

EVALUATION REPORT FOR
THE SWISS SOUTH AFRICAN CO-OPERATION INITIATIVE
ON THE
BERGZICHT HOSPITALITY PROJECT

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ACRONYMS USED IN THIS REPORT

B & B	Bed and Breakfast
DoL	Department of Labour
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurance
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SARS	South African Revenue Services
SETA	Sector Education and Training Authority
SSACI	Swiss South African Cooperation Initiative
THETA	Tourism and Hospitality Education and Training Authority

EXECUTIVE SUMMARY

This report is a summative evaluation of the project funded by SSACI and implemented by Bergzicht from July 2003 until December 2004.

The objective of the project was to develop a learnership in the tourism and hospitality industry, to register the learnership with the relevant sector education and training authority (Theta), and to make the qualification accessible to unemployed youth and replicable with funding from the National Skills Fund. It also aimed to develop the skills of 45 young people by training them in a NQF Level 2 Accommodation Services training programme. It also planned to enable the 45 young people to be placed in a job or create their own job opportunities in the hospitality and tourism industry.

The course was developed between July 2003 and December 2003. Four training sessions took place in 2004 with each session consisting of ten weeks at Bergzicht and two weeks at a host hospitality site.

The methodology designed for the evaluation aimed to gain as much information as possible on the project in relation to the hospitality industry. The following were included in the evaluation: document perusal, appraisal of the course material, evaluation of students' work and portfolios, interviewing the programme co-ordinator, facilitators, students, owners/managers of host hospitality sites and the Theta learnership Co-ordinator.

All aspects of the project were explored and taken into account. A study of the implementation of the project by Bergzicht was carried out. Observations were made on the achievements of the project and its impact. Recommendations for further implementation of the project are included.

Vignettes from the course co-ordinator, the facilitators and the managers/owners of host hospitality sites are included.

The appendices include information gained throughout the evaluation.

SECTION ONE – INTRODUCTION

1.1 Background of the project

In first half of 2003, Bergzicht submitted a proposal to SSACI requesting funds to develop a course in the hospitality industry and increase the human resource capacity of 45 unemployed youths, by training them in the hospitality and catering industry, so that they could obtain employment or create their own job opportunities.

The project started in July 2003 and the initial objectives were to:

- Develop and pilot a new entry-level learnership in the tourism and hospitality industries;

- Register the learnership with the relevant sector education and training authority (Theta) and make it accessible to unemployed youths and replicable with funding from the National Skills Fund;
- Train 45 young people in the learnership
- Place 35 of the young people in employment within three months of qualifying.

The course materials were developed between July 2003 and January 2003.

Training was provided in four blocks from February 2004 to November 2004.

1.2 The brief for the evaluation

The evaluation attempts to answer four key questions namely:

- Did the implementers (Bergzicht) do what they said they were going to?
- Did they do it well?
- Have those inputs led to the desired outputs?
- What can (a) SSACI, (b) Bergzicht and (c) the SETA learn from this experience?

The evaluation started in the middle of February 2005 and was completed in the middle of March 2005. Throughout the evaluation the programme co-coordinator, Monica Lekay was informed of the process and Marieta de Vos was consulted during February.

1.3 Methodology of the evaluation

A time frame was drawn up within which to conduct the evaluation. Included in the time frame were:

- Document perusal
- Evaluation of the students' work and assignments
- Appraisal of the course material,
- Studying student portfolios,
- Interviewing programme co-ordinator, trainers, students, owners of hospitality sites and the THETA learnership co-ordinator.

A copy of the time frame is attached in Appendix 1.

In order to gain an understanding of the project, documents pertaining to the project needed to be studied. On the 14th February 2005, the Project agreement, the first, second and third reports, students' assignments, lists of trainees and trainers, attendance registers and course materials were collected from Bergzicht. These documents gave an overview of the project, the students, their attendance and progress. (See Appendix 2).

Once an overview of the project had been obtained, various interview schedules were developed. Interview schedules were geared to invite open discussion and were developed to interview the programme co-ordinator, the trainers, the owners of hospitality sites, students and the Theta Learnership Co-ordinator. (See Appendices 3, 4, 5, 8 and 9). The instruments were developed to try and gain as much information about the project as possible.

Hospitality site visits were scheduled at eight host hospitality sites (See Appendix 7). Six of the sites are currently employing students and a seventh had employed students but is no longer doing so. Each site was sent a letter about the visit (See Appendix 6). The type of Hospitality service they offered covered a range of hospitality provision – four are Guest Houses (two of these also have their own restaurants), two are restaurants, one a hotel and one a backpackers' lodge. The students' are employed as cleaners, waitresses and general workers at the sites.

In consultation with Monica Lekay a range of student portfolios from each group were evaluated on 8th March 2005.

SECTION TWO – FINDINGS

2.1 Did the implementers do what they said they were going to do

2.1.1 Materials Development

The first step in the process was developing a learning programme and this involved consultation with the trainers at Bergzicht and members of the Stellenbosch Tourism and Information Bureau. The consultative process ensured the materials developed would be relevant to the needs of the hospitality and tourism industry.

The SAQA registered NQF Level 2 Qualification – National Certificate: Accommodation Services was studied. Related specific outcomes were grouped together into topics and modules and simultaneously resources and contents were noted for further use.

The final learning programme was divided into ten modules:

- Tourism Overview
- Life Skills
- Cleaning Skills
- Laundry Skills
- Dealing with guests
- Facilities Management
- Personal money Matters
- Basic Kitchen and Cooking Skills
- Day-to-day Guest house Management
- Business/Career Skills

The next step in the process was developing the Course Manual. Parts of existing Bergzicht Home Management material were earmarked as suitable for inclusion in the course materials and the remaining materials which needed to be developed was identified. A materials developer, illustrators and layout company were contracted to assist with the completion of the training materials. The Course Manual was edited by the programme co-ordinator. Copies of the Course Manual were printed for each round of training.

Bergzicht developed a learner's guide, in line with the Further Education and Training legislation. The learner guide is given to the learners on their first day of training and used in the orientation session. The following is covered in the learner guide:

- Legal status and contact details of Bergzicht
- Registration details and fees
- Training Staff details
- Bergzicht's rules and regulation
- The National Qualifications Framework and outcomes based education and training
- Bergzicht's skills training information
- Learners support services.

2.1.2 Recruitment

The recruitment process was fair. The course was advertised in three local newspapers. The entrance criteria for the course were that the applicants were in the age group of eighteen to twenty six years with a basic education qualification.

The prospective students came to Bergzicht to apply for a place on the course. Each applicant filled in an application form. Sixty six application forms were completed. Each applicant was immediately interviewed by a team of Bergzicht staff. The successful applicants who were not accepted on the first course were kept on file for admission to the second and third courses.

2.1.3 Practical Experience

Bergzicht has a model bedroom, bathroom, kitchen and laundry on site. The learners used these facilities for practical, on-site learning tasks during the course.

Each learner spent two weeks at a host hospitality site. The programme manager earmarked possible practical sites and approached them either telephonically or by email requesting that they host a student for two weeks.

2.1.4 Training Programme

Three courses were planned for 2004. Each course had ten weeks of theory and a two week practical element. Thus the course time was twelve weeks in total.

The first course was held between the 23rd February 2004 and the 14th May 2004. The second course was held between the 13th April 2004 and the 1st July 2004. The registers for these dates show regular attendance.

