facilitation, negotiations, analysis and law. How <u>relevant</u> do you think this training is to the needs of the organizations involved in trade in Africa? Would you say it's not relevant, somewhat relevant or very relevant?
	<i>Select the appropriate answer.</i>

Not relevant	
Somewhat relevant	
Very relevant	

13.	Can you please explain your reasons?
	<i>Select the appropriate answer.</i>

Comments about relevance of training	
--------------------------------------	--

14.	As a faculty member you have insight into the <u>quality of training and academic supervision</u> provided to students at trapca. Would you say the quality of this training is very good, good, neither good nor poor, poor or very poor?
	<i>Select the appropriate answer.</i>

Very good	
Good	
Neither good nor poor	
Poor	
Very poor	

15.	Can you please explain your reasons?
	<i>Select the appropriate answer.</i>

Comments re quality of training and supervision	
---	--

16.	What subjects or topics need to be further emphasized in trapca's curriculum so that it is more responsive to the needs of industry?
	<i>Please complete the text box below. Record in respondents own words.</i>

Input into trapca curriculum	
------------------------------	--

**SECTION F:
TRAPCA IMPACT ON SKILLS OF STUDENTS**

Let's move on to the next part of this interview. I am now going to read you a list of activities that trapca graduates may do in their careers. For each of these areas, please indicate the extent to which you agree or disagree that trapca training has contributed to the skills of its graduates. You can also answer that you "don't know".

17.	To what extent do you agree/disagree that trapca training has improved its students' abilities to <u>collect and analyse trade data</u>?
	<i>Select one answer per line. Provide an answer to each line.</i>

Collect and analyse trade data	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
a) Collect trade related data						
b) Conduct trade related analysis (e.g. trend analysis, tariff analysis, etc.)						
c) Determine impact of trade agreements						

18.	To what extent do you agree/disagree that trapca training has improved its students' abilities to <u>develop trade policies and strategies?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Develop trade policies and strategies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
d) Conduct policy related research						
e) Develop trade policy and strategy documents						
f) Design support programmes for Aid for Trade						

19.	To what extent do you agree/disagree that trapca training has improved its students' abilities to <u>engage in trade negotiations?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Engage in trade negotiations	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
g) Establish offensive and defensive positions						
h) Negotiate trade agreements						
i) Develop negotiation schedules						

20.	To what extent do you agree/disagree that trapca training has improved its students' abilities to <u>facilitate trade?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Facilitate trade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
j) Understand customs procedures						
k) Better understand trade corridors						
l) Improve coordination between regulatory bodies involved in trade						

21.	To what extent do you agree/disagree that trapca training has improved its students' abilities to <u>provide effective leadership?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Provide effective leadership	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
m) Provide more effective leadership to their teams						
n) Strengthen their organizations						

**SECTION G:
IMPACT STORIES**

We are now more than half way through this interview. In this next section I'd like to try and gather specific examples of where trapca's training may have helped its students to strengthen their organizations or contribute overall to trade in Africa.

22. **Are you aware of any trapca graduates that have used their training to strengthen their organizations?**

Select appropriate answer.

Yes		Continue to Question 23
No		Skip to Question 24

23. **Can you please provide a maximum of three examples of where trapca graduates have used what they've learned in their studies to strengthen their organizations.**

Please complete the text box below. Record in respondents own words.

Example 1 of contribution to organization	
---	--

Example 1 of contribution to organization	
---	--

Example 1 of contribution to organization	
---	--

24. **Are you aware of any trapca graduates that have used their training to contribute to trade in Africa?**

Please complete the text box below. Record in respondents own words.

Yes		Continue to Question 25
No		Skip to Question 26

25. **Can you please provide up to three examples of where trapca graduates used what they've learned in their studies to contribute to trade in Africa.**

Please complete the text box below. Record in respondents own words.

Example 1 of contribution to trade in Africa	
--	--

Example 2 of contribution to trade in Africa	
--	--

Example 3 of contribution to trade in Africa	
--	--

**SECTION H:
ADVICE FOR TRAPA**

Now let's shift our focus and discuss how trapca can increase its overall impact.

