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"Sustainable Future Development"

January 2019

> ***"HI twa rhambu loko ri tshoveka"***
> Shangaan-Tsonga proverb:
> **"Engage in Rural Development until we hear the bones crack"**

DEPARTMENT OF ECONOMIC DEVELOPMENT AND TOURISM

Strategic development and training intervention
ALL 9 PROVINCES 2019

Future Development and Training

CAPE TOURISM AND HOSPITALITY SKILLS TRAINING COMPANY,(CTHSTC)/LIVINGSTONE TOURISM ACADEMY
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EXECUTIVE SUMMARY

In the context of the high unemployment rate in South Africa, the motivation for focusing on **Rural Development** relates to wanting to mitigate the creation of a new generation of long-term unemployed people. It is understood that the longer a person is unemployed or underemployed, the harder it is to reverse the effects on self-esteem, and to secure future long-term employment. Many of our youth today have poor or no job searching skills or access to resources to source job opportunities, which results in a high chance of long-term unemployment among them.

Education definitely helps! Studies conducted in the field of youth and unemployment show that the unemployment rate falls dramatically as people acquire more and appropriate skills. This is especially significant if a post-matric qualification is achieved. Statistics reveal that about 30% of those aged 25-34 with matric or less are unemployed compared to only 13% of those with a diploma and 8% of those with a university degree.

Research also shows that unemployment tends to fall with age. This means that a higher level of education at an earlier stage in one's career is definitely helpful to young people. "Graduate unemployment is frustrating to those experiencing it, and a great loss to the economy. It should be addressed easily through matching and reskilling programmes. However, it can be compared to more than 4 million people who are unemployed overall."[1]

"Despite a national economy that has experienced steady and strong growth by most measures, unemployment in South Africa – especially among young people – remains high, and there are deep concerns about a present and future "skills shortfall".

The South African Government sees the skills shortage among the present and emerging workforce as the single greatest impediment to continued growth.[2]

The CTHSTC project has been designed in response to President Zuma's call for the creation of 4 million job opportunities by 2014. One of the many options available to improve access to employment opportunities and economic security is the provision of entrepreneurial skills development. This project provides skills training that will enable young people with entrepreneurial skills and specific skills to work and develop within the parameters set by the Limpopo Province for this specific project.

The project will target unemployed youth in the designated Limpopo area's.The outcome will result in the following qualifications and projects :

Qualifications :

- ✓ Introduction to Management (SAQA aligned)
- ✓ Project Management (SAQA aligned)
- ✓ New Venture Creation (aligned and including marketing, human resource management)
- ✓ Tourist Guiding (TGD/CulSGd/4/0031 Culture Site Guide)

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[1] YOUTH LABOUR MARKET CHALLENGES IN SOUTH AFRICA, Miriam ALTMAN, Human Sciences Research Council (HSRC), September 2007

[2] FINAL REPORT of a "Rapid Assessment" by Education Development Center Newton, MA, USA – March 2007 (Youth Development and Employment in South Africa's Further Education and Training (FET) College Sector)

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- ✔ Guesthouse and Lodge Management (International Certificates Reception Operations, Food and Beverage, Accommodation Operations, Food Preparation City and Guilds and SAQA aligned)
- ✔ Introduction to Computers (MS Word and spreadsheets)
- ✔ First Aid (L1-L4)
- ✔ Construction maintenance (lodge maintenance including gardening)
- ✔ Occupational Health and Safety
- ✔ Finance Management for Non-financial Managers
- ✔ Fundamentals :
  - First Language Level 4
  - Second Language Level 3
  - Mathematics Level 3
- ✔ Assertiveness and Conflict Management

Development and Job Creation:

- ✔ Guidance to management of new enterprises
- ✔ Mentoring to ensure sustainability of new ventures
- ✔ Manage lodge project for agreed period
- ✔ Transfer of project to community

The CTHSTC project aims to address the need for job creation through provision of entrepreneurial skills to young and unemployed people.CTHSTC Projects believes that the spirit of the community should be at the heart of youth development within South Africa.

Laat ons mekaar se hande vat, en saam oplossings vind in die gees van 'n Suid Afrikaanse gemeenskap. Die tyd het gekom om harder te werk.

Ons regering gaan vorentoe kyk, nie agtertoe nie!

[English version: In the spirit of a South African community, let us join our hands to find solutions together. The time has come to work harder.

Our government will look forward, not backward!]

