

SAWIT

Review

United States of America Wine Foundation
and South African Wine Industry Trust
Farm worker Exchange Programme

20
06



SAWITS SAWIT

Vision

Transforming, sustaining and growing the South African Wine Industry. To generate equitable access to and participation in the South African Wine Industry on the part of those historically marginalised and still on the fringes of the industry. To meaningfully participate in a globally competitive, profitable and sustainable industry, located within the broader transformation objectives of the agricultural sector, speaking with one voice.

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I. FOREWORD

I.1 The United States of America-South Africa Wine Exchange Programme

In May 2006, an American delegation consisting of representatives from Emerging Market Solutions (EMS), the Trellis Group, Piedmont Virginia Community College and Hartnell College visited Stellenbosch, South Africa, to initiate an exchange programme with the South African wine industry.

...to the mutual
benefit of the wine
industries of the
partner countries

A contract was entered into by the South African Wine Industry Trust (SAWIT) and Emerging Market Solutions, whereby it was agreed that the primary aim of the Exchange programme is to **support SAWIT's wine industry transformation and capacity development goals, to the mutual benefit of the wine industries of the partner countries.**

The direct expected outcomes are to:

- Prepare farm and cellar workers to obtain a recognized certificate issued by one of the American Colleges.
- Assist BEE wine industry entrants and employees with an understanding of and increased potential access to the U.S. market;

The indirect expected outcomes are to:

- Foster business engagement between U.S. and South African wine interest;
- Augment SAWIT's financial resources through lobbying and increased awareness in the USA;
- Grow the South African wine industry in the U.S.
- Grow the U.S. wine industry in Africa
- Foster greater collaboration between the Monterey and Virginia wine industries and the South Africa wine industry.

Through the exchange programme which was rolled out during the 2006 American vintage, the intent was to:

- Provide cellar technology and viticulture training to five South African wine farm and cellar workers in Charlottesville, Virginia, for a period of two months, from 19 August to 28 October 2006.

The exchange programme consisted of providing South African wine and cellar workers with theoretical training by the Hartnell College in Monterey, California and by the PVCC in Charlottesville, Virginia. The colleges were responsible for hosting the SA beneficiaries, which translated into stays on wineries where practical skills in viticulture and cellar technology were developed. The Vineyard Academy and the Cape Wine Academy were responsible for preparing learners in South Africa.

I.2 Aims of the review

The goals of the review were fourfold:

- Assessing the benefits of the exchange programme to the learners on a professional, technical, economic and personal level.
- Assessing the benefits of the exchange programme to the South African farms from which the beneficiaries hailed;
- Assessing the impact and experience the American farms had when hosting the South African interns.
- Assessing the quality of the roll-out of the Exchange programme. This exercise aimed at identifying areas where improvements would be required and any other consideration of a practical nature.

In order to meet the objectives set up in the review, research was conducted against the ensuing grid of expected outcomes and outputs.

Expected outputs of the exchange programme on SA beneficiaries ¹

The section on foreseeable outputs and outcomes expected was drawn up prior to the learner's departure to the USA. Those desired outcomes were:

- SA beneficiaries have a knowledge of the wine making process in the USA;
- They have a broad knowledge of the American wine history and industry trends;
- They have a broad knowledge of American institutions, business practices and wine supply chain mechanism and affiliated business opportunities;
- They receive cultural exposure to the American wine regions;
- They are socially enlightened after being immersed in US wineries.

Expected outcomes for the wine industry of Charlottesville and Monterey ²

The long term expected outcomes of this programme are to:

- Create global awareness about the Charlottesville and Monterey wine regions;
- Create a positive social image for the VA and Monterey wine regions

In 2006, SAWIT funded the entirety of the programme which was supported by a fundraising campaign meant to result in the funding of the Exchange Programme by the US partners as from 2007 onwards.

¹ Extract from the MoU agreed to on 1 June 2006

² *ibidem*

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2. BACKGROUND TO THE ACADEMIC PROGRAMME

2.1 Institutional arrangements

The Vineyard Academy, Wine Training South Africa and the Cape Wine Academy were responsible for training and preparing learners to their experience in South Africa. They received training through a skills programme at a NQF level 2.

This training programme was meant to be completed upon their return from the USA but this did not materialize due to funding issues.

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When arriving in the United States, the 10 South African wine and cellar workers first spent 10 days at the PVCC in Charlottesville, Virginia where they received theoretical training. Following this, the group was divided in two and 5 learners were placed on wine farms in Monterey, California and 5 were placed on wine farms in Charlottesville, Virginia.

The colleges in both those regions (PVCC and Monterey College) were responsible for hosting the SA beneficiaries, which translated into stays on wineries where practical skills in viticulture and cellar technology were developed.

2.2 The principle actors of the Exchange Programme ³

- Judy Chambers – was the coordinator of the programme from the US side and responsible for all planning and logistical framework in the USA;
- Thembakazi Masiza – was the coordinator from the SA side and responsible for all planning and logistical framework on the SA side;
- Jim Elmore – was responsible for the conception of the academic programme and for the lectures at the Piedmont Virginia Community College
- Neil Williamson – was responsible for the planning of visits to wineries in Virginia;
- Michelle Grimbeek from the Cape Wine Academy – provided wine tasting classes in South Africa and visited interns in California from 02 September to 09 September 2006;
- Henry Horne, Vineyard Academy visited the interns in Charlottesville, Virginia from 18 – 25 August 2007 and was responsible for assessing the educational content of the programme.

³ Source: SAWIT

2.3 The target audience

The South African and American partners targeted an audience exclusively composed of historically disadvantaged farm and cellar workers from all wine producing geographical areas of South Africa. Candidates were required to be proficient in English and a minimum NQF level 4. The programme focused on respecting a male/female parity when selecting candidates.

2.4 The selection process

The Vineyard Academy advertised the programme by placing an advertisement on the VINPRO email network, calling for wineries to nominate potential applicants. A total of forty applicants were short listed and interviewed by a panel composed of South African and American representatives.

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3. METHODOLOGY FOR THE REVIEW

Ms Sasha Lagrange met with Mr Henry Horne, Director of the Vineyard Academy, on two occasions. The Vineyard Academy was responsible for managing the selection, the training and the preparation of beneficiaries and for all travel arrangements. No report back on the training in South Africa or and the academic content of the theoretical delivered in Virginia of was handed to the consultant.

Ms Lagrange was also in email contact with Judy Chambers, project manager of the exchange Programme on the USA side, who provided her with reports prepared by the American counterparts and all the relevant contact details.

Ms Lagrange interviewed eight out of ten of the South African beneficiaries of the Exchange programme (two of them did not respond to phone calls or emails). The sample used for receiving comments form SA farm and cellar workers thus represented 80% of participating farms.

Out of the ten South African farm managers approached for questions and comments, five responded and shared their insights on the impact the programme had on their workers and their farm. The sample used for receiving comments form SA farm managers thus represented 50% of participating farms.

Out of the ten American farm managers approached for questions and comments, five sent back the email questionnaire sent to them. The sample used for receiving comments form US farm managers thus represented 50% of participating farms.

4. EXECUTIVE SUMMARY OF KEY FINDINGS

As for other exchange programmes of a similar nature, one can argue that in most instances the positive, life-changing features and benefits attributable to the exchange programme, are hardly quantifiable and mostly of an intangible nature. A key feature of such programmes is that the psycho-sociological benefits seem to prevail on those of a technical nature.

The findings are put forward mostly in a quantitative fashion, underlining, through the responses elicited from the questionnaires, how each learner had experienced his or her time abroad. Most importantly the report seeks to unveil the benefits the US-SA wine exchange programme has had on the beneficiaries, their South African wine farms and the US wine farm which hosted the learners.

In order to assess the outcomes of the programme it is suggested that the original key performance indicators be taken one by one.