26.	<p>What advice can you give us for how trapca can improve its overall impact and contribution to trade at a regional and international level?</p> <p><i>Please complete the text box below. Record in respondents own words.</i></p>
-----	---

Advice for trapca strategy	
----------------------------	--

**SECTION I:
THANK YOU**

27.	<p>We've reached the end of end of the interview. However, before we close this interview, do you have any other insights you'd like to share about trapca, its programmes or trade in Africa?</p> <p><i>Please complete the text box below. Record in respondents own words.</i></p>
-----	--

Closing comments	
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28.	<p>Thank you for your participation in this survey.</p> <p>For more information on this survey, please contact trapca-survey@imanidevelopment.com</p>
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Impact evaluation of trapca
1 November 2015

Draft Discussion Guide: Employers



SECTION A: INTRODUCTION

The Trade Policy Training Centre in Africa (trapca) is currently undertaking a research study to measure its impact and identify areas where it can improve. A number of people from your organization have attended our training programmes. We are interested in learning more about the types of skills they have gained through trapca, and how these skills have contributed to your organization. Finally, we'd like to gather your insights on how trapca can improve its curriculum and overall impact on trade in Africa.

We appreciate your willingness to be interviewed and assist us with this research. This interview should take approximately 30 minutes to complete. The interview will be recorded and transcribed, and these will only be seen by researchers at Imani Development. And where we choose to cite specific examples of things you've said, we will check with you first. In this way, we will strive to protect your confidentiality.

Furthermore, all contributors to trapca's impact study will be entered into a lottery to win one of five iPads.

For more information on this survey, you are welcome to contact me or email Imani at trapca-survey@imanidevelopment.com.

SECTION B: RESPONDENT DETAILS

Interviewer to complete this section ahead of time.

1. **Respondent name**

Interviewer to complete ahead of time.

Name:

2. **Email address**

Interviewer to complete ahead of time.

Email address:

3. **Interview date**

Interviewer to complete ahead of time.

Interview date:

4. **Name of organization**

Interviewer to complete ahead of time.

Name of organization:

5.	Type of organization
	<i>Interviewer to complete ahead of time.</i>

Government	
Parastatal	
NGO	
Private Company	
Regional Economic Community (REC)	
University	
Other	
.....	

**SECTION C:
SCREENING QUESTIONS**

Before we start this interview, can we first check that you are the right person to speak to.

6.	Are you aware of the Trade Policy Training Centre in Africa (trapca)?
	<i>Select an appropriate answer.</i>

Please make a tick or cross in the relevant box	
Yes	
No	

Check that you're interviewing the right person

7.	How would you rate your knowledge about trapca and the work it does? Would you say that you have no knowledge, a little knowledge, some knowledge or a lot of knowledge about trapca?
	<i>Select the appropriate answer.</i>

No knowledge	
A little knowledge	
Some knowledge	
Lot of knowledge	

8.	What is your position in your organization?
	<i>Please complete the text box below.</i>

Position in organization:	
---------------------------	--

**SECTION D:
ABOUT EMPLOYERS ORGANIZATION**

Now I'd like to find out a bit more about *[insert name of organization]* and the work that it does.

9. **Please can you describe the purpose of your organization?**

Please complete the text box below. Record in respondents own words.

Purpose of organization	
-------------------------	--

10. **Can you please describe how your organization is involved in the field of trade in Africa?**

Please complete the text box below. Record in respondents own words.

Involvement in the field of trade in Africa	
---	--

11. **In which country is your organization primarily based?**

Please complete the text box below.

Country 1	
-----------	--

12. **In which other countries does your organization operate?**

Please complete the text box below.

Country 2	
Country 3	
Country 4	
Country 5	
Others...	

13. **Approximately how many people does your organization employ?**

Select the appropriate answer.

1-10	
11-25	
26-50	
51-100	
101-200	
201-500	
501-1000	

1000+	

**SECTION E:
REQUIRED SKILLS OR CAPABILITIES**

The next part of our discussion explores the types of skills that your organization requires, and the extent to which these skills currently exist in your organization.

14. **What skills or capabilities does your organization require to discharge its mandate in the field of trade in Africa?**
Please complete the text box below. Record in respondents own words.

Skills or capabilities need to discharge mandate	
--	--

15. **To what extent does your organization already have these trade-related skills?**
Please select appropriate answer.

Our organization lacks these skills	
Our organization has some of these skills	
Our organization has most of these skills	
Our organization has the skills we require.	