***Source:* www.info.gov.za/speeches/2009/09060310551001.htm**
(Pres Zuma, State of the nation address 2009)

CTHSTC Projects will however also contribute to develop people in such a way that they are able to work smarter and move with the pace of change in the world.

PROJECT PLANNING

BACKGROUND

Vision 2014 is South Africa's direct response to addressing the development challenges as set out in the Millennium Development Declaration. In September 2000, 147 heads of State and Government and 189 nations in total committed themselves in the United Nations Millennium Declaration to making the right to development a reality for everyone and to freeing the entire human race from want. They acknowledged that progress is based on sustainable economic growth, which must focus on the poor, with human rights at the centre. The objective of the Declaration is to promote "a comprehensive approach and a coordinated strategy, tackling many problems simultaneously across a broad front."

The Declaration calls for halving, by the year 2015, the number of people who live on less than one dollar a day. This effort also involves finding solutions to hunger, malnutrition and disease, promoting gender equality and the empowerment of women, guaranteeing a basic education for everyone, and supporting the Agenda 21 principles of sustainable development.

The problem of high youth unemployment is a global phenomenon. According to an International labour force study in 2006, youth (15-24 years) make up half (50%) of the world's unemployed - 88 million out of 186 million - even though youth are only 25% of the world's working age population.[3]

Some of the most important targets and objectives making up Vision 2014 are as follows:

✓ Reduce unemployment by half through new jobs, skills development, assistance to small businesses, opportunities for self-employment and sustainable community livelihoods.

✓ Reduce poverty by half through economic development, comprehensive social security, land reform and improved household and community assets.

✓ Provide the skills required by the economy, build capacity and provide resources across society to encourage self-employment, with an education system that is geared to productive work, good citizenship and a caring society.

In his State of the Nation address on 3 June 2009, President Jacob Zuma called for the creation of 4 million jobs by 2014. At the NEDLAC Summit in September 2009 he said: "We need to find new ways of doing things. Developing strategies for decent work and poverty reduction will involve difficult choices in the current economic context. I want to underline this to all partners. A question of difficult choices. Given a challenge must we do business as usual or look at things differently."

One of the key elements of the Medium Term Strategic Framework (MTSF) for 2009, as outlined by President Zuma, is to strengthen the competitiveness and promotion of medium-sized enterprises (SMEs) and co-operatives.

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[3] Education and Youth Unemployment in South Africa, © Southern Africa Labour and Development Research Unit, UCT, 2008

He also indicated that "the emphasis on skilling and adult education is not just a nice to have, but rather they address a serious shortcoming in our society."[4]

As a recent World Bank report on youth and employment in Africa put it: Opportunity-driven entrepreneurs drive new business ideas, mobilise resources and ultimately create jobs. A culture of entrepreneurship can unleash the economic potential of young people. Societies that appreciate entrepreneurship and promote its values and norms, can create a dynamic and vibrant class of young entrepreneurs."[5]

Unemployment among young South Africans

According to official statistics from the Labour Force Surveys, the unemployment rate for young people aged 15-24 in 2006 was 50.2% – almost double the general unemployment rate of 25.5%. In addition, more young people are discouraged from seeking work than people in any other age group. If those who are no longer looking for work are included, the unemployment rate for young people rises to 65.2%, compared with the general unemployment figure of about 38%. What is more, the burden of unemployment falls disproportionately on young blacks/Africans. In order to generate improved information that will deepen knowledge about unemployment among young people in South Africa, the Centre for Development and Enterprise (CDE) conducted research on employment histories and unemployment. The retrospective survey, conducted between July and November 2006, was based in three sites (ie, Johannesburg, eThekweni and Polokwane) and traced the histories of 1 000 young people aged 20-35 from their 15th birthdays onwards. The main findings of the survey are as follows:

- The survey fully confirms the high unemployment rates recorded by the official Labour Force Surveys. In Johannesburg, 56% of young men aged 15-24 are unemployed, while in eThekweni the figure is 66% and in Polokwane 65%. Unemployment among young women stands at 65% in Johannesburg, 68% in eThekweni and a staggering 88% in Polokwane.

- Although in most healthy economies there is a significant job mobility among young people as they experiment with jobs until they find those that best suit them, in South Africa young people hold on to their first jobs for as long as they can, and only a small minority leave them voluntarily to look for other jobs better suited for their talents and aspirations.

- Most young people prefer to be formally employed rather than self-employed, as they perceive the latter option as very risky.