4.1 Expected outcomes of the exchange programme on SA beneficiaries ⁴

The section on foreseeable outputs and outcomes expected was drawn up prior to the learner's departure to the USA. Those desired outcomes were:

- SA beneficiaries have a knowledge of the wine making process in the USA;
- They have a broad knowledge of the American wine history and industry trends;
- They have a broad knowledge of American institutions, business practices and wine supply chain mechanism and affiliated business opportunities;
- They receive cultural exposure to the American wine regions;
- They are socially enlightened after being immersed in US wineries.
- They are certified with an accredited learnership/skills programme at a NQF level 2.

Learners were irrefutably impregnated in a typical American wine contest and acquired knowledge or at least an understanding of the American wine history and industry trends. The SA learners reported having found the classes and practical internships as highly informative and the SA farms mostly reported that their learner seemed to have acquired a broader understanding of the global context of wine making.

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⁴ Extract from the MoU agreed to on 1 June 2006



The US learners were to the knowledge of the consultant not assessed in the US so their knowledge of American institutions, business practices and wine supply chain mechanism and affiliated business opportunities could not be verified.

The Vineyard Academy, which was assigned the task of assessing the technical knowledge acquired by the SA learners and of finalizing their training upon their return to South Africa, had at the time of completing the report not completed this task. Funding issues appeared to have been the factor explaining this non delivery from the Vineyard Academy. **This entails that one of the key expected outputs, which was the certification of SA learners with a NQF level 2 learnership/skills programme, was not fulfilled.** The Vineyard Academy indicated that the learnership programme, initiated prior the departure of the learners to the USA (one modular week) should be completed by the end of 2007.

The technical knowledge acquired by the learners in the USA is thus at this date not quantifiable.

Beyond the acquisition of wine related knowledge and technical skills, a way of measuring the benefits of the exchange programme is to adopt a tri-dimensional approach whereby one assesses:

- to which extent knowledge acquired is used;
- to which extent skills are applied; and
- Whether the exchange programme has contributed to create personal empowerment for the beneficiaries.

The programme demonstrably enhances individual empowerment through building the self-reliance and self-confidence of participants – essential elements in building a spirit of entrepreneurship. Assessing technical competencies acquired is a far more difficult process and is non-linear by nature. Each individual will derive different technical benefits according to his/her experience, the nature of his/her experience and how s/he was received back on the SA wine farm.

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A key finding emanating from the interactions with learners was that although they were certainly **willing and eager to experience and learn, they were perhaps not always emotionally able to derive all the possible benefits from this experience.** The emphasis on **preparation and after care interventions** is paramount for such programmes. Learners need to be grown in the foundation phase of the programme in order to be ready for the professional exposure they will get abroad and equipped to exploit it upon their rerun to SA. The increased feeling of self worth acquired whilst completing the international programme might be jeopardized by a lack of guidance upon their return.

4.2 Expected outcomes of the exchange programme on SA farms

The outcomes expected by the SA wine farms were not enunciated at the onset of the agreement entered into between both parties but it can reasonably be assumed that key expectations would be to:

- Derive benefits from a more knowledgeable and skilled farm or cellar worker, such as increased productivity and/or increased profit (long term);
- Create a positive social image for the wine farm in South Africa

Interactions with the beneficiaries and the farms they hail from tend to demonstrate that the knowledge and skills acquired (acknowledged in 40% of cases) are hardly exploited upon their return to South Africa (see section 5). What was mostly appreciated was the function the programme fulfilled of exposing learners to a macro context in terms of wine production. SA farm representatives also questioned the relevance of sending the SA learners to what they viewed as a secondary wine producing region (Virginia) where the similarities with South Africa are few .

4.3 Expected outcomes for the wine industry of Charlottesville and Monterey ⁵

The long term expected outcomes of this programme are to:

- Create global awareness about the Charlottesville and Monterey wine regions;
- Create a positive social image for the VA and Monterey wine regions

All US farms which responded to the interviews reported a very positive experience with the SA intern. Section 5 demonstrates that in most cases the participating farms deemed that the above mentioned expectations either non measurable or as having not materialized.

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⁵ *ibidem*



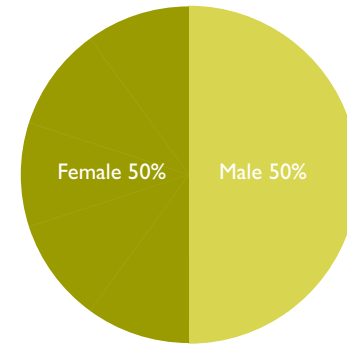
5. QUANTITATIVE OUTPUTS

5.1 Profile of beneficiaries

Gender

Chart 1 below indicates that there was a perfect gender parity, whereby 50% of the farm workers who went on the exchange programme were male, and 50% were female.

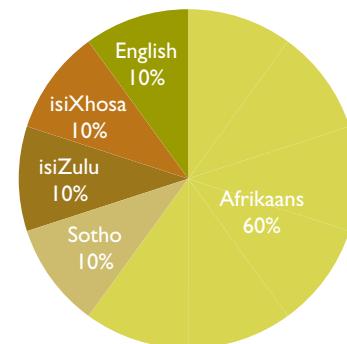
Chart 1: Gender breakdown of participants



First language of participants

Chart 2 below shows the first language of participants. 60% of participants speak Afrikaans as a first language. It is worthy to note that all participants except for one do not have English as their first language but that they, however, have a very good command of English as a second language.

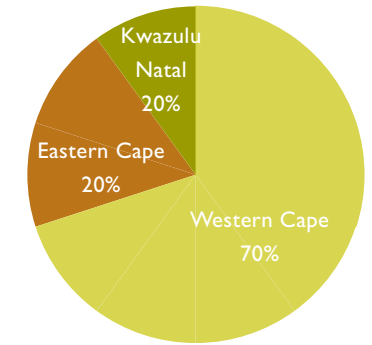
Chart 2: First language spoken by participants



Geographical areas of provenance

The previous Chart resonates strongly with the ensuing one which shows the geographical areas of provenance of beneficiaries. 70% of beneficiaries come from the Western Cape, which is in line with production trends, since 95% of the wine produces in South Africa is produced in the Western Cape. However this chart also shows that the beneficiaries of SAWIT funding do not solely hail from the Western Cape originally but also from the Eastern Cape and Kwazulu-Natal. Those workers coming from other provinces most frequently settle in the Western Cape once they have secured a job in the wine industry.

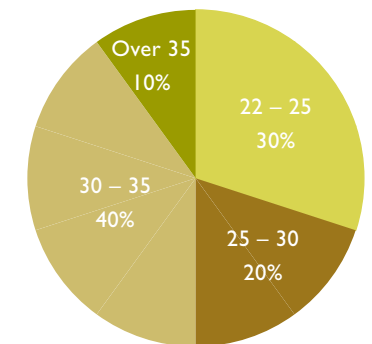
Chart 3: Geographical areas of provenance



Age groups

Chart 4 below indicates the age categories of the beneficiaries. Farm and cellar workers who participated in the programme were aged between 22 and 38 years at the time of taking part in the exchange programme.

Chart 4: Age groups of participants



Theoretical knowledge and experience of beneficiaries

All beneficiaries have received certified training in the wine industry in a minimum NQF level 1. Most had completed the skop 1, 2 and 3 and often some wine tasting courses prior to traveling to the USA. This proves that the programme targets individuals who have quite a high profile in the industry and they belong to the segment of promising talents in the industry, selected to act as ambassadors to South Africa overseas.

It is interesting to note the numbers of years that participants worked in the wine industry. Because they are fairly young workers on average, 75% of beneficiaries have less than 10 years experience in the wine industry, which includes 37% who have less than 5 years experience in the wine industry. The overall target of the exchange programme is thus a relatively young audience and fairly new to the wine industry.

25% of beneficiaries have more than 10 years experience in the wine industry.

The table below depicts the professional fields of activities of the beneficiaries. 90% come from a wine cellar environment.

Table 1. Field of work of beneficiaries

Field of work in SA	Number of interns
Cellar	7
Vineyards	1
Secondary production	2

5.2 Impact of the bursary on beneficiaries

Most of the benefits which were unveiled during interviews were of a non-technical nature. The Exchange programme has demonstrated merits with regards to soft issues, such as self confidence, self reliance, interpersonal skills and a new outlook on inter-racial relations.