The students for the third course were split over two groups and these training sessions took place between the 26th July 2004 to the 13th October 2004 and the 7th September 2004 to the 5th November 2004. The registers for these classes also show regular attendance by the students.

The students spent the ninth and tenth week of each course at host hospitality sites putting the theory they had learnt into practice.

2.1.5 Submission of the course to Theta for registration

The course materials and relevant documents were submitted to the Theta for registration and approval in September 2004.

2.1.6 Certification of students

Forty five learners were enrolled on the course and 41 learners received their certificates at two graduation ceremonies. The ceremonies were held on the 1st of July 2004 and the 9th of December 2004.

2.1.7 Students who are employed

The employment bureau at Bergzicht organised between one and three interviews for twenty eight of the students. At present forty of the students are employed which is an eighty eight percent success ratio. Two of the students are working part time and furthering their studies and one of the students is studying full time to be a chef. Thirty six of the students are employed in the hospitality industry and four are employed in other fields. Three of these four students were interviewed and stated that they would not have been employed if it had not been for the Bergzicht course.

2.2 Achievement of programme objectives – did they do it well

2.2.1 Response of host hospitality sites

One way of measuring the quality of a training programme is by determining the response in the field to the student's practical implementation of the theoretical skills and knowledge they gained on the course. Seven of the host hospitality sites visited have employed students. Five of the sites employed students who did their practical session with them. Two of the sites are employing students who did their practical training at other sites. The other site visited is in a state of transition e.g. renovations and restructuring, and is not in a position to take on new employees.

The owners/managers of the host hospitality sites made many positive comments about the students. Some comments are: Miriam is a specialist cleaner – she was here on practical and I have employed her to do this and to train the other staff; the student I have employed is doing very well and will call for help if it is needed; often when employees come here – they do not know any thing, but Bergzicht students know the basics so they can be taken further; we did not pay the students during training – the reward was full time employment.

Seven of the host hospitality sites offered to assist with the practical training for future courses.

(See Appendix 8 for more comments)

2.2.2 Course materials and presentation

The course materials is divided into ten modules, presented in two learner manuals, five modules are covered in each manual. The manuals are user friendly and include a multitude of practical tasks. Seven facilitators presented the modules. No observation of training took place during this evaluation as all the courses had already been completed.

After the second round of training, the course materials were revised through a consultative process with the trainers, students and practical site owners. The following changes were made:

- The "Dealing with Customers" module was renamed "Customer Care"
- The Basic Kitchen and Cooking Skills module was moved to be covered before the practical experience
- One day was added to the Tourism Overview module and one day was taken from the Customer Care Module.

The facilitators commented that "the materials are effective and useable" and "the course materials are user friendly and in depth and have a lot of information not in other courses" (See Appendix 3).

The students related to the course materials as seen in the following comments - "Very good -you have to prove yourself in the assessment tasks", "Relevant and informative", and "The practical and theory complemented each other". (See Appendix Five).

Comments on the modules show that the students were not only trained in the hospitality industry but also went through personal growth and development - They learnt -"about our strong and weak points", "any problem is an opportunity", "how to clean toilets, bathrooms, bedrooms and how to use machines", "how to help at home", "working in home and guest house are different", "how to sort and mend clothes before washing them", "about working with guests - difficult guests need to be calmed", "a lot about Stellenbosch and the people and background of Stellenbosch".

(See Appendix Five for more comments from the students).

The facilitators designed extra formative assessment instruments during the first and second rounds of training, ensuring all the assessment criteria were covered. The students each designed an extensive portfolio which includes examples of written and practical creative tasks.

A decision was made in June 2004 with regards to the assessment of the learners;

- Learners will be assessed formatively throughout the course through assessment tasks and tools which assess the specific outcomes of identified unit standards
- Unit standards which can be assessed summatively at Bergzicht will be done at the learner's request
- Summative assessment will take place at the learners' place of employment. This assessment will be conducted at the Learners request and when it is financially possible. At present there are no workplace assessors to do this assessment.

Bergzicht has earmarked savings from facilitation and materials development to cover the cost of summative assessment in the workplace for the learners once the course has been registered by the Theta.

The programme co-ordinator referred to the initial challenge of motivating the facilitators to work as a team "I was the youngest on the programme and the programme co-ordinator - so had to work through this with the facilitators and often had to pull the team together and push through the team building process. This was

the first time the facilitators had worked in the Unit Standard Method and this was a big change as they were used to the old ways.

By the last two courses the facilitators were working as a team. Initially the outside trainers did not facilitate according to the Bergzicht culture of working together. The team had to go through a process of team building with each member accepting their roles and responsibilities." (See Appendix Four).

The students also presented challenges for the programme Co-ordinator which had to sometimes be solved creatively- "The cleaning element of the course was the hardest as the mindset of the students had to be changed to accept cleaning as a part of life. Dress code was a headache. Initially the students did not have their own hospitality uniforms and the uniforms for the other courses were not appropriate – so the students designed their own uniform – a waistcoat with a white shirt and blue jeans for Bergzicht and black pants at practical sites. The students then bought into the dress code." (See Appendix Four).

2.2.3 Practical Component

Bergzicht has incorporated practical on-site experience into the course as it has the facilities to do so – a laundry, kitchen, bedroom and bathroom. Learners were trained in these practical skills before doing a two week practical experience at host hospitality sites. This was a real life experience of the hospitality industry for the learners.

The majority of managers/owners felt that the practical component could be made longer as seen in their comments, "the students need more than two weeks practical training", "more practical training is needed", "two weeks is not enough". Some also recommended that the structure of the practical component needs to be reconsidered – "Practical training is difficult as our staff work shifts – there is not enough time to train in the two weeks as the student needs to touch on all areas – practical training needs to be more flexible in terms of times and days", " need to look at varying ways, either a block or two days per week". (See Appendix 8).

The managers/owners of the hospitality sites completed an evaluation form on the students, but they were not assessed by Bergzicht staff during this time. Some of the managers/owners recommended using experienced guest house staff to give input into the course –"Guest house workers should be used to share knowledge with the students". (See Appendix 8).

2.2.4 Registration of the Programme with the Theta

The registration of the programme with the Theta is a process which Bergzicht is presently involved in. This has not been straightforward and background to Bergzicht's position with various Setas needs to be understood.

Bergzicht is registered as a Levy Paying member of the ETDP SETA and they receive Discretionary Grant Funding from the ETDP SETA. Bergzicht is accredited as an organisation by the Services Seta as the main focus of the majority of their

programmes falls under the auspices of the Services Seta. However Hospitality and Tourism is within the realm of the Theta.

In a situation such as this there is a Memorandum of Understanding between Setas. Bergzicht requested that the Services Seta inform the Theta about their intention to register the course for approval. Once this process had happened Bergzicht then contacted the Theta and began the process of submission of the programme for registration and approval.

An application was submitted to the Theta on 22 September 2004 and comprised:

- A bound book which contained:
 - Programme Strategy Model
 - Programme Strategy Design
 - Introduction
 - Programme Overview
 - Unit Standard Alignment
 - Programme Design and Delivery
 - Learner Support
 - Assessment Strategy
 - Programme Evaluation
 - Self Assessment
 - Attachments

During this process the Learnership manager of the Theta was consulted and a decision was taken to pilot the course in the form of a skills programme rather than a Learnership.

The evaluator attempted to contact Reuben Komana of the ETQA division of the Theta to enquire on the status of the registration of the programme – but did not succeed.