16. **Please explain your reasoning.**
Please complete the text box below. Record in respondents own words.

Reasoning for skill rating	
----------------------------	--

**SECTION F:
EMPLOYMENT OF TRAPCA GRADUATES**

We had selected [insert name of organization] for this interview because it employs a number of staff who have studied through trapca. We would like to discuss the skills of these staff and how they could be further improved.

17. **Are you able to estimate how many trapca graduates your organization employs?**
Record estimate in text box below.

Don't know	
Estimated no of trapca graduates	

18.	Has your organization ever sent any employees to study at trapca, and if so are you able to estimate how many?
	<i>Record estimate in text box below.</i>

Don't know	
Employees sent to trapca	

19.	In your experience, what are some of the distinctive skills that trapca graduates have been able to offer your organization?
	<i>Please complete the text box below. Record in respondents own words.</i>

Skills of trapca graduates	
----------------------------	--

20.	What do you believe are some of the shortcomings in the skills of trapca graduates - areas that must be addressed to increase trapca's impact and make it more responsive to the needs of industry?
	<i>Please complete the text box below. Record in respondents own words.</i>

Shortcomings of skills of trapca graduates	
--	--

**SECTION G:
TRAPCA IMPACT ON SKILLS OF EMPLOYEES**

Let's move on to the next part of this interview. I am now going to read you a list of activities that trapca graduates may do in their careers. For each of these areas, please indicate the extent to which you agree or disagree that this training has contributed to the skills of any trapca graduates your organization employs. You can also answer that you "don't know".

21.	To what extent do you agree/disagree that trapca training has improved its graduates' ability to collect and analyse trade data?
	<i>Select one answer per line. Provide an answer to each line.</i>

Collect and analyze trade data	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
a) Collect trade related data						
b) Conduct trade related analysis (e.g. trend analysis, tariff analysis, etc.)						
c) Determine impact of trade agreements						

22.	To what extent do you agree/disagree that trapca training has improved its graduates' ability to <u>develop trade policies and strategies?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Develop trade policies and strategies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
d) Conduct policy related research						
e) Develop trade policy and strategy documents						
f) Design support programmes for Aid for Trade						

23.	To what extent do you agree/disagree that trapca training has improved its graduates' ability to <u>engage in trade negotiations?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Engage in trade negotiations	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
g) Establish offensive and defensive positions						
h) Negotiate trade agreements						
i) Develop negotiation schedules						

24.	To what extent do you agree/disagree that trapca training has improved its graduates' ability to <u>facilitate trade?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Facilitate trade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
j) Understand customs procedures						
k) Better understand trade corridors						
l) Improve coordination between regulatory bodies involved in trade						

25.	To what extent do you agree/disagree that trapca training has improved its graduates' ability to <u>provide effective leadership?</u>
	<i>Select one answer per line. Provide an answer to each line.</i>

Provide effective leadership	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know / NA
m) Provide more effective leadership to their teams						
n) Strengthen their organizations						

**SECTION H:
IMPACT STORIES**

Our research is tasked with gathering some specific examples of where trapca has had a positive impact on its students and the organizations they work for. In this section of the interview we would like to explore whether you can provide any such examples.

26. **To what extent do you agree or disagree that trapca graduates have contributed to your organization and its impact on trade in Africa?**
Select the appropriate answer.

k) Strongly disagree		Skip to Question 28
l) Disagree		
m) Neither agree nor disagree		
n) Strongly agree		Continue to Question 27
o) Agree		

27. **Please can provide a maximum of three examples of where trapca graduates have been able to contribute to your organization and trade in Africa.**
Please complete the text box below. Record in respondents own words.

Example 1 of contribution	
---------------------------	--

Example 2 of contribution	
---------------------------	--

Example 3 of contribution	
---------------------------	--

**SECTION I:
INPUT INTO TRAPCA STRATEGY**

We have almost reached the end of this interview, and need your advice on trapca's strategy and how it can be improved.

28. **trapca would like to strengthen its networks with organizations involved in trade in Africa. Do you have any advice on how trapca should do this?**

Please complete the text box below. Record in respondents own words.

Advice for strengthening trapca networks in Africa

29. **What advice can you give us for how trapca can improve its overall impact and contribution to trade in Africa?**

Please complete the text box below. Record in respondents own words.