Benefits of a professional and technical nature

- Knowledge and Technical skills acquired

The consultant received very mixed responses regarding the technical skills that the learners claim to have acquired in the USA. Asked whether the time in the USA had improved their technical skills, 37,5% indicated that the experience in the USA had improved their skills a little bit, another 37,5% indicated that the experience in the USA had improved their

skills quite significantly. One person indicated that his skills had been improved to a great extent and one person said that such an improvement was not measurable. The responses elicited from the farm representatives corroborate those findings. The skills of a technical nature which were acquired and put forward by beneficiaries relate mostly to the use of machinery.

Asked about their time in the wine farms, 50% of respondents indicated that they had learnt many new exciting methods in terms of wine processing, 37,5% indicated that they were given responsibilities and had a hands on job and 12,5% indicated that the time in the USA had given them the opportunity to experience tasks that they would never do in South Africa. According to such answers, 100% of respondents learnt a lot from their time on the wine farms. When probed about specific tasks they had learnt and then replicated in South Africa, only one respondent outlined clearly what she would be able to exploit the skills acquired in the USA. Veronica Campher has ideas as to how to package the tourism offer on the future wine farm allocated to the BEE project where she works. The others were very evasive about what they could actually implement once back home, indicating that it could not be applied in South Africa. One respondent who works in the secondary production environment indicated that he had not learnt elements relevant to his daily work in SA (although the overall experience greatly benefited him).

During their 10 day classes in Virginia, learners were given theoretical classes and went on field visits. The complexity of the legal framework surrounding the industry in the States was deemed very valuable by a learner such as Veronica, who is responsible for market penetration in her company. A learner reported thoroughly learning about how vineyards were planted and how the vineyard planting practices differed from South Africa. All learners appreciated learning more about the nature of challenges in this wine region and were very impressed by the impact that climatological elements had on vineyards.

E. Philip Morgan, Board Member, US-SA Wine Foundation, also commented on the technical aspects of what was experienced by the SA interns ⁶:

"Because of the volume of production in selected CA estates interns were surprised at some of the different processes, e.g., adding water before fermentation, different pump-over processes, etc. Interns often expressed these differences in terms of "quality" versus "quantity", implying that quality in the smaller operations is better."

⁶ From Preliminary Observations on Experience of Five SAWIT Interns in California 15 August to 24 October 2006, by E. Philip Morgan, Board Member, US-SA Wine Foundation

All learners appreciated learning more about the nature of challenges in this wine region



- Understanding the Global wine market

A recurring finding was that farm workers and cellar workers, according to their own perceptions and also that of the farm representatives, had developed an understanding of the global wine market and therefore how to position the winery in which they worked in SA. This comparative exercise was deemed as the most valuable outcome for the SA farm managers. Learners also emphasized the interesting marketing driven approach of US farms, implying that their respective structures in SA were certainly lagging in this respect.

Economic benefits

The indicators used to assess the socio-economic impact of the programme on beneficiaries were work place related indicators such as promotion, managerial responsibilities and salary increase.

Asked whether the programme had resulted in a promotion, **half the respondents indicated that they had been given more responsibilities but that their experience in the USA had not resulted in a promotion. One quarter of respondents indicated that they had neither been promoted neither been granted more responsibilities. The last quarter of respondents indicated that a promotion was not applicable to them.** In the case of Veronica Campher, this is due to the fact that she is an office manager and a Trustee in an empowerment project and that therefore a promotion is not applicable. The other respondents indicated that a promotion was not applicable for them because this perhaps implied that they had reached the highest possible level in the work hierarchy.

It is worth to note that in 30% of cases, farm managers also indicated that a promotion was not applicable in the case of their workers, instead of saying that no promotion had ensued the internship. These indirect responses could signify that managers would not be adverse to a promotion but that a promotion is “structurally” impossible since the workers, often wine maker’s assistants, would then replace the farm managers.

Probed further about the responsibilities assigned to them, the respondents who had been granted more responsibilities indicated that these were not of a managerial nature.

The income indicator seems to contradict the information elicited with the two previous indicators in the sense that **50% of beneficiaries did receive an income increase which they did relate to their experience gained in the US.** This could imply that for lack of being promoted, the time in the US became a catalyst for some kind of **“informal” promotion, translated in a monetary form.**

Learners also emphasized the interesting marketing driven approach of US farms

Out of the 50% who did not receive a salary increase, two indicated that this increase was not applicable to them. One beneficiary received an increase equivalent to less than 5% of her income prior to her time in the US; two received a 15% increase and a beneficiary even perceived a 100% increase on his salary.

The last indicator pertaining to socio-economic improvements is that of the willingness or opportunity to study further. 80% of respondents indicated that they intended studying further or had already registered on another course, with the support of their farm.

Benefits on a personal Level

There are numerous sources of comments about the intangible elements which made a change in the beneficiaries’ lives.

Asked to which extent the time in the USA had improved their interpersonal skills, 75% of respondents said it was true to a great extent and 15% that it had transformed them completely.

When asked what were the key elements they had taken back from their time in the USA, respondents outlined soft aspects such as **work ethics.**



An interviewee said: “(I now know what) long working hours, group working and responsibility are about”

Another commented as follows: “I have a better attitude towards respect and responsibility.”

The mind-broadening aspect of the programme was the point most consistently referred to by both beneficiaries and farm representatives. The paradigm through which they read the (wine) world seemed to have been greatly affected by their time in the USA – they understand that they are part of a macro-system.

Grasping racial relations in a different fashion was also a key outcome.

Self-confidence and self-reliance are the qualities mentioned most frequently by the respondents when asked about the personal benefits of the programme. Most respondents indicated that they felt more acknowledged in the work place and that most importantly their opinion was valued.



A fundamental parameter enabling to assess the impact that an educational programme had on beneficiaries are questions relating to people's quality of life. The criteria used were that of the beneficiaries' current state of mind, their self reliance, to which extent their view of their future life had changed and the overall improvement of their life since being sponsored by SAWIT to be part of the exchange programme.

Asked about their current state of mind (i.e. after completing the programme) on a scale of 1 to 6 (whereby 1 was most pessimistic and 6 most optimistic), 60% of respondents gave an indicator equal to 5 or more; only one respondent gave a number inferior to 3. This means that most respondents have a positive frame of mind, which is revealing of the impact the programme had on them.

Probed in the same way about to which degree they felt more or less self reliant after receiving a bursary from SAWIT (whereby 1 was not self reliant and 6 most self reliant), all respondents - except for one who gave a number 1 – gave a number equal or superior to 4. Chart 5 below reflects those findings.