2.2.5 Theta Interview – Learnership Division

Learnerships for the Level 2 National Certificate: – Accommodation Services are going to be rolled out in May 2005. The Learnerships will cover NQF Levels 2 – 4. There is also a skills programme for the Level 2 National Certificate in Accommodation Services.

The Theta's advocacy campaign for the Learnerships attempts to increase service quality in the tourism sector along with the income generating capacity of employees and those outside of work through improved work performance and access to income.

The target group for the Learnerships will be young people leaving schools/colleges, unemployed people and employed people. The Learnerships are full time and include on the job training and classroom based learning.

The timeframe for the Learnerships is dictated by the NQF Level and number of credits involved and will also depend on the individual's learning capacity. Students have been RPL'd successfully in the guiding qualification.

Learners undergo a thorough recruitment process with various selection criteria and learners selected have to meet the required criteria for a learnership. The training is available in English.

Employers choose the electives in the Learnership context. Hours of work and study must be decided upon after consultation between the learner, the training provider and the employer. This should be based on the learning programme agreed by all three parties.

The Theta ensures there are enough mentors depending on the capacity of employees that an employer has. This is defined by a ratio of 1:5, for every 5 employees the employer can only have one learner.

Learner allowances depends on the qualification and funding received from DoL but ranges between R5,000 – R11,520, 00 p.a. Employers are eligible to claim from SARS upon registration of a Learnership and after completion of a learnership.

There are three parties involved in a Learnership – employer, learner and training provider and the following need to be in place:.

A Learnership Agreement is signed by all the three parties before the training commences

The employment contract signed between the learner and the employer

An agreement signed between a training provider and an employer (this has nothing to do with THETA).

(See Appendix 9 for a complete transcript of the interview).

2.3 Impact of the project – have the inputs led to the outputs

2.3.1 Recruitment of students

The recruitment process was free and fair. Every young person who went to Bergzicht to apply for the course was given an interview with equal chance to be included in the training.

2.3.2 Compilation of Course Materials

Bergzicht developed in depth course materials for the course which was divided into ten modules which covered the Unit standards and assessment criteria.

2.3.3 Training of young people as Accommodation Services staff

Forty one of the forty five students received their Certificates at two Certificate Ceremonies. Once the course is approved and registered the students will be summatively assessed and will receive a Theta recognised Certificate.

2.3.4 Employment for the students

It is currently estimated that forty of the forty one young people who received their certificates are employed. Thirty six of them in the hospitality and tourism industry this is a success ratio of eighty eight percent.

2.3.5 Registration of the course with Theta

Bergzicht has submitted the course to the Theta for registration and approval.

SECTION THREE – RECOMMENDATIONS

3.1 Recruitment and selection process

The method of advertising the course was free and fair however many of the students had no insight of what the hospitality and accommodation services was about when they heard about the course. It may be pertinent to give them more information at the first interview. This could be done in a brochure, a tour of Bergzicht's practical rooms or by showing them a video of working in the accommodation services. A second interview could then be scheduled once the students are more informed of the career they are entering.

3.2 Course Development and Delivery

Bergzicht strived hard to design and develop a course which covered more than the Unit Standards required for the qualification. The modules in the course materials are well planned, clear and logical.

The cleaning, laundry and basic kitchen skills courses give the students a working background knowledge of caring for a home whether their own or a hospitality site.

The students underwent huge personal growth in the life skills and customer care modules of the course. Personal money management taught the students the basics of developing a budget and how to manage their own money. In job finding skills the students learnt how to look for and apply for work.

The Tourism overview module provided the students with background knowledge of Stellenbosch and an indication of what tourism and tourists are about.

The course manual is an extensive document and could be slightly reduced – by taking out the empty spaces and only listing the tasks repeated in the student portfolios instead of leaving space for them to do it in the manual.

The presentation schedule of the modules could be adapted to ensure that students work through the basics of the hospitality industry first e.g. cleaning, laundry and kitchen care. These modules cover the essential elements of the hospitality industry and are carried out in any hospitality site whether it is a backpackers or a five star hotel. Once the students have understood the necessity of and grasped these basics, the tourism overview should set them on a path of life long learning.

The facilitators for tourism overview and life skills modules commented that they included information which was not in the course materials. This information needs to be collated and incorporated into the course materials. Information such as using an incinerator in the cleaning module could be removed from the main body of the text and inserted as an appendix or reference at the end of the course materials.

A concern raised by some of the facilitators and host hospitality site owners was the shift the students have had to make in terms of acceptance of cultural differences. This relates to between themselves as students, the difference between their own homes and hospitality sites and the different cultures of the guests they will be working with. However this is a situation not unique to Bergzicht students – it is a challenge for all in the hospitality and tourism industry. Young people need to have pride in their own culture in order to meet other cultures with acceptance and acknowledgement. A cultural day would be one way the students could show off their own culture and at the same time learn about the cultures of the other students.

The students gained experience in the practical component of the course at Bergzicht's in-house practical rooms. These rooms are models and have a very useful purpose in instilling the basics of cleaning into the students. The off-site practical element and experience of the course could be structured to expose the students to the maximum practical experience. Once a module such as cleaning is completed the students could then spend a week in the field practising only cleaning. Another alternative is to consider two practical days a week in the field – on these days the students would practise only one module of the course which relates to the theory they are learning at this time.

The staff, at Bergzicht, needs to go into the field when the students are busy with their practical training to conduct on site assessments. This would smooth the progress of the summative evaluation of the students, especially once the course has been registered by the Theta. The lack of trained assessors at the host hospitality sites makes it imperative that Bergzicht staff conduct these summative assessments.

The students general knowledge is fairly localised and needs to be expanded – this could be done by tourism related general knowledge quizzes and the showing of tourist related videos.

3.3 Theta Course Approval

The process of course approval and registration has been started. It may be advisable for Bergzicht staff to remain in regular contact with the Theta ETQA advisor in order to accelerate the process.

Theta will be advertising the Accommodation Services Level 2 as a new Learnership in the second quarter of 2005. Bergzicht may be in a position to be one of the Service Providers.

3.4 Host Hospitality Sites

The reaction of the host sites to the course was very positive. The relationship between the sites and Bergzicht needs to be nurtured. This can be done in a number

of ways. Bergzicht could invite the owners/ managers of the host hospitality sites to an information session where they could be briefed about the contents of the course and shown the on-site practice rooms. A regular email or newsletter could be sent to the host hospitality sites keeping them up to date with Bergzicht's news. The host hospitality site owners and managers could also be invited to the certificate ceremonies of the students they have hosted. Another option is to use experienced workers at the host hospitality sites to give input on their experiences to the students.

Course facilitators who go to do assessments at the host hospitality sites could also be viewed as ambassadors for Bergzicht.

3.5 Career pathing for students

The Certificate in Accommodation Services is a very good entry point into a career in the hospitality services and tourism. Irrespective of where and how the students are employed they have the basic knowledge of how to keep premises clean, do the laundry, kitchen skills, caring for customers and an overview of tourism. Bergzicht could consider offering additional courses or referring competent students to courses in hotel reception, computer skills, book keeping, guiding, viticulture, entrepreneurship and cooking. During the accommodation services course the students' aptitude for specialisation in the tourism industry could be determined and the students could be channelled into the direction which suits their aptitude.