- Race, gender and place matter when it comes to unemployment among young South Africans. Young blacks/Africans tend to be jobless for longer periods than young people of other races; young black/African women are jobless for longer than young men; young black/African women without a senior certificate or equivalent are jobless for longer than those with better educational qualifications; and young black/African women in more remote parts of the country are jobless for longer than those in urban areas.

Source: http://www.shuttleworthfoundation.org/media-centre/newsletters/august-2007

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[4] President Jacob Zuma, speech to 14th Annual NEDLAC Summit, 14 September 2009
[5] World Bank, Youth and Employment in Africa: The Potential, The Problem, The Promise, 2008

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According to the National Youth Commission (NYC), any programme that claims to be a youth development programme should comply with the following principles:[6]

- ✓ **Identify youth as a resource:** Young people are agents of their own change and should be capacitated and empowered to become responsible people.

- ✓ **Provide for long-term investment:** In order for the programmes to be effective they ought to have long-term commitment to young people.

- ✓ **Provide real skills development solutions:** Effective programmes are those that impart essential skills to youth.

- ✓ **Ensure that exit opportunities are available:** These should become an integral part of the conceptualisation and planning process of any youth development programme.

- ✓ **Include follow-up and tracking activities:** This is important as it measures the impact that the programme has had on participants.

MOTIVATION FOR THIS PROJECT

The SMME sector is widely regarded as the driving force in economic growth and job creation in both developed and developing countries (Lunsche & Barron, 2000: 1; Sunter, 2000: 23; Levin, 1998: 79).

The important contribution that SMEs can make to employment and income generation is increasingly being recognised around the world. In South Africa this contribution is increasingly being more important, due to the fact that the global recession is impacting our economy and the number of companies that are closing down or downsizing is heavily influencing levels of unemployment.

Small, micro and medium sized organisations form an integral part of the national economy, and are influenced by various factors. The problems that SMME's experience in conducting a successful business can be grouped into various categories (Dockel & Ligtelm, 2002: 2), which include:

- • Economy-based problems associated with national economic factors related to the state of the economy, such as specific stages in the business lifecycle and the exchange value of the national currency.

- • Industry-based problems associated with the industry in which the organisation operates, which may include factors such as the degree of competition, demand and supply factors, as well as barriers to entry or exit.

- • Organisation-based problems - internal factors such as availability of resources including finances and managerial skills.

Our aim through implementation of this project is to provide a development solution that offers extended benefits, including:

- ✓ providing real skills development that results in tangible solutions for young people to manage their future;

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[6] INTEGRATING YOUTH DEVELOPMENT IN THE FREE STATE, by Ntobeko Buso (HSRC), Lebogang Mogoera (FSYC) and Molefi Lenka (CDS), Democracy and Governance Unit HSRC: Bloemfontein, February 2004

- ✔ promoting social entrepreneurialism as a way to develop and promote communities, with the focus on the youth;

- ✔ increasing social awareness; and

- ✔ promoting a sense of self-confidence within the project beneficiaries, which will allow them to achieve their future goals.

From a productivity and income distribution perspective, the SME sector is the most promising section of South Africa's economy for providing the opportunities needed to grow and strengthen our economy.

Within the SME sector, the micro-enterprise economy increases the average productivity of labour in the economy as a whole by 'pulling into production' unemployed low-skilled labour whose skills levels are not sufficient to qualify for employment in larger firms. Unfortunately this does not necessarily raise the average labour productivity of the employed labour force, but it does make the most productive use of the unemployed yet potentially economically active population.

Development of this sector in terms of both skills and business development must take into account the social and economic impact of the increase in productivity, and must focus on growth of micro-enterprise earnings in order to develop sustainable SMEs.

The growth of micro-enterprises into SMEs is not just a desirable complement to growth productivity, but is the main influence for the country's success or failure in dealing with its employment challenge. If, through development initiatives, we can ensure that labour productivity is sufficiently high (meaning that people can earn wages above the poverty line) and promote the horizontal expansion of this sector through entry of new and growth of existing businesses, our economy will continue to grow, unemployment rates will reduce and economic sustainability will be a very real possibility.

We are currently experiencing a high rate of unemployment and inequality in income distribution throughout the country. Within the SME sector, the micro-enterprise segment of the economy absorbs some of the unemployed, slightly increasing the overall productivity of the economy. In the future, however, it is more desirable to have SMEs generate the bulk of employment, which is more productive and provides greater income distribution.

When we look at development, it is important that we clarify the difference between enterprise development and entrepreneurial development. While these are not mutually exclusive, they are different in terms of the nature of development that needs to take place.