Chart 5 – Indicators of state of mind and perception of self reliance

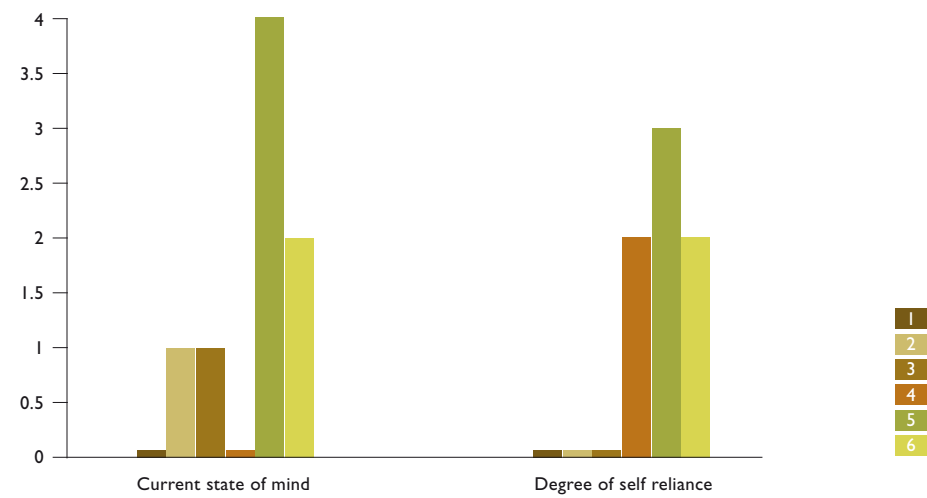
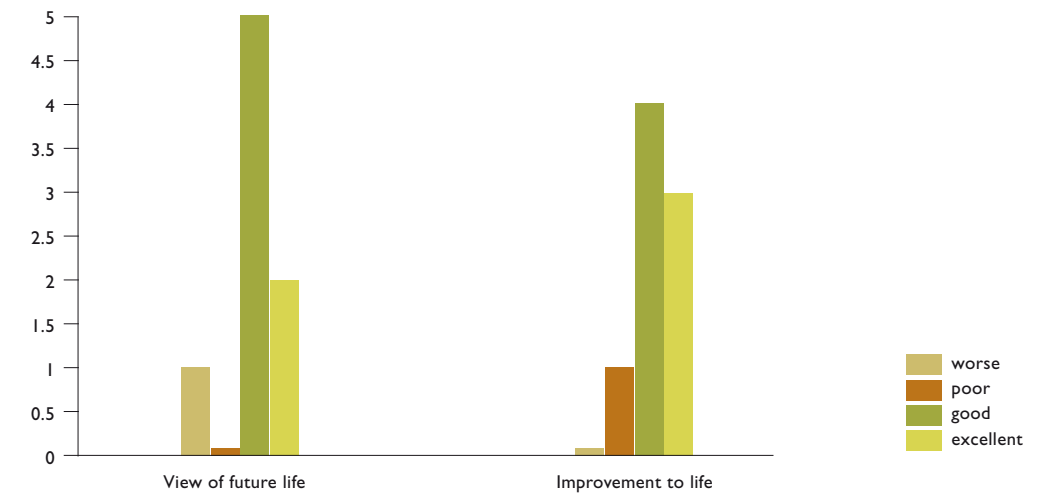


Chart 6 below depicts the way beneficiaries view their future life's prospects and the overall improvement of their life since returning from the USA.

It appears evident from this chart that more than 80% of beneficiaries have good if not excellent life prospects. This is a very valuable indicator in terms of the psychological impact of the programme on beneficiaries and the ambition it gives to them in life. The same individual expressed the worrying view that his/her future prospects were actually worse.

Chart 6. View of future life and of improvement to lives of beneficiaries



5.3 Feed back from the South African farm representatives

The consultant engaged with all farm representatives form South Africa, out of which a total of 5 farm representatives were either met or answered a questionnaire – this constitutes a 50% sample.

Perceptions about the Exchange programme

Questioned on their opinion about the preparation upstream from sending the learners abroad, SA farm representatives indicated a general satisfaction, with 60% of them having attended the briefing session organised by the Vineyard Academy. Asked how prepared learners were to go to the USA on a scale of 1 to 5 where 1 is unprepared and 5 is well prepared, respondents gave indicators rating between 3 and 5.



On the topic of feed back received from learners upon their return from the USA, 50% of respondents indicated that they had received verbal feed back but felt they didn't fully understand what their farm worker had been exposed to. 40% indicated having had received feed back in the writing and 10% felt they really knew what their learners had done in the USA after receiving verbal feed back.

What is essential to understand from the farm representatives' point of view is what in their view is the relevance of the exchange programme.

One wine maker explained that in his view sending SA learners to California was most relevant, specifically in the Sonoma county, since the climate, price points and the production methods there are the closest to those prevailing in South Africa. This person insisted on the fact that his learner could have benefited more from exposure in California and would have liked to be consulted on this placement.

Benefits of the Exchange programme on the SA intern according to SA farm representatives

The changes which may have occurred after the return of the farm workers to South Africa have been assessed against a series of expected outcomes.

On the subject of technical skills learners may have acquired in the USA, respondents indicated in 40% of cases that in their view the learner had acquired little skills, **40% indicated their learner had acquired significant skills and the remnant indicated that this was not measurable.** On the other hand, 90% of respondents indicated that their learners had genuinely improved their interpersonal skills.

The comments elicited below confirm this previous statement. Asked what was the most visible impact the programme had on their learner, respondents said: *"(The programme) built his confidence and broadened his views."*

"The exposure he received was not so much technical because we trained him in house. He fine tuned his qualitative judgement of wine in the sense that when he got back he commented on how the wines we produce are much better than what he tasted (there). He now really values what he contributes to produce in the cellar".

"It showed them there is a bigger industry out there and that we need to be competitive."

"(The programme) built his confidence and broadened his views."



50% of respondents indicated that the learner had not been promoted upon his/her return, 40% indicated that the learner had been promoted but not as a result of the programme and 10% stated that this consideration was "not applicable" to their case, which implies that there is in the considered structure effectively "no room" for promotion.

50% of respondents stated that their learners were granted more responsibilities upon their return, although not of a managerial nature. The remnant indicated that no additional responsibilities were entrusted to their learner.

According to farm representatives interviewed, half of the learners got a salary increase upon their return from the USA. **Those increases ranged from 5 to 10% for 35% of learners, between 10 and 20% for 15% of learners, and for more than 20% for 35% of learners. Out of the latter group, one learner received a 100% salary increase, which is quite worth noting.** Incidentally, three quarters of the farm representatives indicated that the salary increase was not as a result of the exchange programme.

All concurred to say that their learners would be given more opportunities for training in the future.

Benefits of the Exchange programme on the South African wine farm

Farm representatives were asked to rate how the experience in the USA had improved the farm/cellar workers' contribution to the farm.

60% of the farm representatives stated that the exchange programme had a positive impact on the wine farm, with the main positive feature being the boosted morale of the other workers. One respondent said it had a positive incidence on productivity and one other said it had been good for the winery's branding. One farm representative pointed out that to his mind such an exchange programme was *"far more a vehicle for the individual (beneficiary) than for the farm"*.

It appeared that none of the SA farms had seen this exchange programme as an opportunity to promote interactions with a US farm, and vice versa.

"It showed them there is a bigger industry out there and that we need to be competitive"



5.4 Feed back from farm representatives who hosted the students in the USA

The comments received from the 5 wine farms which did reply to the questionnaires sent to them were in general positive. It appeared that out of the sample of respondents, **all enjoyed interacting with the SA intern**. The impact of this experience on their structure seems to be most definitely more of a human dimension and hardly appears to have yielded other outputs of an economic (promotion for the farm) or technical nature.

Perceptions about the Exchange programme

Questioned about the reason they decided to host an intern on their wine farm, respondents gave a wide array of responses, from wanting to support the programme, to the simple fact that they needed an intern, to assist organizers and most specifically because they were excited of the prospect of receiving a SA intern. **50% of respondents indicated that they had specifically favoured hosting a SA intern rather than US or other foreign interns of a different nationality.**

Questioned about how well informed they had be about the proceedings around the exchange programme on a scale from 1 to 5 (where 1 is not well informed and 5 well informed), 75% responded an indicator of 4 or above. Asked the same question about how well prepared the intern was in their view, the average indicator was 3.

Benefits of the Exchange programme on the US farm

Asked about the intern's behaviour towards the whole experience, most respondents indicated that their intern was eager to learn or at least amenable to work with.

50% of respondents indicated that the intern was granted important responsibilities. The remnant was given no responsibilities, with one structure indicating that the intern was under permanent supervision and the other one indicating that the learner's skills were not sufficient to grant the intern responsibilities.

All responses received from the US farm representatives indicated that in their view the impact the training in the US had on the SA interns was not measurable. All also indicated they were positive **that the SA learner will be able to apply some technical skills she learnt in the SA farm where s/he works, but to a limited extent.**

The US farm representatives were questioned about how this experience had benefited interns. Respondents often brought forth the fact that **interns could have derived more benefits from the experience should they had been more skilled**. The quotes below from US farm representatives illustrate this point:

"My intern was a very hard worker and very well-trained in cellar procedures. But, I guess I expected all of the interns to be more motivated and prepared to learn the technical side of the business, i.e. I expected them to have slightly more science, math and laboratory experience and/or education."

"Our intern was positive and professional. We enjoyed working with her. Her experience would have been more valuable if she had been computer proficient. She did not have computer experience and this made many of our assigned tasks challenging."