3.6 Employment opportunities for students

Eighty eight percent of the students have been employed since they completed their training. This ratio shows that there are sufficient employment opportunities for trained and skilled young people in the hospitality industry in the Winelands district.

3.7 Travel allowance

Bergzicht gives the students on all the other courses a weekly travel allowance. This was not included in the budget for this course. Some of the students intimated that this allowance would have been appreciated. Bergzicht could address this in a number of ways, either they could include this allowance in the budget for the course and request funding a donor. Some of the students received monies from the host hospitality sites they did their practical training at, none of the students in the other courses received these monies. Bergzicht could request that monies paid to the students is paid directly to Bergzicht and is then paid to the students in the form of a weekly travel allowance.

3.8 Sweat Equity for students

The facilitators of the course were very positive to the suggestion that a sweat equity component is included in the training. This would have to be carefully planned and monitored to ensure maximum benefit is obtained from this for the students. Suggestions included assisting in the tourist office, doing a tour in their own communities, spending time with tour bus companies, assisting the elderly tourists and spending time cleaning in community organisations such as old age homes and Early Childhood Development centres.

3.9 Planning of future training

The project has given forty five previously untrained and unskilled young people the opportunity to enter the hospitality and accommodation services tourism industry. The local hospitality services have embraced these young people and eighty eight percent of them have been employed.

This confirms the need for this type of training for young unemployed people. It would be beneficial to young people for this training to be repeated on a regular basis and possibly be extended to be offered as a Theta learnership in future.

However, the hospitality industry is seasonal, with the high season from October to March. Job opportunities arise at the beginning of this time and courses should be planned to end in time for the students to accept employment during the high tourist season.

SECTION FOUR - VIGNETTES

Each person interviewed was asked to describe memorable events with regards to the project. These are listed below.

From the owners/managers of the host hospitality sites came the following:

- Michelle Loggenberg is sometimes afraid of me because I am hard on her, but she is nice and asks for help when she needs it
- The students have written poems and thank you notes when they have left
- This course has helped to find employment for people
- I Liked Adeline from the beginning – that’s why I have employed her – she is keen on learning and reliable and consistent – she will go far
- We have different serviettes on the terrace and dining room – one day I chastised Elize for using the wrong serviettes – she was upset. The next day she called me and showed me that another staff member had packed the serviettes away incorrectly
- She is helpful and good with the guests.

From the Course Co-ordinator:

The reward for me is when they come back and say thank you.

While jogging one day, one of the learners stopped me and said thank you and that she is now employed

Watching the students develop and the effort they put into the course is very rewarding.

From the Facilitators:

One of the students did not know what a coaster was – I brought her three from home – she was so excited she hid them in her bag to take home without showing the other students – I wonder what the reaction in her home was

A lot of students did not know what tourism was – now they understand

When they come in they had never made a cake. We have days such as pasta day – they lay out a buffet and they all have to taste – some times the students have never heard of a dish such as moussaka and now they love it. For the final assessment they went the extra mile

A rape victim who took the step of coming to the course and found a lot of relief and acceptance using the modules of Life Skills as a sounding board and was able to talk about her experience

From one of the students Amanda Panda there was a card on my desk saying thank you

When I am shopping and I bump into an employer who is positive about the course
The students enjoyed the course – they came to clean my house for practical and then we had a meal

We had sharing sessions and the students would look at each other with new eyes
A student and mother, strong in the Xhosa culture, discovered her potential and blossomed as a leader experiencing the joy of her self discovery.

The students mentioned the following as highlights of the course.

The tour through Stellenbosch and the Winelands on the bus

Meeting new people

Seeing new things

New Experiences

We went out and met tourism

The kitchen – lots to do

Tourism overview

Life Skills and Tourism overview.

SECTION FIVE – CONCLUSION

The project funded by SSACI and implemented by Bergzicht has been a learning curve for all involved. The young people trained as accommodation industry workers have gained a genuine insight into the hospitality and tourism sector both theoretically and practically. The local hospitality and tourism sector has acknowledged the skills and knowledge of these young trained people by offering them employment.

Bergzicht continuously reviewed their input into the project and made changes between the rounds of training to improve the course they offered the students. This continuous process should continue when the training is offered again.

The SSACI investment in this programme and in young people participating in the project has been a success. Bergzicht has fulfilled the project requirements in terms of their agreement with SSACI. They have done the work they agreed to, produced course material, trained forty five young people and found employment for eighty eight percent of them. The inputs of the project have led to the desired outputs.

Bergzicht needs to study the recommendations made in this report and incorporate them into future programmes.

Appendix One - TIME FRAME FOR THE EVALUATION OF THE SSACI BERGZICHT PROJECT

Date	Activity	Output
14-02-05	Meet with Marieta and Monica Pick up documents for perusal	Project Overview
15 to17-02-05	Document review and draw up instruments for interviews and observations. Letter to employers and students re visits	Project Overview and completed instruments
17-02-05	Speak to Theta Advisor telephonically	Find out status of Learnerships
18-02-05	Meet students not employed	Notes on students and observations
21-02-05	Visit: 10h00 – 11h00 Devon Valley Hotel – 12h00 – 13h00 – Stumble Inn 13h30 – 14h30 – Hudsons 15h00 – 16h00 -D Ouewerf	Completed Interview schedules
23-02-05	Visit 9h30 -10h30 Roosewijn Guesthouse 11h30 – 12h30 Eendracht	
24-02-05	10h00-12h30 Ebenhauser – Paarl 14h00-15h00 – Jonkerhuis	Data on interviews Notes on student portfolios
25-02-05	Interview trainers Evaluate student Portfolios	Notes on student portfolios
4-03-05	Complete student portfolios Fill in any gaps	
8-03-05	Interview Programme Co-ordinator	Completed Interview Schedule
9 to 15-03-05	Write report	Final report

Appendix Two -Document Review

PROJECT DOCUMENTS

- Original Proposal
- Project Agreement
- Reports submitted to SSACI
- Documents submitted to Theta

INFORMATION ON THE COURSE

- Brochures on the course

STUDENT INFORMATION

- List of Trainees
- Attendance Register
- Student marks.
- Student profiles
- Employed students

A SAMPLE OF STUDENTS' WORK

- Portfolios
- Assignments
- Tests
- Student projects

TRAINING MATERIALS

- Course Outline
- Course materials
- Average marks for each student and each assessment
- Average marks for the class.

Appendix Three - TRAINER INTERVIEW SCHEDULE

Name: Anna Ludick (Cleaning and Laundry), Liesel Krige (Life Skills and Customer Care), Michelle van Niekerk, (Kitchen Skills), Lisette Lloyd (Job finding skills), Lourika Koegelenberg (Tourism Overview and Facilities Management), Vuyokaxi Luxande (Personal Money Matters).

Date: 25-02-05

1. Were you involved in the recruiting process?

- No x 6
- Yes x 1 – the course was advertised in local newspapers and guest house owners who had previously called were informed, the course was also advertised by word of mouth and at practical training sites.

2. What was your involvement in the selection of students (aptitude, references contacted)?

- No x 6 – one lecturer commented that the entrance requirements should be adapted as some of the students need fundamentals
- Yes x 1 – each applicant was given a fair chance – they filled in application forms with an immediate interview if they fulfilled the entrance criteria - a Grade 9 and under 25 for the first course and a Grade 9 and under 27 for the second and third courses. The Grade 9 was required to ensure all students were literate. This could be adapted to include a counselling about the course in the first interview and maybe a 2nd interview.