Advice for trapca strategy

**SECTION J:
THANK YOU**

30. **We've reached the end of end of the interview. However, before we close this interview, do you have any other insights you'd like to share about trapca, its programmes or trade in Africa?**

Please complete the text box below. Record in respondents own words.

Closing comments

31. **Thank you for your participation in this survey. Your insights have been extremely helpful.**

For more information on this survey, please contact trapca-survey@imanidevelopment.com



Impact evaluation of trapca 1 March 2016

Questionnaire for Employers



**SECTION A:
INTRODUCTION**

The Trade Policy Training Centre in Africa (trapca) is currently undertaking a research study to measure its impact and identify areas where it can improve. A number of people from your organization have attended our training programmes. We are interested in learning more about the types of skills they have gained through trapca, and how these skills have contributed to your organization. Finally, we'd like to gather your insights on how trapca can improve its curriculum and overall impact on trade in Africa.

We appreciate your willingness to take 10 minutes and complete this short questionnaire.

Your responses will be appropriately confidential. We will report on overall insights, and any quotes or examples we use will be anonymized.

For more information on this survey, you are welcome to contact me or email Imani at capetown@imanidevelopment.com.

**SECTION B:
RESPONDENT DETAILS**

1. Name	
2. Position	
3. Organization	
4. Email	

**SECTION C:
TRAPCA GRADUATES**

5. Are you aware of any trapca graduates in your organization?	
--	--

6. How has trapca impacted the knowledge, skills and careers of these graduates?	
--	--

**SECTION D:
SKILLS REQUIRED BY YOUR ORGANIZATION**

7. What skills or capabilities does your organization require in order to fulfil its mandate in Africa?	
---	--

8. To what extent do these skills or capabilities already exist in your organization?	
---	--

**SECTION E:
ADVICE FOR TRAPCA**

9. trapca would like to strengthen its networks with organizations involved in trade in Africa. Do you have any advice?

10. What advice can you give us for how trapca can improve its overall impact and contribution to trade in Africa?

THANK YOU

Annex G: List of survey contributors

Online Questionnaire

Surname	First Name	Surname	First Name
A		Beyene	Yohannws Abrha
Abalo	Joyce	Biliwita	Chifundo
Abdille	Abdirahman Mohamed	Bimogo	François
Abigail Madalitso	Kawamba	Bintu	Peter
Abimana	Fidele	Birhanu	Binyam
Abunaw	Anatole Ngwaime	Bisong	Amanda
Acomy	Pacome N'dassey	Bulwaka	Michael
Aduda	Gabriel Tanimu	C	
Afadani	Gerald	Chakunda	Stembile
Affuembey	Affuembey	Chaoneka	Reginald
Agalomba	Tom	Chaonwa	Agnes
Ahimbisibwe	Ronald	Chaula	Ronah
Ahimbisibwe	Ahimbisibwe	Chawarika	James
Akampa	Micheal	Chemutai	Vicky
Akeredolu	Toyin	Chibbabbuka	Sydney
Akuda	Diana	Chiinze	Bridget
Almeida	Muntu	Chikambwe	Ferdinand
Amatey	Enome	Chikoti	Sunday
Aneke	Uchechukwu	Chilingulo	Yamikani
Anonymous 1		Chilonga	Jembo Phillip
Anonymous 2		Chilunga	Annet
Arachi	Awa Karamini	Chimombe	Mike
Asfaw	Nardos	Chimombe	Shaw
Assefa	Tigist Wodajo	Chirambo	Ezron
Aswata	Millicent	Chirwa	Ernest
Au	Maritse	Chisenga	Presley Lester
Auma	Elizabeth	Chivanga	Justina
Aumane	Tlohelang	Chiwenga	Emson
Awlachew	Mengistu	Chizinga	Gerald
Ayubu	Heri	Chukwu	Amaechi
B		Chunda	Pamela
B- Ofori	Eugenia	Cisse	Elhadji Falilou
Bahizi	Brekman	Clarisse	Nsotaka
Balcha	Dereje	Coly	Astou
Banda	Babatis	Coulibaly	Kayouro
Banda	Aaron	D	
Banda	Simon	Damas	Reguli
Banda	Farayi Melody	Debebe	Teklu
Banerjee	Sumit	Demissie	Yalew
Barata	Merkinah Yigezu	Deng	Martin
Barua	Kevin	Desta	Oumer Nuru
Bekele	Martha Getachew	Diene	Alioune Badara
Bekele	Yemisrach	Dieudonné	Ndi Ebede
Belay	Abebaw	Difabachew	Bezawit