Benefits of the Exchange programme on the US farm

With respect to the benefits this exchange programme on the wine farm, **most US respondents indicated that it had a positive impact on the farm. However, all indicated that the impact in terms of promotion was either beyond expectations or not measurable.** All respondents unanimously agreed that the most direct benefit for their structure was the fact that the presence of the intern had boosted the team's morale and that the team had perhaps learnt from the intern.

Asked whether in their view their US farm would keep in contact with the SA intern, 50% indicated that they were merely happy to have been associated with this SA individual and the other 50% indicated their commitment to keep on exchanging news with the learner.

...the presence of the intern had boosted the team's morale

most respondents indicated that their intern was eager to learn or at least amenable to work with



6. CRITICAL ASSESSMENT OF THE MANAGEMENT OF BURSARIES

6.1 The theoretical classes in the United states

For this section, the consultant refers the reader to the “Summary report – Learner evaluation and analysis” by Jim Elmore, Dr: Viticulture and oenology Programme, PVCC. A valuable scan of the learners’ impressions and recommendations with regards to the theoretical training received at the PVCC is included in this report. It has to be noted However that the numerical ratings of the programme components by individual learners were made nominative; in the future assessors should privilege anonymity to ensure objectivity.

The consultant can confirm the findings of the above mentioned report, with learners unanimously reporting that they felt well taken care of and had a clear idea of who their tutor/helper was at any given time. All felt that they had made the best out of the classes and that they had felt free to ask questions anytime in a course tailor made for them.

With regards to their overall rating of classes given to them, 37,5% reported that they already knew a lot about what was taught and that they also learnt new things. 50% indicated that the content of classes was of a high quality and that although they didn’t understand everything it taught them a great deal. 12,5% indicated that the classes had been so complex they couldn’t remember much.

6.2 The practical exposure received in the United states

The structures on which the interns worked were mostly large structures, with an average of 60 employees in total. However, the direct team with which the intern worked counted from 4 to 12 individuals. Only two other farms had other interns added to the SA intern, which implies that the **SA intern was the sole intern on most of the farms.**

Asked what their biggest fear was about embarking on this programme, most respondents indicated that their biggest fear was to be expected to perform in the US and the fear to deceive the organizers of the programme given its cost. The second biggest fear expressed was that of not being able to apply the skills acquired in the US once back in South Africa.

All felt that they had made the best out of the classes and that they had felt free to ask questions anytime

All respondents expressed satisfaction with being part of a team whilst working in the winery; more than 62% of respondents were pleased to announce that they were asked about practices in South Africa whilst completing their internship.

Table 2 below depicts the time that each learner spent on average respectively in the winery, in the vineyards and in the laboratory.

Table 2 – Time spent in winery, vineyards and laboratory

time spent in:	Intern 1	Intern 2	Intern 3	Intern 4	Intern 5	Intern 6	Intern 7
winery	80%	75%	40%	75%	40%	80%	80%
vineyards	15%	5%	20%	15%	10%	15%	20%
laboratory	5%	20%	40%	10%	50%	5%	0%

Note: out of the 10 learners, one spent her time exclusively in a regional tourism company in California.

On average, learners spent 67% of the training time in the cellar, 14% in the vineyards and 17% in the laboratory. These statistics demonstrate that the exchange programme is mostly geared toward dispensing skills in the cellar technology field, which correlates with the profiles of the learners.

Some learners raised the issue of working hours, which according to them were too long. They complained about having to work up to 10 hours a day and also on a week end. This disgruntlement was worsened by the fact that interns were not remunerated. (see section 6.4)

6.3 Support structures in place

A few responses elicited through interviews with the SA interns shed some light on how they perceived their interactions with the organizers in the United States. It appears that the interns resented being treated in a paternalistic way whilst completing their training in the USA. The comment below received from one of the learners illustrates this point:

“We were all mature and I felt that I was treated like a child and had to thank (the organisers in the USA) night and day for being part of this programme.”

It certainly is a difficult balancing exercise for organizers wanting to ensure that interns are safe and abiding by the law whilst still bearing in mind that the interns are responsible adults.



6.4 The bursary allocation

The remuneration issue

It appeared that SA learners were informed that they had tourism visas (i.e. which did not entitle them to remuneration) only upon arrival in the USA. This created a lot of discontentment for the learners who mostly felt unprepared and uneasy about being financially needy upon their arrival in the USA.

A US farm representative explained in detail the incidence that this situation had on the whole training of the intern:

“It was extremely disappointing that the programme did not communicate the fact that we would not be able to pay the interns while they were here. It sorely affected their attitudes and interest in the job. We had every intention of paying our intern while she was here, but we only found out a few weeks before she arrived here that we would not be able to pay her. She didn’t know the reason why we weren’t paying her until the last day of her stay (I had assumed the situation had been explained to her, but it had not!) The lack of communication all the way around crippled anything that any of us could have gained from the programme. Also, the lack of foresight in not getting work visas for them was just ridiculous.”

Mr Morgan makes a few very relevant points pertaining to this issue:

“Three of the wineries had other interns on site, some of whom were also holders of non-US passports. They expressed a preference for giving the South African intern a paycheck just like they do the others. They were uncomfortable that the SA intern arrangement was inconsistent with the way they handled other interns. One manager said he felt constrained asking an intern to work frequent twelve hour shifts when he knew his firm was paying the others directly while, whatever the SA intern was getting, it was outside his knowledge. (...) Responding to this in the South African context is extra complicated. If white people are telling black people that they won’t be getting paid like other interns (even though they actually are) a perception is evoked of difference in treatment of interns in the workplace that South Africans are very sensitive about. It doesn’t help when the maybe ill-informed first line supervisor doesn’t really know the full story and is apt to sympathize with the intern.”⁷

⁷ From Preliminary Observations on Experience of Five SAWIT Interns in California
15 August to 24 October 2006, by E. Philip Morgan, Board Member, US-SA Wine Foundation



The consultant supports the view that systematic communication is required and that an announcement should be made before leaving the USA should the organizers of the programme not manage to obtain work visas for SA interns prior. Should work visas be obtained, a remuneration package should be agreed to and communicated to SA farm workers upstream. **A learner suggested that should they be remunerated in the USA it would then avoid them from seeking pocket money from their SA managers.** In such a case an advance on the payment to be made by US farms should be negotiated.

An interesting element is the hourly wage SA intern would have received should they had been entitled to be remunerated. **The US farms indicated that the average remuneration would amount to 10\$/hour, including room and board.** If one considers an average of 8 to 10 working hours a day, including week ends as in harvest time, this means that interns could have received an average of between 60 and 80\$ a week at least. On this note, an intern commented: “People were expecting to be paid for the work that they would do. In the end people understood the issue around the visas but did not accept it, (mostly because it was explained to us so late)”.

The delay in providing “pocket money” for beneficiaries

Excluding the issue around the visas, it is paramount that learners be well informed, in a timely fashion, about money requirements and that farms – should no remuneration be possible in the USA- be advised to give a bit of money to learners with a ceiling amount to be allocated.

Table 2. Amount of pocket money received by interns from their SA wine farm

Pocket money given to interns:	Number of interns concerned:
undisclosed	4
none	2
R 1,500	1
R 2,000	1
R 5,000	1
R 8,000	1

It appears obvious from this table that some learners were in a comfortable situation in the USA whilst others had little financial margin. It is important to note that in principle all the learners’ subsistence needs were covered. However money was still needed (see below). It is the understanding of the consultant that a few days after the arrival of the learners in the USA, SAWIT organized to allocate 200\$ to each learner to assist with subsistence needs whilst in the USA. This was most welcome by learners, who nonetheless commented on the difficulties this had created for them.



One learner commented on the issue that the delay in allocating pocket money had caused:

"If one plans to go abroad one saves up money and I would have liked to have the time to do that because, although all our expenses were covered (...) the amount of money was not enough. I (was using a) cell phone because I was driving alone on the wrong side of the road and it become very expensive since I was given just a once of amount and the rest of my stay my husband had to send me money. The problem with that is that I am still paying the consequences!!!"