3. Which modules did you facilitate?

Anna Ludick (Cleaning and Laundry), Liesel Krige (Life Skills and Customer Care), Michelle van Niekerk (Kitchen Skills), Lisette Lloyd (Job finding skills), Lourika Koegelenberg (Tourism Overview and Facilities Management), Vuyokaxi Luxande (Personal Money Matters).

4. Were you involved in developing the course materials? If not did you find them effective and useable?

Not Involved – but added more information from my own sources and newspapers

Not involved – the materials were very basic; most of the students had matric. Some of the Unit standards are irrelevant e.g.: AS06- Waste disposal – who uses incinerators in a guest house. Added own notes which need to be incorporated into the text

Used own laundry manual for the first group and then added on for guest houses

Not really – commented and a little editing – the materials are effective and useable – added the odd things and trusted that the materials developers included materials researched

Not involved – the course materials are user friendly and in depth and have a lot of information not in other courses

The manual leaves a lot of leeway in presentation such as case histories. I take ads out the newspapers and encourage role play and the students write their own CV

Not involved.

5. Did the assessment tasks give an indication of the students' abilities and progress?

Yes and No – I included a daily review and added more in depth assessment tasks. The practical assessment tasks are very easy. There is a cultural difference between black and coloured students some of whom battle with English and the students undergo a huge transition when they start the course

There are many practical tasks such as bed making – also draw up own assessment tasks for the portfolio as many tasks are repetitive. Some of waste disposal is irrelevant to the hospitality course. The assessment tasks could be refined. The course material could be made more concise e.g. leave out the spaces

Used these and my own

Yes- although it was possible to make ad hoc inclusions of own tasks. The material could be adapted for different cultural groups as they come from different backgrounds. A briefing or unifying process is needed as the different backgrounds lead to different perceptions of the course

Yes and I correlated it to Theta materials

It was difficult to assess the students in such a short time however the contact, even though it was brief was useful when placing them. Maybe more formal assessment and more peer evaluation could be added. The students need more practical experience; this would make the course longer and would mean that there will have to be more site visits by trainers

Yes, they learnt to work out a budget

6. Did you assist with the identification of Sites for practical on the job training?

5 X No

If I heard of any sites I passed the information over to Monica

I took students to sites to observe cleaning

7. What was expected of the Site with regards to mentoring and assessment?

- 7 x unsure*

8. Did you do any site visits while the students were doing their practical training?

- 5 X No*
- No, but I took the students on outings – there is not sufficient time for this if the module is only four days long*
- No – but did excursions regarding money management – such as taking the students to the bank*

9. Did the students receive sufficient practical experience for the module you facilitated?

- 3 X Yes*
- Maybe need more input from managers of hospitality sites with regards to money matters at the sites*
- The students need two weeks as a housekeeper and two weeks as a receptionist*
- They received daily practical experience in kitchen skills as there is a lot of practical work*
- The students did practical on site laundry*

- *During the course probably yes. However the students may need a theoretical block – site practice – theoretical block. This is a void that could be filled.*

10. The areas that are not covered in the Unit Standards in the training – did you feel that they are an integral part of the qualification?

- *Definitively e.g. work ethic and etiquette is indispensable. The concept of basic ethics enlightened the students e.g.: conflict is a major phenomenon in communities and how to deal with the conflict with students is important*
- *2 X yes*
- *Yes but need to include more*
- *Yes such as reading a recipe – but maybe not planning a balanced meal as this is difficult to grasp for some students due to cultural differences in the home – e.g. three starches are eaten at a meal, not big vegetable and fruit eaters- most students need to try and cut out salt as they tend to use a lot of salt.*

11. Are there any changes you would like to make to the modules you facilitated?

This is difficult to say – not major changes, only additions, more ethics such as sense of responsibility and some intangibles such as the imperative need for communication

No x 3

There is enough time to cover all, if more was added it would subtract from the practical time (Kitchen Skills) This is a well balanced module

Not that I know of

Remove using a calculator – they all know how to do this, the materials were suitable for the first group but could have been more in depth for the second and third groups as they had Grade 10/11 or 12.

12. In what way are your students made aware of their rights as an employee e.g.: contracts, labour relations, employment equity,

6 x not in the modules I facilitated

Done in job finding skills.

13. As the students did not pay for their training – what do you feel about a sweat equity component for them?

- *Good idea – but has to be very carefully monitored as one group went to assist in an old age home and one of the permanent workers used this as an opportunity to steal. An attitude of responsibility needs to be inculcated in the students, but would this increase the cost of the course*
- *Yes as most of the students are in it for what they can get out of it – they could be placed in B & B's or small hotels or Bergzicht could open its own B & B run by the students*
- *Due the relative youth of the students, it is definitely necessary to bring in a balance as training is a luxury/privilege and the balance could be brought in by a sweat equity component. There is a short-sightedness of the gift they have received and they lose sight of what they have been given – this should not touch pockets but in some other way*

- *Yes, maybe in guesthouse, tourist office, old age home, assisting elderly tourist, spend time with tour bus companies, do a little tour of their own communities*
- *Wonderful idea*
- *Yes – good idea to broaden their practical experience.*

14. Are there any memorable stories about any of the students?

One of the students did not know what a coaster was – I brought her three from home – she was so excited she hid them in her bag to take home without showing the other students – I wonder what the reaction in her home was

A lot of students did not know what tourism was – now they understand

When they come in they have never made a cake. We have days such as pasta day – they lay out a buffet and they all have to taste – some times the students have never heard of a dish such as moussaka and now they love it. For the final assessment they went the extra mile

A rape victim who took the step of coming to the course and found a lot of relief and acceptance using the modules of Life Skills as a sounding board and opened up

From one of the students Amanda Panda there was a card on my desk saying thank you.

When I am shopping and I bump into an employer who is positive about the course The students enjoyed the course – they came to clean my house for practical and then we have a meal

We had sharing sessions and the students would look at each other with new eyes

A student and mother, strong in the Xhosa culture, discovered her potential and blossomed as a leader experiencing the joy of her self discovery.

15. General comments

Hotel reception should be included

Outings must be planned, they are not for fun but an educational experience – there should be an in depth checklist of things to observe

Need to help the students to see the bigger picture

The module structure should be changed so that tourism overview is last – the students need the bigger picture of their own area and tourism overview should include maps and directions.

There is often a gap between what the students find in their own houses and in the guest houses

Computer skills are needed

I loved teaching the students they were wonderful

The students vision is very localised and needs to be broadened e.g. poor general knowledge

The course should finish just before the tourist season starts in October to facilitate placement of the students

It was problematic placing students who did not have access to transport e.g.; could not work weekend and night shifts

The initial application and structure of the course could be changed

Bergzicht's space is not big enough to pack away the cleaning materials and students are cleaning very clean areas.

Need to look at the course structure

Management skills could be incorporated. Some of the students thought the course was more orientated towards tour guides; students need more general knowledge of geographical areas.

Appendix Four - PROJECT CO-ORDINATOR INTERVIEW SCHEDULE

Name: Monica Lakey

Date: 8-03-05

1. Were you involved in the recruiting process?

Yes. The course was initially advertised and a lot of prospective students came in. Each was given a fair chance – filled in an application form and had a screening interview – the first round of students was chosen and a list was compiled to draw from for the second and third courses. Some applicants were directed to other courses if these seemed more appropriate for their interests.