In terms of **enterprise development**, government policy, business support structures and access to resources must be the focus of any development strategy. As important is the ability of all enterprises to become adaptive, innovative and internationally competitive.

Successful **entrepreneurial development** means that our economy needs to realise the full potential of all people, regardless of geography. We must focus on creating points for people to access entrepreneurial opportunities, develop the skills and capacity to run a business, and help them understand the need for continued growth (at both personal and business level).

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✓ For the purposes of this project, CTHSTC Projects **will focus on entrepreneurial development** and sustainable future training within the Limpopo Province.

The way we define "entrepreneur" will inform how we approach the development of entrepreneurs.CTHSTC defines entrepreneur as follows:

> "An entrepreneur is a person who refines a creative idea and adapts it to a market opportunity, gathers resources to provide potentially for self employment and/or profit."[7]

It should be understood that there is no shortage of opportunities to start and run viable businesses within South Africa, and that these opportunities may offer the potential for economic sustainability. There is also no shortage of individuals who - in many cases having no other option - are willing to strike out on their own and secure their own economic future.

What is seen as a major constraint and serious de-motivating factor, is a lack of appropriate support to provide the initial stimulus for individuals to start out on their own.

According to Dr Mike Herrington, GEM South Africa Team Leader, the low business prevalence rates remain a major concern for South Africa.

"The poor sustainability of start-ups in South Africa relative to other countries highlights the need for policy interventions aimed at supporting and mentoring entrepreneurs through the difficult process of the firm's birth. South Africa's National Small Business Strategy makes it explicit that a primary policy objective is employment creation, but too often the support offered begins and ends with the provision of a generic business plan," he said.

The GEM 2008 study has also highlighted that entrepreneurs in South Africa have poor business and management skills, and an inadequate enabling environment.

"Expert input that formed part of the GEM 2008 research pointed out the quality of school-level and post-school entrepreneurship training as being poor – 62% of the experts interviewed listed education and training as a key shortfall area. Of particular concern is the rating for the quality of entrepreneurship education and training after school, where South Africa achieved the lowest rating of all the "efficiency driven" (the category SA falls under due to its phase of economic development) countries in this sample," said Herrington.

In addition, it was found that entrepreneurs still have to deal with poor access to finance, sub-standard infrastructure and regulations that create huge administrative burdens and costs.

Source: **GEM South Africa 2008 National Report Launched** *22/05/2009*

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[7] William B. Gartner, "What are we talking about when we talk about entrepreneurship?", Journal of Business Venturing, Volume 5, Number 1, January 1990, p19)

GOALS AND OBJECTIVES

CTHSTC Projects will focus on the development of unemployed young men and women aged 18 to 35 years within the Limpopo Province providing a comprehensive entrepreneurial development programme which will include:

- ✓ Facilitating targeted development programmes which can result in recognised qualifications as listed in the Executive Summary.

- ✓ Using a combination of theoretical and practical applications to promote learning and ensuring effective knowledge sharing for the promotion of sustainable acquired skills relevant to the perceived project outcomes.

- ✓ Implementing a monitoring programme with the support of business graduates from local communities.

- ✓ Expanding the support for entrepreneurial activity and self-employment through the delivery of entrepreneurship information, consultancy and advisory business development services to local entrepreneurs.

- ✓ Engaging young people in community service with a focus on social entrepreneurialism aimed at community development with support from local CBOs and NGOs. This aspect of the programme is aimed at encouraging a spirit of community; and

- ✓ Improving access to employment opportunities through the provision of career development information, access to resources and linking young people to business opportunities through our strategic partners.

The CTHSTC broad aims include:

1. **Generating economic opportunities for unemployed and young people**

   The proposed project is designed to encourage and facilitate the young people to generate viable economic opportunities within their communities, thereby stimulating and/or developing their local economy. The project steers these young people to contribute their creativity, knowledge and resources in designing entrepreneurial opportunities that is market related and promote development within their communities. The project will equip the youth with entrepreneurial skills and knowledge that will form a foundation for their further development.

2. **Empowering the youth and unemployed to build up their entrepreneurial spirit**

   The project is not limited to simply promoting ideas of entrepreneurship focusing on economic reward, but includes working with the participants on developing conceptual ideas and crafting plans for social entrepreneurial activities, within the scope of the project.

   The project takes into account the fact that for most entrepreneurial businesses, environmental forces will change their original concepts over time. It is therefore important to introduce the participants the right entrepreneurial processes and creates an understanding of how to respond to changes.