Another learner reported: *"I agree that everything was well organized but we suffered for the transport. I had to pay 20 dollars every week for the transport which was unfair."*

Financial needs arising and identified by learners

In terms of the items which need to be covered in the budgeting exercise, the learners mentioned the following:

- a minimum amount to buy toiletries and other necessities (for those who were not given pocket money) upon arrival
- transport allowances (some learners were required to pay for their petrol expenses)
- phone allowances (advise interns about international phone cards)
- money to buy present to US family and their support network in SA as a token of appreciation (the SA organizers could assist with organizing small gifts from the SA wine industry)

These items should in any event be agreed expressively with the host winery and the funder.

6.5 Some organizational considerations

Accommodation

Asked about their opinion on where they stayed during the exchange programme, most learners agreed that being immersed in an American context was the best exposure ever. Only 15% indicated that they would have rather preferred staying with the rest of the group.

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exposure ever.

The only issue the location of their accommodation created for learners appeared connected to mobility needs. Many commented on how they would have liked to be close to *"communication systems (worldwide) just to stay in daily contact with loved ones and work colleagues and also within walking distance of a shopping mall."* This is due mainly to the fact that learners in most cases stayed on wine farms and not specifically with American families as wished by the Vineyard Academy ⁸.

Extra-mural activities

When asked about their sentiments towards the extra-mural activities that were organized for them, in 85% of cases, the interns expressed their satisfaction at what they were exposed to, with 40% However expressing that they would have liked to see more.

Social interactions

Commenting on the nature and frequency of their social interactions whilst in the USA, more than 70% said they were happy with the numerous interactions they had had with Americans. 30% indicated that in their view they had had too few interactions with Americans.

Asked to elaborate on what could have been better about their social interactions, learners reported that they would have liked to engage on a deeper level with American people, which the quotes below exemplify:

"More time would have been appreciated if spent on learning about others besides the wine industry, e.g. Nightlife, different cultures/religion/customs, etc."

"I would have liked to have more time with US people to get absorbed in their culture and religion".

"I would have liked to have more opportunities for personalized social interactions to create long lasting friendships"

...they were happy
with the numerous
interactions they
had had with
Americans

⁸ Interview with Henry Horne



Finally, a point of discontent expressed by the learners was the fact they **did not have sufficient opportunities to interact within the South African group:**

“There were promises made that the SA group would meet at least every weekend, which did not happen. This put me under a lot of unnecessary stress since I was the only one with a car”. (this individual reported that learners were given the responsibility of organizing those gatherings on their own initiative).

Another learner corroborated this point: *“It would have been ideal to get together between South Africans as part of the programme but when it happened it was only as a result of our initiative”.*

Time management

Most learners were happy with how time was managed over the whole duration of the exchange programme except for the first 10 days spent in classes. Learners hinted at the intense heat which made them want to freshen up between classes but they did not have time. The suggestion was made that 30 minutes in that day be set aside to grant them the opportunity to contact their families. The consultant elicited no negative comments (see Mr Morgan’s report on this point) with regards to the lobby trip which appeared to have been experience by all very positively.

Transportation

As mentioned earlier, learners felt they lacked mobility or were too dependant on others, which as a result put pressure on the other learners who had a driver’s licence or access to a car whilst in the USA.

“When we went out as a group the US farm wouldn’t drop off the intern where we went so we had to hire transport to go and fetch him which was a bit of unfair” (NB: non edited comment)

The remarks made in section 6 are to be read in complement of section 7 on recommendations.

Most learners were happy with how time was managed over the whole duration of the exchange process

7. RECOMMENDATIONS

This section outlines recommendations made by beneficiaries and farm representatives to improve the roll-out and therefore the positive impact of the programme.

7.1 Upstream interventions required

Fine tuning the selection process

Comments elicited from the US farm representatives hinted at the lack of skills of SA learners and how this had represented a missed opportunity for learning during their time in the USA. This fundamental remark implies that learners to be selected could/should have a higher NQF level with more scientific background. Should candidates be considered at that level, then the graduates from the BSc Agric in Viticulture and Oenology (BSc agric) could constitute valuable candidates. Some members of the US team required to attend the selection session.

Intensified preparation of the learners

As the executive summary points out, the beneficiaries of exchange programmes need to be nurtured before going abroad. Ideally the trip abroad should be positioned to become a long term reward of a pre-learnership or skills programme, whereby only deserving candidates are sent abroad. The selection process as it stands today is not geared to identifying the mental and professional readiness of candidates and therefore their ability to derive benefits from the programme.

Such preparation should include, amongst others:

- Pre-training (learnership/skills programme – inclusive of computer classes if required);
- Sessions on what to expect in America (a document outlining the acculturation to be expected should be prepared by the US partners);
- Session about the history of South Africa and about the role interns will have to play as SA ambassadors in the USA;
- Motivational talks about empowering oneself and how to overcome hindrances to change once back in the SA work place;
- Session geared towards practical issues (visas, phone cards, luggage allowance, packing to fly to the USA, declaring goods at customs, etc)

the beneficiaries of exchange programmes need to be nurtured before going abroad



Improve communication channels

The lack of communication between organizers/sponsor and beneficiaries/farms was raised as a preeminent issue across the spectrum. SA farm representatives commented on the lack of feed back mechanisms and wished to get a better understanding of what their learner had done in the USA.

- The service provider in the USA should be made responsible to ask all US wineries to compile a brief report back on the activities the learner did on the US farm and how s/he performed. This should be sent to SAWIT and to the relevant SA winery.
- SA wineries in return should be expected to report back on the SA learner's progress and professional improvements once back in SA (6 months upon return). These reports should be sent to SAWIT, the US service providers and the relevant US wine farm.
- The learners should be required to keep a weekly journal/diary of what they did on the farm and include in it their personal impressions of this experience. This journal could form the basis of some kind of report back to the SA farm .

The US farm representatives also expressed the need to be better informed about the interns and about what was expected from the US farm. One manager commented as follows:

"(In the future I would expect) better communication to the host wineries about the qualifications of the intern in order to be able to prepare an appropriate housing situation for them (we only saw a simple resume, which wasn't enough information); (we are also need to receive) better communication to the interns regarding their responsibilities (on the US farm)"

All host wineries did not seem to be aware about requirements around time off, the entertainment programme prepared for interns, the need for SA interns to gather on a weekly basis, etc.

- The US service provider should have the responsibility to structure documents outlining all the above mentioned elements.

Finally, one of the SA interns highlighted an important point, which pertains to the need of interns to be able to interact with their sponsor. One intern expressed this need in the following way:

"Why didn't we know who the people who were sponsoring us were? Personally if I was to send somebody abroad I would be interested in who they are. Also since the programme was successful (I would like to have the opportunity to) thank them for being part of the programme. I feel in my cellar (this exchange programme) never happened; the people from my farm didn't even see my pictures (...)"

- The onus is on the SAWIT to create an event around this exchange programme. Such an event was expected and it appeared that some interns needed such media coverage to be organized to confer them the needed credibility within their wine farms/cellars.

7.2 Organizational considerations regarding the internship in the USA

Financial needs

- The best way to overcome the financial requirements of interns is to ensure that they can get a work visa. (see section 6).

Accommodation

Some interns seem to have been accommodated on wine farms.

- SA interns should all in the future be placed in American families. The host families should be made aware of the mobility and other practical needs of their SA interns.

Time if internships

It appeared that the interns had to leave the US at a time when interns were the most needed, in the peak of harvest.

- Interns getting exposure in viticulture and in wine processing should ideally stay through the harvest period.

Placements on US farms

Most US and SA farm workers, when asked what in their view was best with respect to internship placements, indicated that a modular approach was most advisable.

*"We really need to work on a plan for different interns going for viticulture experience versus wine making or marketing. Programming those experiences will also give us a better sense of how long the intern should be in place for a particular type of experience."*⁹

an important point,
which pertains to the
need of interns, is to
be able to interact
with their sponsor



The 2006 programme allowed for one SA intern to be placed on a marketing structure, which suited her needs best.