Beneth	Gloria	Dinda	George
Djebou	Jacques Félix	Jaridi	Abel
Djibrila	Oumar	Jerry	Michael
Dladla - Nkambule	Nompumelelo	Joachim	Ally
Dladla - Nkambule	Nompumelelo	John	Simon Maundu
Dlamini	Bongani	Jonson	Fred V.
Dosio	Brenda	K	
Duga Samkia	Yves	Kabanda	Saidy
E		Kagonji	Abdul
Edouard	BAGRE	Kajara	Regina
Edward	Abili	Kajomba	Gringoster
Efobi	Uchenna	Kalapa	Brian
Ehidiemhen	Paul	Kalikiti	Mathews
Ehode	Raoul	Kambaila	Davison
Ekadu	Steven	Kamugisha	Victor
Ekeocha	Queeneth	Kanake	Daniel Ngunjiri
Elias	Emmanuel	Kandwanaho	Jonan
Emeifeogwu	Nkeonyeasua	Kane	Aminata
Etoke	Fritz Ngeka	Kanjoka	Pilirani
Ewelukwa	Adaobi	Kapeku	Joseph
F		Kapembwa	Chungu
Fatch	Temwani	Kasuba	Kasengele
Fenta Gezu	Eden	Kateregga	Dennis
Fernande Elomo	Nkodo	Kauma	Joan Brenda
Fogenay	Kevin	Kaunda	Maggie Banda
Francis	Davis	Kayinga	Catherine
Funjoh Asingwe	Roland	Kayumbo	Fredrick Alban
G		Kebede	Birhan Eshetu
Gachemi	Margaret	Kennedy	Abel
Gathondu	Anne Nyaguthi	Kessy	Jackson Gabriel
Gatungu	Paul Gitau	Khayota	Norman
Gebre Mariam	Yirgalem Nigussie	Kidanemariyam	Hanna Gebrekristos
Gebru	Tsedey Tesfaye	Kifle	Beakal Yeshanew
George	Adewale	Kigobi	Hyginus
Golo	Yao Nukunu	Kiguli	Peterson
Gueye	Mouhammad Al Amine	Kihika	Rose
Gwanzura	Tatenda	Kihiu	Ruth
Gyang	Demitta	Kiio	Annastacia
H		Kiiza	Africa
Haile	Teshome	Kilasara	Deogratius
Hailu	Tsadkan Alemayehu	Kimanga	Joseph
Hossain	M. Zakir	Kimath	Shangwe
I		Kimbi Yu-uh	Hilda
Ikwabe	Winnie	Kinyua	Paul
Ileve	Robert Tom	Kirui	Willy
Issoufou	Njifen	Kisambira	Abbas
Iweriebor	Perpetual	Kisamo	Caroline
J		Kisamo	Hiram