   The learning activities built into the training programmes are aligned with real life and business requirements; the participants will be provided materials for learning, guidance on how to adapt their original ideas in response to the

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market. Materials will focus more on learning, improvising and adapting in reaction to changes suggested by potential customers and others in the marketplace.

SPECIFIC OBJECTIVES

	Objective
1.	To recruit young and unemployed people from designated Limpopo communities to be enrolled in the project.
2.	To provide quality training and development through professional presentations and fair assessment practices
3.	To promote social entrepreneurialism
4.	To provide operational support
5.	To introduce a monitoring programme
6.	To support participants to start up small businesses relevant to the scope of the project.
7.	To provide effective project management and control

Table 1: Project-specific objectives

PROJECT DESCRIPTION

This project, CTHSTC project will, focus on the development of young entrepreneurs and skilled workers within the scope of the project. The objective is to implement and manage the project over a period of 3 years, providing the participants with accredited and non-accredited qualifications. It is targeted at unemployed and young people, who may not have not been able to access formal education through tertiary institutions, and who have an interest in becoming entrepreneurs and or skilled workers within the Limpopo Province.

Demographics of the Limpopo & Mpumalanga Provinces
Population of designated communities
Age
Number of unemployed
Target group size
Training needs analysis

This project includes training, operational implementation and support and will be implemented in designated communities in the Limpopo & Mpumalanga Provinces.

All training programmes will include:

- ✓ Facilitator Manuals
- ✓ Power point Presentations
- ✓ Learner Workbooks
- ✓ Assessment Guides

The implementation of this project includes the following in terms of the project scope:

- ✓ Project launch
- ✓ Training programmes
- ✓ Practical implementation of knowledge and skills
- ✓ Learners will be guided to obtain a job or start a business with the necessary mentoring to gain practical experience within the scope of the project
- ✓ Assessment and moderation.
- ✓ Certification of learners after completion of portfolio's
- ✓ Verification of portfolio's before certificates are issued where applicable
- ✓ External verification and issue of either a City and Guilds, SETA or other accredited qualification certificate where applicable.

The participants of this project will benefit through this project by:

- ✓ Achievement of identified accredited qualifications
- ✓ Monthly stipend for the duration of the identified training programme (?) to assist them to cover transport and stationery costs
- ✓ Social entrepreneurial skills
- ✓ Business monitoring by qualified mentors

Monitoring and evaluation processes are built into each aspect of the project through scheduled meetings and reporting throughout the project.

PROJECT TARGET/ BENEFICIARIES

This project is specifically targeted at unemployed and young people, aged 18 to 35 within the designated Limpopo communities and the scope of the required project.

Eligibility criteria

Applicants are required to be/have:

- ✓ Aged 18 to 35.
- ✓ From disadvantaged communities in the Limpopo Province.
- ✓ Minimum grade 10 certificate.
- ✓ Basic literacy skills.

- ✓ Strong communications skills.
- ✓ Fluent in English as an international language to gain access to markets.

Selection criteria

Applicants will be selected to participate in this project based on:

- ✓ Business experience (if any, and as appropriate)
- ✓ Commitment to 3-year project
- ✓ Desire to start up and run a successful and sustainable business within the scope of the project.
- ✓ Preference will be given to candidates who already showed willingness to trade or start a new venture.
- ✓ Desire to be financially independent.
- ✓ Recognition of prior learning for candidates who are able to proof experience and previous learning on the same level.

PROJECT SCOPE

The CTHSTC Project scope includes the promotion of entrepreneurial and enterprise development through skills development, mentorship programmes, workplace practical application and access to resources. This project focuses on encouraging and facilitating entrepreneurial collaboration amongst the communities in the Limpopo & Mpumalanga Provinces.

IN SCOPE

- ✓ Recruit project team
- ✓ Finalise project contracts
- ✓ Project launch
- ✓ Recruitment of learners
- ✓ Implementation of training programmes
- ✓ Support and guidance of the learners during
    - o training
    - o start up of social entrepreneurial enterprise relevant to the scope of the project (Tourism and Hospitality related, including arts and crafts)
- ✓ Assessment of learners after each training programme
- ✓ Moderation of assessments
- ✓ Certification of learners
- ✓ Graduation ceremonies
- ✓ Provision of project management for 3 years.
- ✓ Impact assessment

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OUT OF SCOPE

- ✓ Recruitment of participants
- ✓ Provide IT software packages
- ✓ Securing finance for business start-up;
- ✓ Start-up of businesses on behalf of learners; and
- ✓ Running and management of businesses on behalf of learners.
- ✓ Secure training venues and catering
- ✓ Training needs analysis
- ✓ Feasibility studies for different new ventures
- ✓ Operational costs for Lodge operational requirements.
- ✓ Transport and accommodation for learners to training venue or new ventures