All our courses are donor dependant and we need to look at how we accept students for various courses. It may be advisable to have an open day to inform the students about the various courses.

2. What was your involvement in the selection of students (aptitude, references contacted)?

Yes I interviewed the students. We used a team to do this.

3. If you reflect back – are there any changes you would make in the selection of students?

Yes – we could have an open day to inform the students on course content and then a second interview process.

4. What were the challenges in managing the facilitators and the students?

- *Facilitators – This was a challenge during the first course. I was the youngest on the programme and the programme co-ordinator – so had to work through this with the facilitators and often had to pull the team together and push through the team building process. This was the first time the facilitators had worked in the Unit Standard Method and this was a big change as they were used to the old ways.*

Collaboration was important, but it difficult to schedule meetings for all the facilitators at once as some of them only work part time – so often communicated over the telephone.

By the last two courses the facilitators were working as a team. Initially the outside trainers did not facilitate according to the Bergzicht culture of working together. The team had to go through a process of team building with each member accepting their roles and responsibilities.

- *Students – The cleaning element of the course was the hardest as the mindset of the students had to be changed to accept cleaning as a part of life. Dress code was a headache - Initially the students did not have their own hospitality uniforms and the uniforms for the other courses were not appropriate –*

so the students designed their own uniform – a waistcoat with a white shirt and blue jeans for at Bergzicht and black pants at practical sites. The students then bought into the dress code

Time keeping and sense of responsibility needed to be instilled into one of the groups.

5. Which modules did you facilitate?

I was the stand in facilitator for all the modules. I did the orientation and was the mentor for the students.

6. Were you involved in developing the course materials, if not did you find materials effective and useable?

I was involved in editing, unit standard alignment, preparing assessment tools, training the trainers and preparing the documents for Theta Registration.

7. Did the assessment tasks assess the students' abilities and progress?

Yes.

8. Did you assist with the identification of Sites for practical on the job training?

Yes – Initially I phoned and emailed the sites. We arranged with the sites that the students went through the job application process with the sites for their practical. They had to submit a CV and go for an interview.

In the beginning I took the students to the site and did follow up visits during and after training.

9. What was expected of the Site with regards to mentoring and assessment?

The sites filled in an evaluation form.

10. Did you do any site visits while the students were doing their practical training?

No.

11. Did the students receive sufficient practical experience for the course?

No.

12. The areas that are not covered in the Unit Standards in the training – did you feel that they are an integral part of the qualification?

They were necessary to fill in the gaps in the Unit Standards. Training is not about training Unit Standards but about what the learner needs as the trained learner is the end product.

13. Are there any changes you would like to make to the modules?

- *The order of the modules could be changed – cleaning first, tourism overview last*
- *More practical work could be incorporated for each module e.g.: laundry or cleaning done at guest houses.*

14. In what way are your students made aware of their rights as an employee e.g.: contracts, labour relations, employment equity,

In job finding and life skills.

15. As the students did not pay for their training – what do you feel about a sweat equity component for them?

The students seem to want a monetary reward for any work – it may be an idea to ask the guesthouses not to pay them during their practical stint but rather to pay this money to Bergzicht to distribute as a travelling allowance.

A culture of pride and responsibility needs to be inculcated in the students and this could be done by volunteer work.

16. Are there any memorable stories about any of the students?

The reward for me is when they come back and say thank you.

While jogging one day, one of the learners stopped me and said thank you and that she is now employed.

Watching the students' develop and the effort they put into the course is very rewarding.

17. General comments

Bergzicht has a culture of paying the students transport allowance – we need to look at this.

Appendix Five - Student Interviews

Date; 18-02-05

Name/s: Group 1: Eunice Alexander, Bailey Arendse, Bridgett Martin, Rose Solomons, Bernadette Martin, Jacqueline Julies.

Group 2: Phozisa Harmans, Shaun Hector, Naomi Juries, Rene Van Niekerk.

1. When did you decide you wanted to work in the hospitality Industry?

- *When we found out about the course X 10.*

2. Has the training been what you expected?

- *Went very well*
- *The practical and theory complemented each other*
- *Yes X 4.*

3. How did you find the course with regard to:

Tourism Overview

- *Felt we learnt a lot*
- *Learnt a lot about Stellenbosch and the people and background of Stellenbosch*
- *Studied tourism*
- *Received practical knowledge of tourism.*

Life Skills

- *Learnt a lot about ourselves*
- *Learnt about our strong and weak points*
- *Learnt how to deal with my problems and speak to people*
- *Learnt that any problem is an opportunity*
- *Learnt how to professionally present myself*
- *Learn about communication*
- *Learnt how to speak to people*
- *Got to know myself.*

Cleaning Skills

- *Learnt a lot*
- *Learnt how to clean toilets, bathrooms, bedrooms and how to use machines*
- *Learnt how to help at home*
- *Learnt how to use different cleaning materials*
- *Found out that working in home and guest house are different*
- *Good*
- *Learnt how to clean properly*
- *I have never cleaned our house like that*
- *Learnt a lot – have never cleaned like that*
- *Cleaned more than I have ever cleaned before*
- *Now I also clean cleaning equipment before storing it.*

Laundry Skills

- *We folded clothes as if we were in shops*

- *Learnt how to sort and mend clothes before washing them*
- *Learnt about washing machines and irons*
- *From a man's point of view, I learnt a lot*
- *Learnt a lot – very different to home*
- *Learnt how to get stains out, wash, iron and fold*
- *Learnt how to sort, wash and iron.*

Dealing with guests

- *Learnt about working with guests – difficult guests need to be calmed*
- *"Always put your smile up"*
- *Have not had the chance to work with guests yet*
- *Guest is always right*
- *Be polite if there is a problem*
- *If you cannot solve a problem – ask for help*
- *Satisfy queries*
- *Taught me how to work as a customer consultant – helped with queries.*

Facilities Management

- *Bit dry*
- *Learnt a lot*
- *Near the end of the course, tiring and long.*

4. Please comment on the lectures:

Content, context, lecturers.

- *Fine*
- *Were taught well by the lectures*
- *If you didn't understand it – it was explained to you (X 3)*
- *Good learning experience*
- *We had to be on time*
- *Money management was not easy to understand.*

5. How do you feel you coped with the Course Materials?

(Notes, assignments, assessments, feedback on assessments)

- *Could handle it*
- *Easy*
- *Very good –you have to prove yourself in the assessment tasks*
- *Was good*
- *Very interesting*
- *Relevant and informative.*

6. Are there any areas that you feel could have had more emphasis or are lacking in the course?

No lack – they tried their best

Must know everything we were taught

Same language students were used to help each other

No complaints

Transport money would have been appreciated

No

Nothing comes to mind.