Jallow	Ajara	Kisongo	Juma Kazweba
Kissa	James	Meskerem	Tesfaye
Kittengo	Aloysious	Mesuli	Beatrice
Kivaa	Jane	Metili	Geofrey
Kizuri	Joachim	Mfuno	Moses Laameck
Komba	Bahati Johnathan	Mhando	Salma Athumani
Komikiyoaba	Nalkesse	Mhina	William
Kotcho Bongkwaha	Jacob	Mhina	Magdalene Massawe
Kouassi	Dedje Sylevestre Eric	Mihretu Belayneh	Mekonnen
Koussoube	Mahamady	Mitengo	Macleod
Kwagbenu	Daniel	Mithamo	Charity
L		Mkanda	Fixon
Lebusetsa	Pholosi John	Mkandawire	Symon
Letsie	Nkareng Alphonse	Mkandawire	Sangwani
Liep	Tut Makuei Reth	Mlelwa	Twilumba
Lifweba	Happy	Moengwe	Mokalake
Lingwalanya	Sosten Yobe	Moslam	Razoana
Liywalii - Mwale	Namukolo	Moussa	Thiaw
Lungu	Winstone	Mpando	Tendai Mark
Lutaaya	Joseph	Mtileni	Norah
Luyiga	Phoebe Constance	Muanze charles	Femshang
M		Mucheri	Tapiwa
Magaleta	George	Mudzamiri	Alex
Majuru	Chenai	Mudzingwa	Edina
Makheti Alenga	Emmanuel	Mugabi	Enock
Makong	Tsotetsi	Mugalla	Caroline
Makulika	Kennedy	Mugova	Beatrice Netsai
Makuya	Edwin Mwango	Muhara	Tadala
Manfred	Kouty	Muhigirwa	Charles
Mangara	Sudi S.	Mukarwego	Pheab
Manwa	Privilege	Mukyala	Samalie
Manyara	George	Mulenga	Chipasha
Manyenje	Davis Winstone	Mulenga	Chiti
Martin	Joyce David	Mulenga	Clement Kasepa
Massawe	Martha	Mupodyi	Simba
Massawe	Daudi	Murefu	Kudzai
Masupha	Mpho	Murehwa	Godwin
Matadeen	Sanjay	Musarandega	Lillian
Maungu	Michelle	Muse	Abdillahi Nedif
Maungu	Lynda	Mushawati	Steven
Max Gueu	Powa	Musonera	Claver
Mazide Dlamini	Mazide	Mutaka	Edmund
Mbabazi	Annet	Mutanga	Albert
Mbandar	Scolasticah	Mutebi	Hassan
Mbogo	Chrispus	Muteti	Christopher
Mbuton	Ulrike	Muthengi	Jeff
Mengesha	Desalegn	Mutiso	Patricia
Mengesha	Desalegn	Mutomba Jonga	Reginah Pedzai

Mereki	Thinkwell	Muzaki	Lydia Mary
Muzavazi	Fanuel	Njoroge	Mathew
Muzimba	Douglas	Nkombezi	Wiskes Dafter
Mvula	Wongani	Ntuli	Amanda
Mwalusaka-Sichilongo	Priscilla Lana	Nuhu	Jamila Audu
Mwambapa	Juma	Nwiabu	Legborsi
Mwangeka	Scaver	Nyagokana	Daniel Kangwana
Mwangi	Florence	Nyambe Mubanga	Mulima
Mwanje	Simon	Nyanja	Yohane
Mwansa	Christopher	Nyello	Adellah Otto
Mwansa	Stephen K.	Nyirenda	Fletcher Tawonga
Mwanza	Davies	Nzabonimpa	Pacifique
Mwasaga	Lusajo	Nzallah	Aron
Mwesa	Morgan	O	
Mwigilwa	Albertina	Obeakemhe	Joseph
Mwikisa	Denis	Obika	Kakra
Mwisijo	William	Ojok	Francis
Mwiya	Lynnox Nandu	Okah Efogo	Francoise
Mwololo	Julius	Okello	Emmanuel
Mziray	Jasmine	Okenwa- Ugbajah	Amara
Mzumara	Nelson	Okoye	Chinedu
N		Olive	Mukulira
Nabwana	Erick	Olowoye	Olugbenga
Nachela	Petronella	Olutayo	Olusegun
Nadège-Parfaite	Kouame Bossombra	Omuemu	Efe
Nadiope	Moses	Omusana	Charles
Nakambale	Patience Mwamba	Opani	Betty Mike
Nakyambadde	Dorah	Opiyo	Samson
Nalule	Prosscovia Josephine	Oriaro	Hellen
Nalwoga	Mariam	Oshiamé	M.B
Namutebi	Connie	Otele Ahanda	Jean Marie
Nancy	Mashodo	Othieno	Andrew
Nantongo	Sarah	Ouedraogo	Carole
N'da	Koffi Christian	Ousman	Jeng
Nderitu	Elizabeth Murugi	Oyenusi	Adekunle
Ndimbwa	Derick	P	
Ndiuryayo	Straton	Pamphil	Peter
Ndoh	Bih Marlyse	Paudyal	Rabindra
Ndong	Abdoulaye	Petipe	Paterne Aime
Ndudi	Omorejje	R	
Ndunguru	Wilbroad	Roezer	Clara
Ng'asi	Agano	Rostant Roland	Leudjou Njiteu
Ngonene	Liomo	Ruyobya	Hilda
Ngoya	Sospeter	S	
Nhorido	Emillia	Sabao	Jacqueline
Nigussie	Eyob	Saeed	Yasmin Wohabrebbi
Njau	Cecylia	Saiewane	Alphonso
Njerere	Pardon	Saizonou	Yves Mahougnon