KEY DELIVERABLES

As part of the project planning, the following key deliverables have been identified:

	Objective	Deliverables
1.	To recruit young and unemployed people aged 18 to 35, within the Rural communities.	✓ Recruitment workshop ✓ Interviews with candidates ✓ attendance registered ✓ Learner contracts ✓ Induction training (agenda, training material, attendance registers)
2.	To provide training	✓ Training material
	See Executive Summary	✓ Learnership/Skills or Learning programme contracts ✓ Attendance registers ✓ Learner assignments ✓ Workplace Practical Guide and Logbook ✓ Training reports ✓ Summative assessment reports ✓ Moderation report ✓ Certification
3.	To promote social entrepreneurialism	✓ Learner business plans ✓ Learners, either individually or in groups, start up social entrepreneurial enterprise

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	Objective	Deliverables
4.	To introduce a mentorship programme	✓ Recruit mentors ✓ Mentorship contracts ✓ Mentoring reports
5.	**To support participants to start up small businesses**	✓ Learner Business Plans ✓ Learners, either individually or in groups, start up entrepreneurial enterprise

6.	To provide effective project management and control	✓ Development of business case and define scope
		   o Project proposal
		   o Project budget
		   o Project Plan
		✓ Project launch
		✓ Project control
		   o Project reports
		   o Meeting minutes (team and mentors)
		   o Monthly financial statements
		   o Training reports
		   o Mentoring reports
		   o Change Management reports
		✓ Impact assessment
		   o Survey documents
		   o Impact assessment report
		✓ Project close out

Table 2: Project Key Deliverables

FUTURE DEVELOPMENT AND TRAINING

PROJECT OUTPUTS

1. Project contracts – funding, partnerships and service providers
2. Training material
3. Participant productions (business plans, business start-up and financial statements)
4. Project reports:
    a. Training reports
    b. Assessment and moderation reports
    c. Team reports
    d. Quarterly project reports
    e. Financial reports (monthly statements and yearly audited statements)

ASSUMPTIONS

In planning this project the following assumptions were made:

✓ Funding in the amount of R 4 500 000 will be secured for the implementation of this project;

✓ Learners will be recruited and interviewed

✓ Commitment will be assured by contracts for the full duration of the project;

✓ Partnerships with institutions, within the community (non-profit organisations focussing on projects) for the purpose of recruiting mentors will be secured;

✓ A minimum of 80% of learners will be found competent for required qualifications;

✓ A minimum of 80% of learners start up a small business (either individually or in groups) relevant to the scope of the project.

✓ Project sponsor support

SUCCESS CRITERIA

The project will be measured by the following success indicators:

	Objective	Criteria
1.	Recruitment of relevant participant to the project	✔ Learner contracts
2.	To provide training –	✔ Minimum of 85% attendance on training days ✔ Training reports submitted ✔ Minimum of 80% of learners are found competent in summative assessment ✔ Learner evaluation of training ✔ Provision for RPL (recognition of prior learning) where proof of experience can be submitted
3.	To promote social entrepreneurialism	✔ Minimum of 80% of learners start up a small business (either individually or in groups) ✔ Summative assessment reports (based on assessment of practical assignment: set up and run a social entrepreneurial enterprise)
5.	To introduce a mentorship programme	✔ Mentors' contracts ✔ Mentoring reports ✔ Learner feedback reports
6.	To support learners to start up small businesses	✔ Minimum of 80% of learners start up a small business (either individually or in groups) ✔ Summative assessment reports (based on assessment of practical assignment: set up and run a small business) ✔ Learner business plans ✔ Learner business financial reports

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	Objective	Criteria
7.	To provide effective project management and control	✔ Project proposal ✔ Project budget ✔ Project plan ✔ Project launch ✔ Project reports ✔ Meeting minutes (team and mentors) ✔ Monthly financial statements ✔ Training reports ✔ Mentoring reports ✔ Change management reports ✔ Impact assessment Report o Survey documents ✔ Project close out

Table 3: Project Success Criteria

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ADMINISTRATIVE DETAILS

NAME OF ORGANISATION		**CAPE TOURISM & HOSPITALITY Skills Training Company (CTHSTC)/LIVINGSTONE** **TOURISM AND HOSPITALITY SKILLS TRAINING** **FAX(086)-212 5431** **CELL(084)- 7301659** **EMAIL-livingstoneta@live.com** Community Education through future development and training.
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CTHSTC is an organisation uniquely positioned to address training and development needs within communities around the country, due to its collaborative approach to development. This includes its training systems, networks, existing infrastructure and management experience.