- **This modular approach, which consists of defining the best structure where to place an intern according to the interns' professional needs**, should have been rolled out for all interns. For instance an intern who works in the secondary production, could not derive any specific skills from his time in the winery, since he was exposed to other aspects of the value chain in which he traditionally did not work. **Although giving the intern complementary exposure to an aspect of the wine value chain that s/he doesn't know is encouraged, it is essential that the intern also be exposed to an aspect of the value chain where s/he traditionally works in SA.**

NB: should a SA intern be placed in a marketing structure in the future, it is recommended (by Veronica Campher) that s/he be placed on a winery rather than a regional wine organisation, so that person can apply more of the skills acquired in the US once back in SA.

7.3 Downstream interventions

Catering for beneficiaries upon their return from the USA

An "aftercare" programme needs to be developed for learners who have completed the exchange programme.

- The first step of this aftercare programme would be the completion of a learnership/skills programme upon the return of the beneficiaries to SA.

This after care programme should include identifying opportunities in the wine industry (apart from viticulture and wine-making) to provide, for example, management training for individuals now entrusted with new responsibilities. The aftercare programme should aim at promoting the "vertical" knowledge of the beneficiaries.

A SA farm representative reinforced this view by commenting:

"The realities of the reverse culture shock after the return is often hard to get used to. It can result in demotivation if not managed carefully."

"The realities of the reverse culture shock after the return is often hard to get used to..."

Expanding and intensifying communication between role players and beneficiaries

- There is a need for ongoing communication with the SA farms to enable:
 - the farms to have a better understanding of the programme requirements (time off for training, requirements for the intern traveling abroad, etc). The consultant noted that this was done by the Vineyard Academy in 2006 and that most SA farm representatives were satisfied with the information session organised;
 - encourage training and thus BEE.
- A blog about the exchange programme could be put up and linked to the SAWIT website and that of the US partners, so that the participants of the programme can have a platform for communication and making suggestion.

Building on the foundation of skills acquired

In order to ensure that long term benefits are derived from the programme, it is suggested that:

- The farm worker be assisted by the SA service provider completing the certified learnership/skills programme in applying his/her newly acquired skills in South Africa;
- Advising the farm representative to update the personal appraisal system (if in existence) of the farm worker, which could then be used to motivate further education and training;
- Advising the farm representative to (where possible) "trickle" down the lessons of the exchange programme.
- It is recommended that a mentoring system be established so that the beneficiaries can draw on the expertise and skills of senior people. Time could be spent seeking out wine industry personalities who would be willing to dedicate some free time to assisting a small number of individuals.

It is recommended that a mentoring system be established so that the beneficiaries can draw on the expertise and skills of senior people.



8. CONCLUSION AND THE WAY FORWARD

The question which matters at this juncture and which underpins any empowerment related thinking is “Can the learner, once he/she returns to South Africa, apply any technical skill acquired in the USA?”. This question harks back to the real focus of the exchange programme – the acquisition and implementation of skills on a macro scale in the SA wine industry. This issue is a challenge for the organizers of the exchange programme in South Africa, who are themselves shapers of the emerging new profile of the South African wine industry.

From the research undertaken for this survey, it appears that in most cases learners returning to South Africa are not given the necessary opportunities to implement their newly acquired knowledge and skills. In most cases, the learners returning to their SA farms often slot back into their previous jobs. The problem this dynamic unveils is that the programme creates expectations which may remain unfulfilled.

However, the significant change which frequently seems to occur upon their return are:

- Enhanced respect in the work place;
- More responsibilities (and therefore a sense of empowerment);
- Salary increases (in 50% of cases) – the link of this salary increase to the US trip however remains questionable.

A preliminary and short term conclusion with regards to the outcomes of this exchange programme would be that **SAWIT did not yield the expected return on investment**, for the following reasons:

- Learners were not certified with an accredited learnership upon their return; the SA wine industry is geared towards formalizing education and should encourage programme managers to align training with a certification (note: this is due to unfortunate financial circumstances and should be addressed in 2007);
- Their farms mostly valued soft skills acquired and in most instances dismissed any technical skills acquired as non replicable in the SA context;
- The farms questioned the relevance of the choice of Virginia as a wine region to give exposure to their farm and cellar workers;
- Most learners could in most cases not give examples of how they were using the technical knowledge and skills acquired in the USA;
- SAWIT’s key strategic aim to establish an exchange programme dictated by shared financial commitment between South African and the USA did not materialize for 2007;

The benefits of such a programme could be amplified should the right pre and after care structures be put in place. Being part of an exchange programme should be a reward given to beneficiaries after having dedicated many hours to training, which should include motivational talks. A determining factor for ensuring that the farm worker will have a playing field upon his/her return in SA is to get the “farm on board”, which would imply a written commitment to have a person from the farm identified as a tutor and mentor for the farm worker before and after his/her time in the USA.

9. ANNEXURE

Annexure A: Reference Material

Preliminary Observations on Experience of Five SAWIT Interns in California, written on 15 August to 24 October 2006, by E. Philip Morgan, Board Member, US-SA Wine Foundation

Summary report – *Learner evaluation and analysis* by Jim Elmore, Dr: Viticulture and oenology Programme, PVCC

Annexure B: Definitions

Farm Representative	Refers to the person who works the closest with the farm or cellar worker. This includes largely wine makers, farm owners, HR managers or other levels of management.
Learnership	Refers primarily to workplace based learning, supported by structured institutional learning, resulting in an accredited qualification.
The partners	mean the South African (SAWIT and service providers and SA farms)and American (EMS and service providers and US farms) partners.
Skills Development	Refers to a process of training and development with the purpose of enhancing the individual’s capacity to perform a particular function, as well as the ability and opportunity to advance to higher levels of responsibility.
US farms	mean the wine farms and companies on which the South African interns received practical exposure whilst in the United States.

Annexure C : Abbreviations

BEE	Black Economic Empowerment
CWA	The Cape Wine Academy
Exchange programme	The USA-SA wine exchange programme
EMS	Emerging Market Solutions
HDI	Historically Disadvantaged Individual
MCVGA	Monterey County Vintners and Growers Association
NQF	National Qualifications Framework
PPS	Private-Public Solutions
PVCC	Piedmont Virginia Community College, in Virginia, USA
SA	South Africa
SAWIT	South African Wine Industry Trust
SETAs	Sector Education & Training Authorities
USA	United States of America
VA	The Vineyard Academy



ANNEXURE D: FARMS AT WHICH INTERNS WERE PLACED AND TYPE OF ACCOMMODATION (source: US partners)

Jerome Likwa

Smith and Hook/Hahn Estates Winery
37700 Foothill Road
Soledad, CA 93960 U.S.A.
Contact: Paul Clifton
Winemaker
E-mail: pac68@msn.com
Phone: 831-2132 winery
Fax: 831- 678-2005
Residence:
Staying with Juan Jose Verdina Busch, Hahn Estates enologist
257 van Buren St Apt E, Monterey Ca zip Code 93940,
Juan's cell phone is 831-595-2240

Lifa Enock Tekiso

Blackstone Winery
850 South Alta Street
Gonzales, CA 93926 U.S.A.
Contact: Jamie Meves
Director of Cellar Operations
E-mail: Jamie.Meves@cwine.com
Phone: 831-675-5324 (o)/831-596-9167 (m)
Residence: Sharing a house with other interns
Address: 31021 Camphora-Gloria Road
Soledad, CA. 93960
House Phone: 831-675-0179d

Tanya Stuurman

Cima Collina Winery
3344 Paul Davis Drive,#6
Marina, California 93933
Contact: Annette Hoff
Winemaker
E-mail: cimacollina@ abcglobal.net
Phone: 831-384-7806 (winery); 831-236-8183 (m)
Fax: 831-384-7850

Residence:

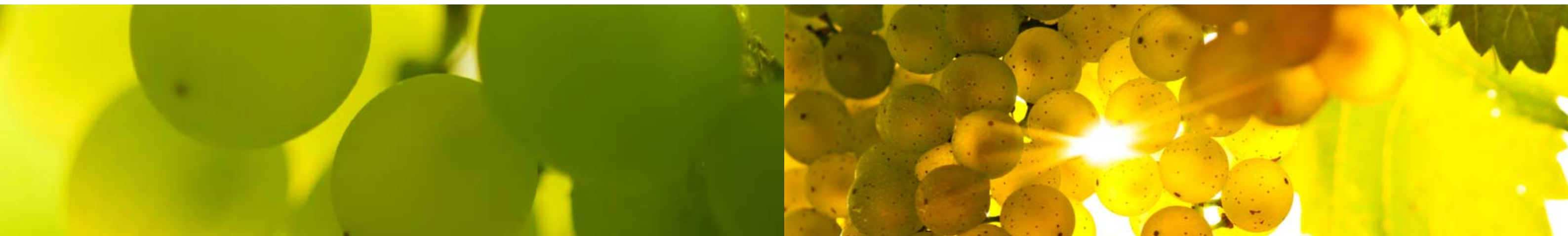
Annette Hoff & Doug Danzer (& son Luke,5 years old)
27965 Dorris Drive
Carmel CA 93923
831-620-1353 home
831 236-8183 cell AH
831 236-8172 cell DD
annette20@ sbcglobal.net
ddanzer@ sbcglobal.net

Veronica Campher

Monterey County Vintners and Growers Association
400 Camino Aguajito
(P.O . Box 1793 – mailing)
Monterey, CA 93942 U.S.A.
Contact: Rhonda Motil
Executive Director
E-mail: rmotil@ montereywines.org
Phone: 831-375-9400 (o)
Residence: Staying with Beth and Bruce Sterten
27080 Meadow s Road
Carmel, CA 93923 U.S.A.
Phone: 831-625-1916

Philani Gumede

Scheid Vineyards
305 Hilltown Road, Salinas, CA 93908 (corporate address)
Phone: 831-455-9990
Fax: 831-455-9998
Hobson Ave., Greenfield, CA (winery address)
Contacts: Kurt Golnick -COO
831-970-8704 (mobile)
E-mail: kurt@scheidvineyards.com
Lyn Schneyder - Director of Human Resources
E-mail: lyn@scheidvineyards.com
831-970-8700 (mobile)
Residence: Sharing apartment with one other intern and the winemaker
304 Bassett Ave. King City, CA 93930 U.S.A.



Leanne April

Afton Mountain Vineyards
234 Vineyard Ln.
Afton, VA 22920
Phone: 540-456-8667
Point of Contact: Shinko Corpora
E-mail: finewines@aftonmountainvineyards.com

Welcome Williams

First Colony Winery
1650 Harris Creek Rd.
Charlottesville, VA 22902
Phone: 434-979-7105
Point of Contact: Randy McElroy (owner) rmce390641@aol.com
And Kerry Hannon (now at King Family Vineyard) formerly Managing Director at First Colony
Kerry's number: 434-823-7800

Elma Van Graan

Jefferson Vineyards
1353 Thomas Jefferson Pkw y
Charlottesville, VA 22902
Phone: 800-272-3042/ cell: 434-466-5990
Point of Contact: Chad Zakaib, Director of Marketing and Sales Managing Director
sales@jeffersonvineyards.com

Harold Bailey

Kluge Estate Winery and Vineyard
3550 Blenheim Rd.
Charlottesville, VA 22902
Phone: 434-984-4855
Contact: Reggie Ryals (Director of Human Resouces)
E-mail: rryals@klugeestate.com

Leonard Julies

Barboursville Vineyards
17655 Winery Rd.
Barboursville, VA 22923
Phone: 540-832-3824
Point of Contact: Luca Paschina
grappa@barboursvillewine.com

ANNEXURE E: THE SOUTH AFRICAN INTERNS AND SA FARMS CONTACT DETAILS

USA Exchange Students	Register
Leanne April	Tel: 044 2133639 / Mr Burger
Cell 0837633885	Fax: 044 2133639
Elma Van Graan	Tel: 021 8762630 / Achim Van Arnim
Cell 0721821446	Fax: 021 8763390
Tanya Stuurman	Tel:021 8440605 /Andries Burger
Cell 0836964900	Fax: 021 8440150
Veronica Campher	Tel: 021 8652135 / Carl Maske
Cell: 084 6485520	Fax: 021 8652683
Harold Bailey	Tel: 021 8097204 / Mr Leon Roman
Cell: 0842054880	Fax: 021809 7662
Mzoxolo Welcome Williams	Tel: 021 8800496 / FrancoiShaasbroek
Cell: 073 2764141	Fax: 021 8801007 /
Jerome Likwa	Tel: 082 3735038 / Adibadenho Rst
Cell: 0721894015	Fax: 021 8091217
Lifa Enock	Tel: 023 6162141 / Philip Jonker
Cell: 073 0912077	Fax: 023 6162460
Leonard Julies	Tel: 021 8645300/ Niël Groenewald
Cell: 084 6086083	Fax: 021 8641287 0827862682
Gumede Philani	Tel: 054 3378800 / Betsie Du Plessis
Cell: 0826534502	Fax: 054 3324408

ANNEXURE F: LEARNERSHIP CURRICULUM PRESENTED BY THE VINEYARD ACADEMY (prior departure)

- | | |
|------------------------|-----------------------------|
| Physiology of the vine | Soil preparation |
| Marketing | Canopy Management |
| Pruning | Pest and disease control |
| Health and Safety | Establishment of a Vineyard |
| Cultivation techniques | Irrigation |
| Soil Types | Wine processing |
| Financial Management | Wine Tasting |



ANNEXURE G : HARTNELL COLLEGE CURRICULUM

Week 1	08:30 - 12:00	12:00 - 13:30	13:30 - 17:00
Monday, August 21, 2006	Opening Day. Welcoming Reception. Classes begin: Introduction to California and Monterey County agriculture, wine production in the United States and in California.	Lunch	Class Instruction
Tuesday, August 22, 2006	Grapevine Pruning: Pruning for quality with an overview of various trellis systems and proper pruning tools.	Lunch	Field Experience
Wednesday, August 23, 2006	Vine Grafting and Propagation: Grafting on to rootstock and propagation of the grafted vine, rootstock selection, soil drainage, forcing and storage of grafted vines.	Lunch	Field Experience
Thursday, August 24, 2006	Soil Preparation: The essential elements of grapevine planting in California, site selection, and grape and trellis selection with emphasis on soil preparation and standard methods of grapevine planting.	Lunch	Field Experience
Friday, August 25, 2006	Vineyard Site Selection: Learn about aspect, elevation, soil types, layout and design.	Lunch	Field Experience and Dinner with Host Families and staff
Week 2	08:30 - 12:00	12:00 - 13:30	13:30 - 17:00
Monday, August 28, 2006	Viticulture Canopy Management: Proactive and remedial methods of canopy management in California vineyards and relationships to high quality grape and production.	Lunch	Class Instruction
Tuesday, August 29, 2006	Viticulture Pest Control: Introduction to fundamental elements of fungi, pest control in California and relationships to these processes to the health of the grapevine.	Lunch	Field Experience
Wednesday, August 30, 2006	Winery Design and Equipment: Introduction to winery design and equipment needed to make wine.	Lunch	Field Experience
Thursday, August 31, 2006	Wine Making: Study of the traditional winemaking methods, history of wine making, blending, bottling, yeast situation, fermentation, riddling and degrees of sweetness, re-corking, bottle pressure and labeling.	Lunch	Field Experience
Friday, September 1, 2006	Vineyard Site Selection: Learn about aspect, elevation, soil types, layout and design.	Lunch	Class Instruction and Graduation

ANNEXURE H : FURTHER EDUCATION AND HIGHER EDUCATION AND TRAINING IN SOUTH AFRICA

NQF Level	Band	Qualification Type
8	Higher Education and Training	• Post-doctoral research degrees
7		• Doctorates
6		• Masters degrees
5		• Professional Qualifications
		• Honours degrees
		• National first degrees
		• Higher diplomas
		• National diplomas
		• National certificates
Further Education and Training Certificate (FETC)		
4	Further Education and Training	National certificates
3		
2		
General Education and Training Certificate (GETC)		
1	General Education and Training	Grade 9 ABET Level 4
		National certificates



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