Njeru	Kellen	Samateh	Yahya
Sambe	Ousmane	Ugulu	Selma Ndeshipanda
Samboko	Mecha	Umudi	Evelyn
Sande	Samuel	Umutoni Ugula	Diane Kitandu Paulo
Sangu	Matthew	V	
Saul	Elizabeth	Vhumbunu	Clayton
Seifu	Mandefrot Desta	W	
Seifu	Minyahel Desta	Waari	Daniel
Seydou	Dao	Wafula	Collins
Shai	Kebede Lidetu	Wairoma	Michael
Shariff	Omar Mahmood	Wambulwa	Filimona
Shiferaw	Mulugeta	Wenlassida Aantole	Tapsoba
Shirima	Justin	Willie	Adam
Shirima	Castro	Woldesenbet	Mahlet
Siallo	Ousmane	Wonyra	Kwami Ossadzifo
Sibanda	Better	Workneh	Mulugeta Hailu
Sibweza	Matilda	Yaya	Ouattara
Sichivula	Arthur	Y	
Sichivula	Arthur	Yeboua	Kouassi
Sifuniso	Josiah Sifuniso	Z	
Sikamikami	Memory	Zena	Tilahun Wolde
Silla	Beatus Said	Zwane	Teetee Tsenjwako
Simelane	Themba		
Simone	Assah Kuete		
Sindi	Silas		
Siniwa	Norbert		
Sizya	Ramadhan		
Soko	Amon		
Some	Tiertou Edwige		
Souleman	Sodre		
T			
Tadele	Kidist Sheferaw		
Tadesse	Meaza		
Tait	Danielle		
Takwa	Tata Andrew		
Tanyi	Kenneth		
Teemba	Arnold		
Tekeltsion	Sirack Kassahun		
Teklestion	Sirack Kassahun		
Tembo	Gallina		
Tembo	Tombozi		
Tembo	Pontino		
Tesfaye	Tsedey		
Teshome	Solomon		
Tewabe	Tigest		
Tita	Mbongeh Lilian		
Titang	Franklin		

In-Depth Interviews

Alumni	Faculty Staff	Employers	
<i>Respondent</i>	<i>Respondent</i>	<i>Organization</i>	<i>Respondent</i>
Adaobi Ewelukwa Uche	Chandra Patel	In-depth Discussion Guide	
Anne Nyaguthi Gathundu	Chris Milner	East African Community Secretariat	Geoffrey Osoro
Bagre Edouard	Dickson Yeboah	Ethiopia Commodity Exchange	Abenet Bekele
Beatrice Mesuli	Jacques Degbello	Ministry to the Office of the President Responsible for East African Community Affairs	Jean Pierre Bacanamwo
Brian Ahimbisibwe	Joan Apecu	Zambia Revenue Authority	Happy Lifweba
Caroline Oduor	Joy Kategekwa	Uganda Revenue Authority	Magera Stephen
Chifundo Fadweck Biliwita	Joy Kiiru	Shortened Questionnaire	
Esther Nali	Koffi Ado	Department of Trade, Economic Planning, Investment, Industrialization and Energy - Government of Machakos	Sunil Dhall
Gbenga Olowoye	Pierre Sauve	Kingdom of Lesotho Mission - Geneva	Nkopane Monyane
Jacob Kotcho Bongkwana	Pietro Poretti	Support Programme to the ECOWAS Commission, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	Nurjamal Bokoeva
Jeff Mathew Muthengi		Laboratoire du Batiment et des Travaux Publics (LBTP) - Côte d'Ivoire	Aristide Yao
Kwami Ossadzifo Wonyra		Ministry of Finance, Economic Planning and Development, Malawi	Yona Kamphale
Mpho Masupha		Liberia Revenue Authority	Saa Saamoi
Oumar Djibrila		BDS Center for Development Research	Hareg Adamu
Patricia Mutiso		Lycee Technique de Yaounde	Ngadjui Victorin
Peter Phamphil		Zambia Development Agency	Dennis Haanyika
Sangwani Mkandawire		Infinity Company Ltd	Johnnes Ebot Arreymbi
Thinkwell Mereki			
Tigist Wodajo Assefa			
Zama Amanda Ntuli			