Launched in 2008, CTHSTC invests in the development of community members by providing accessible skills development solutions through the promotion of collaborative partnerships, including funding and service delivery partners.

Our aim is to promote "real" development, which means that we work with communities or organisations working in communities to identify the actual skills development needs and employment or business development options within those communities. African Dream-Makers Projects then sources and plans skills development projects that directly address those needs.

CTHSTC works with communities which are dealing with issues related to poverty, namely:

✤ **Survival:** Food security, shelter, personal security and access to social services;

✤ **Unemployment:** Lack of skills, unemployable skills, lack of or inability to access employment opportunities;

✤ **Health and welfare:** Prevalence and spread of HIV/AIDS, access to health services, health education;

- **Safety and security:** Domestic violence, crime, access to and education re legal structures and systems;

- **Education:** Access to adequate education at all levels, impact of HIV, lack of cohesive promotion of education as a solution to poverty;

- **Personal development:** History of discrimination, cultural norms and beliefs and their role in terms of a new globalised world; and

- **Community development:** Sharing of resources, and promotion of innovation, aligning communities to global developments (e.g. ITC) to provide opportunities for growth and development.
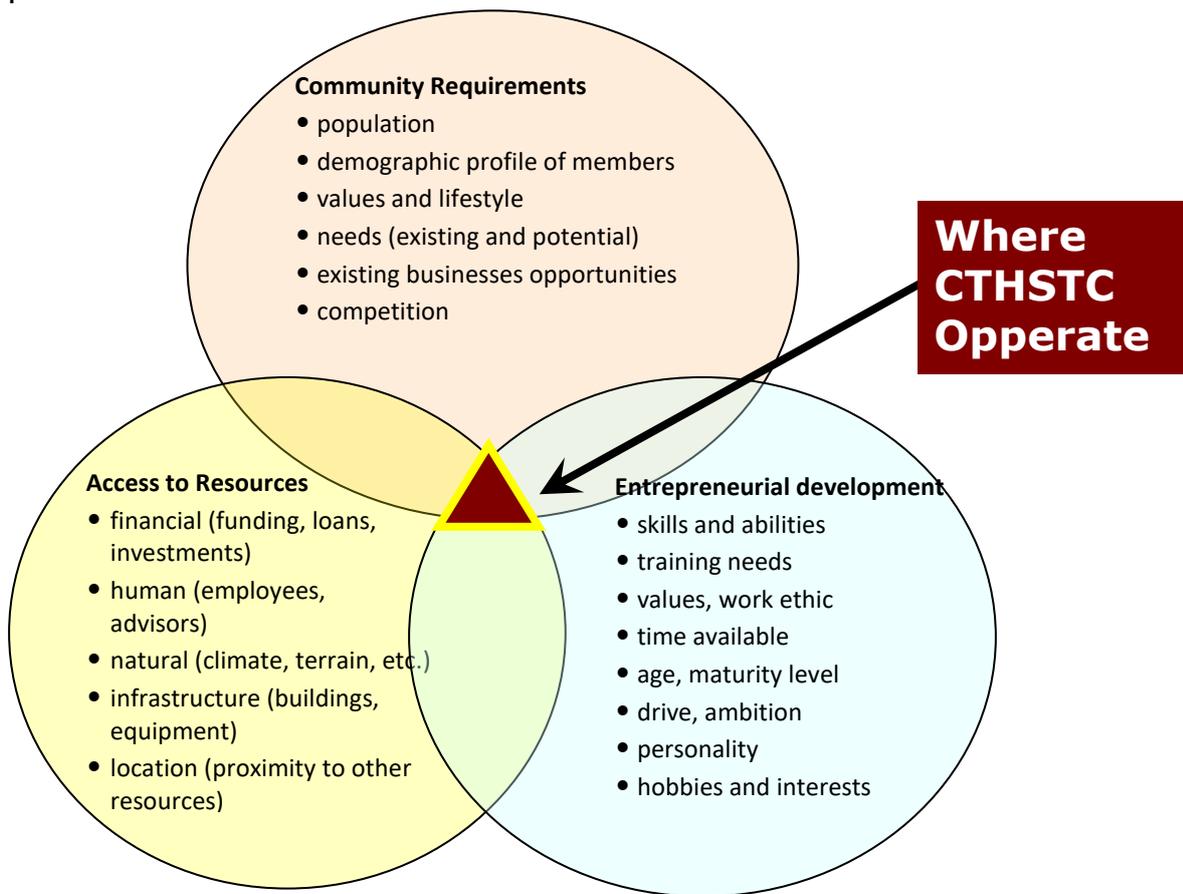
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Community Requirements
- population
- demographic profile of members
- values and lifestyle
- needs (existing and potential)
- existing businesses opportunities
- competition