7. What were your experiences of the practical component of the course?

- *Practical and theory complement each other*
- *There are links between the practical and theory*
- *We worked in the bedrooms and kitchen, not with the guests*
- *Wow!*
- *Very good*
- *Die Rusthuis let us work alone – they matched the student to their capabilities*
- *Owner welcomed us – delegated daily tasks and helped us*
- *Now understand laundry and guests better*
- *Devon Valley – good, friendly people, they helped us – cleaning and laundry.*

8. Describe your interactions with the support staff at Bergzicht.

- *We did not have much to do with them*
- *Irene in laundry was helpful*
- *All supported us*
- *Not much interaction apart from the receptionist.*

9. Would you suggest the course is run on a full time or part time basis and why?

- *10 X Full time*
- *Part time for those who work – mainly older people.*

10. Have you been able to access the resources needed for the course and from where?

- *Yes*
- *Easily*
- *Sometimes from Bergzicht, sometimes on my own*
- *Sourcing of resources was a good way to meet the community and to get out there.*
-

11. Have you met any person in the hospitality field that you feel is an excellent role-model?

- *Owner of De Rusthuis*
- *Life Skills Lecturer*
- *Devon Valley Supervisor – Audrey*
- *Juffrou Kruger*
- *Annetjie*
- *A friend of mine who works in a guest house, started as a receptionist and who got promoted, now works at the Lanzerac.*

12. What have been the highlights of the training?

- *The tour through Stellenbosch and the Winelands on the bus*
- *Meeting new people*
- *Seeing new things*
- *New Experiences*
- *We went out and met tourism*
- *The kitchen – lots to do*

- *Tourism overview*
- *Life Skills and Tourism overview.*

13. Have you experienced any lowlights?

- Not one x all.

Appendix Six – Letter to Hospitality Sites

February 18, 2005

Dear

EVALUATION OF SSACI/BERGZICHT HOSPITALITY PROJECT

I am evaluating the Hospitality project sponsored by the Swiss-South African Co-operation Initiative and being done by Bergzicht Training Centre. To ensure the evaluation covers all aspects of the training programme I will need to visit the hospitality sites at which the students did the practical element of the course or are employed.

The visit will involve observing the hospitality student and talking to the manager or owner for approximately twenty minutes.

I have scheduled a visit to you on

Thank you for your participation.

Regards

Gill Naeser

Appendix Eight - PRACTICAL SITE VISITS -Interview schedule

Were the arrangements for the practical element of the course?

Timeous	Yes X 7	No X 0	N/A X 1
Sufficient	Yes X 7	No X 0	N/A X 1

Comments:

The whole group came to visit Devon Valley

Sometimes arrangements were made at the last minute

Please try to give as much information on the practical as possible

I network with about ten guest houses the students came to Hudsons and were picked up here to go to guesthouses.

Need a little more time

I am unsure if they do what Bergzicht wants them to do.

With regards to your role as a mentor of students;

Do you have any training in the Hospitality Industry?

Yes X 6	No X 2
---------	--------

In house training(x4)

Home Economics degree – eight years experience

No training but my staff mentored the students, I am available for questions – the students do really work

We have travelled a lot – so know what guests like

Home Economics degree, Honours Degree in Adult Education.

In terms of the Unit Standards for the course – do you have an understanding of the requirements for Hospitality Services Qualification the students are studying for?

Yes X 0	No x 8
---------	--------

For assessment of the students are you familiar with the assessment criteria for the course.

Yes X0	No x 8
--------	--------

- *Two owners commented that the assessment criteria on the Bergzicht evaluation form were very clear.*

Are you a practical site for other courses?

Yes x 3	No x 5
---------	--------

If you were to make a comparison between the Bergzicht students and other training institute's students, what would your comments be?

- *A comparison cannot be made as students are chefs from Silwood/ La Culinare/Spier*
- *For different courses – Hotel School and Erinvale students do viticulture*
- *From the Technikon for reception.*

Did the students fulfil all the expectations

Yes X 3	Mostly X 4	No
---------	------------	----

- *She is a good worker*
- *Absolutely – she is helpful and wants to learn, she also works in the kitchen and copes wit the guests*
- *Most of them did, only one was not suitable for the hospitality industry*
- *Elize did and we employed her, the other did not*
- *2/3 fulfilled all expectations – it depends on the students’ attitudes*
- *3/5 fulfilled expectations*
- *I have a passion for unemployed youth and asked the pastor to help find youngsters to go on the course – but it seems we chose the wrong youngsters.*

Are there any areas that could be:

Improved	Adapted	Removed
----------	---------	---------

- *The students need a lot of cleaning training, two weeks is not enough, possibly two X 2 week blocks*
- *I would like more information on the Bergzicht training – possibly a brochure, newsletter or a regular/quarterly email*
- *No – good cleaning, kitchen and laundry skills*
- *All fine*
- *More role play involving guest scenarios: communicating with guests, employer and staff*
- *Accepting of colleagues, irrespective of training and cultural status*
- *Not sure of the course, I need more information on the training*
- *Add cooking component*
- *Language skills as tourists often speak in broken English*
- *Hair to be tied up at all times.*

What were the challenges for:

The mentor:

- *I want results so I may be perceived as being hard on the students but there is a turn around*
- *Are the students’ free labour? I gave them a tip – there needs to be a trade off*
- *Teaching the student in the kitchen – she is learning*
- *She is learning fast – I am showing her a few things*
- *The students need help to understand that all people come from the same base*
- *Sometimes the students think they know everything – we may do it differently to the training – they need to be open to advice.*

The students:

- *The course is on the right track, but maybe the selection process needs to be streamlined as people skills are very important in the hospitality industry*
- *Need to maybe include a self employment component*
- *Money management and hygiene*

- *Students need to plan their own households when working and realise that attendance at work is very important*
- *Students must be proud of what they have done – if they don't care they will not work*
- *Very cool*
- *Miriam is a specialist cleaner – she was here on practical and I have employed her on a part time basis to do this and to train the other staff*
- *The student I have employed is doing very well and will call for help if it is needed*
- *To learn to accept guests irrespective of culture*
- *The student's language was very good*
- *The students found a 10 hour shift very hard*
- *Language for some*
- *Transport to areas*
- *Balance between work and personal lives*
- *Time taken to do the jobs is very important - tempo.*

10. With regards to the report for the students:

Does it cover all areas of the student's progress?

- *It covers what is done in the course, but not all areas in the Hospitality Industry*
- *Not sufficient*
- *Yes X 2*
- *There is space to comment*

Is the format suitable for working with?

Yes X 7	No X 1
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- *Not most perfect form – more space needed for comments in each area.*

11. Do you feel the amount of practical work required by the students is?

Too Much	Sufficient X 3	Not enough X 5
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- *The students need more than two weeks practical training – need to look at varying ways, either a block or two days per week*
- *More practical training is needed*
- *Two weeks is not enough – only let the student do things once trust is established – some guest houses will take advantage – I paid her half a salary*
- *Practical training is difficult as our staff work shifts – there is not enough time to train in the two weeks as the student needs to touch on all areas – practical training needs to be more flexible in terms of times and days.*

12. If you had a vacancy would you employ one of the students?

- *Seven of the Sites have employed students.*

13. Do you feel the course should be?

Full time	Part time
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- *Full time training was seen as appropriate for unemployed youth however the need for part time training was acknowledged for those employed who need training.*

14. Do you have any vignettes (a word picture) (tailpiece) about the students or experience of hosting students.

- *Michelle Loggenberg is sometimes afraid of me because I am hard on her, but she is nice and asks for help when she needs it*
- *The students have written poems and thank you notes when they have left*
- *This course has helped to find employment for people*
- *I Liked Adeline from the beginning – that’s why I have employed her – she is keen on learning and reliable and consistent – she will go far*
- *We have different serviettes on the terrace and dining room – one day I chastised Elize for using the wrong serviettes – she was upset. The next day she called me and showed me that another staff member had packed the serviettes away incorrectly*
- *She is helpful and good with the guests.*

14.General Comments:

- *The training is the best thing that happened to the young people*
- *Often when employees come here – they do not know any thing, but Bergzicht students know the basics so they can be taken further*
- *Management training is needed for the Hospitality Industry*
- *A cooking element should be added to the course*
- *Communication and listening skills are very important*
- *Students need to work alongside the permanent staff – we have a thorough room checklist*
- *Prefer training young people to adults*
- *We did not pay the students during training – the reward was full time employment*
- *Guest house workers should be used to share knowledge with the students*
- *It is an idea that Bergzicht invites host sites to see what they are doing (X4).*

16.The followed offered to be host sites again:

- *D Ouwe Werf – 2 students at a time*
- *Stumble Inn – 1 student at a time*
- *Hudson’s Coffee Shop –will help where they can*
- *Jonkerhuis*
- *Eendracht*
- *Roosewijn Guest House – 1 student at a time*
- *Devon Valley Hotel – 3 students at a time*

Appendix Nine - THETA TELEPHONIC INTERVIEW

Learnership Co-ordinator – Hellen Rugani

1. Are there any Learnerships for the Level 2 National Certificate: – Accommodation Services?

YES

2. Which NQF levels do the Hospitality Services Learnerships encompass?

Level 2 - 4

3. Is there a skills programme for the Level 2 National Certificate in Accommodation Services?

Yes. Reference www.theta.org.za/ETQA/theta_qualification_framework/skills_programmes

4. What is the Theta's advocacy campaign for the Learnerships?

To increase service quality in the tourism sector along with the income generating capacity of employees and those outside of work through improved work performance and access to income.

5. Who is the target group for the Learnerships?

For young people leaving schools/colleges, unemployed people and employed people.

6. Is the training for the THETA Learnerships part time or full time?

Learnerships are full time – on the job training and classroom based learning

7. Are there a minimum and a maximum length of time for completing the qualification?

Yes. This is dictated by the NQF Level and No. of credits involved and will also depend on the individual's learning capacity

8. Have any students been RPL'd successfully?

Yes in guiding

9. With regards to knowledge assumed to be in place – how is this assessed by the training providers?

Through learner placement assessments

10. Have all Learners been sufficiently literate to deal with the course material?

Learners undergo a thorough recruitment and selection criteria and learners selected have to meet the required criteria for a learnership

11. In which languages is the training available?

English

12. Have the training providers been given the use of their discretion for choosing the electives?

Employers chooses the electives in Learnership context

13. Are courses presented in a modular format?

Not sure what you are asking. Depends on the training

14. With regards to the training of trainers' component of the learnership – do all students have the capacity to train?

It does not apply to our SETA. This applies to the practitioner's development within the ETDP SETA.

15. The ratio 30/70 for contact time of the Notional time – how do the 1200 hours for the 120 credits fit into this in terms of course time and practical elements of the course in the practical Site?

Hours of work and study must be decided upon after consultation between the learner, the training provider and the employer. This should be based on the learning programme agreed by all three parties.

16. Regarding mentors at the practical Sites are there sufficient qualified people to take on this role.

We ensure there are enough mentors depending on the capacity of employees that an employer has-This is defined by a ratio of 1:5 for every 5 employees the employer can only have one learner

17. With regards to finances –

- What allowances are the learners paid?
Depends on the qualification and funding received from DoL but ranges between R5000 – R11, 520, 00 p.a
- Does the practical site receive any monies for hosting a student in a learnership in terms of the hours spent mentoring and assessing?
Employers are eligible to claim for a tax incentive from SARS upon registration of a Learnership and after completion of a learnership

18. Please briefly describe the contracts between the role-players in a Learnership?

There are three parties involved in a Learnership – Employer, learner and training provider.

A Learnership Agreement is signed by all the three parties before the training commences

*The employment contract signed between the learner and the employer
An agreement signed between a provider and an employer (this has nothing to do with THETA)*

19. Comments

20.

PHEW!!! Feels like I have just completed an exam!!

Appendix Ten – Learners’ Details

Learner name	Interviewed	Observed	Portfolio	Assignments
Albanie, A	X	X	X	X
Alexander, E	X			X
Arendse, B	X			X
August, L	X			X
Beukes, E				X
Boonzaaier, M			x	X
Bosch, T				X
Charles, M				X
Fingo, S				X
Gwele, N				X
Harolds, G				X
Harmans, P	X			X
Hartnick,B			X	X
Hector, S	X		X	X
Hendriks, C				X
Hendriks, R				X
Jaap, M				X
Jim, W			X	X
Johannes, L				X
Jordaan, D				X
Julies, J	X			X
Juries, N	X		X	X
Landu, Z				X
Loggenberg, M	X	X		X
Makriga, D				X
Martin, Be	X			X
Martin, Br				X
Martin, F			X	X
Mayeki, J				X
Ndzamela, N				X
Nokhangela, N	X	X		X
Nongwane, T			X	X
Panda, N	X	X		X
Petersen, M			X	X
Pietersen, Er				X
Pietersen, Ez				X
Prince, C				X
Pietersen, L			X	X
September, E				X
Solomons, R	X		X	X
Titus, R				X
Tshemese, B				X
Van Niekerk, E	X	X	x	X
Van Niekerk, G				X
Van Niekerk, R				X
Vusani, P				X
Wagenstroom, T				X

Appendix Eleven – Students interviewed at their workplace

These interviews were relatively informal – more of an open discussion as the students are now employees and were busy working.

Amanda Panda – Roosenwijn Guest House

I found the training fascinating and being trained assisted me in finding work. I am enjoying working at Roosenwijn – but it is hard as there are only two of us and a lot of work to do, especially if one of us is off.

I knew what the work was all about because of the training.

I have always wanted to work in the hospitality industry and would like to start my own business one day.

The guests compliment me.

Adrienne did not know that I cook.

I am going for another job interview which is offering a higher salary. At present I earn R 1 100.0 per month, however the other worker who is not trained only earns R900.00 per month. My employers subtract R11.00 towards UIF and I have only just signed a three month contract after working for nine months.

Adeline Albanie – Hudsons Coffee Shop

I enjoyed the course, but need more cooking skills for working at Hudsons. Sanet has taught me a lot. It is sometimes a lot of hard work especially since Hudsons is still new.

I would not have been employed without the course, I “casualled” at a doctor’s surgery before and initially thought the course was frail care. I asked “what is hospitality”. However I have found that I enjoy hospitality and doors have opened for me. I want to study further in tourism and hospitality is part of tourism.

Michelle Loggenberg – d’Ouwe Werf

I enjoyed the course and would not have been employed without it. I am waitressing at the moment and happy doing so. Lots of tourists come to d’Ouwe Werf and I enjoy talking to them. Chairmaine is strict but that is good.

Elize van Niekerk – Devon Valley Hotel

As there were guests having a late breakfast, it was difficult to talk in depth to Elize. Audrey asked her to serve me coffee and we had a very brief chat.

She enjoys working at Devon Valley and was offered the job during her practical stint. She is working as a waitress and enjoys working with people. She feels she is fortunate as it may be possible for her to study further through the hotel.

Nonkuleleka (Miriam) Nokhangela – Stumble Inn

Nonkuleleka was very busy cleaning the dormitories when I visited Stumble Inn. She was cheerfully showing the other workers what to do. She was a student at Tumble Inn and has been employed on a permanent part time basis as a specialist cleaner. She is happy working there and said the course was good and she would never have been employed without it.