Where CTHSTC Opperate

Access to Resources
- financial (funding, loans, investments)
- human (employees, advisors)
- natural (climate, terrain, etc.)
- infrastructure (buildings, equipment)
- location (proximity to other resources)

Entrepreneurial development
- skills and abilities
- training needs
- values, work ethic
- time available
- age, maturity level
- drive, ambition
- personality
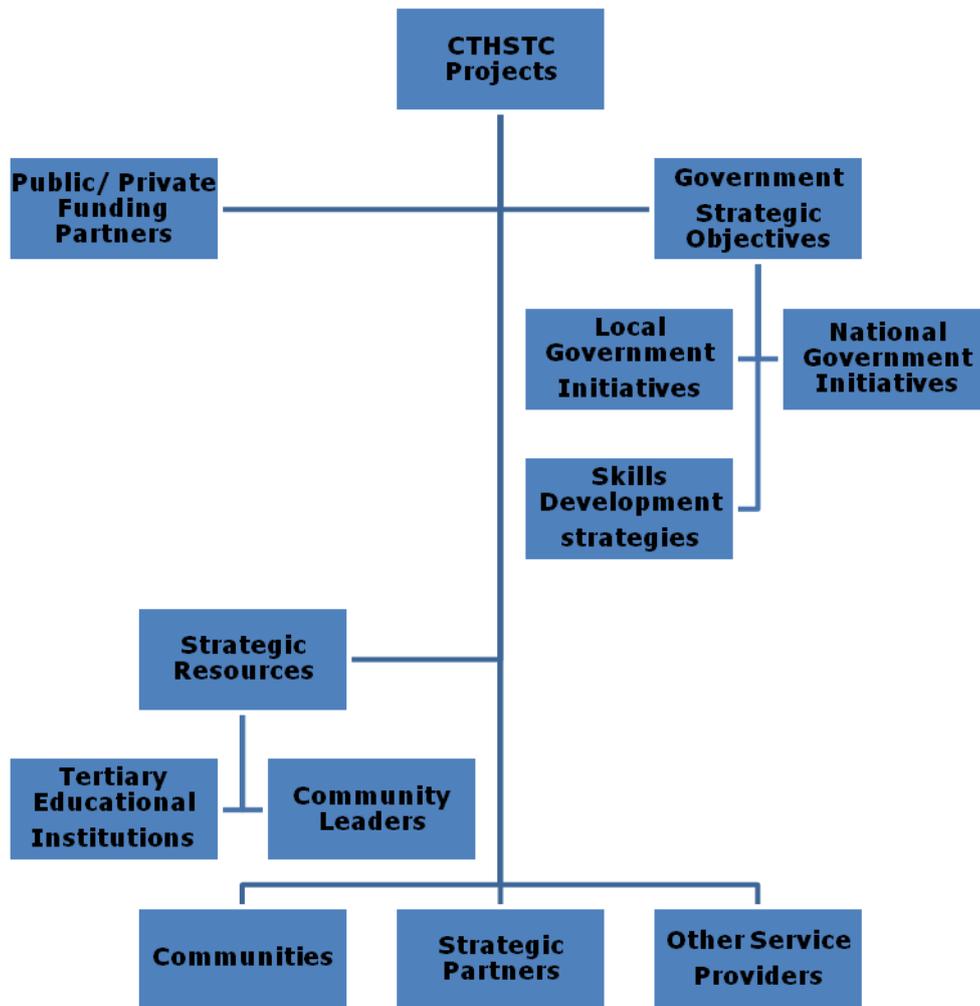- hobbies and interests

Figure 1:CTHSTC model

Figure 2:CTHSTC Projects-Structure

Company profile attached – Appendix C

PROJECT CONTROLS

RISK ANALYSIS

As with all development projects, there are certain risks that need to be managed as effectively as possible to ensure that the project remains on track and meets the planned objectives. Potential risks identified for this project include:

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing				
Lack of skilled staff (including staff leaving)	1	4	4	1. Recruit experienced team members and service providers. 2. Provide comprehensive training. 3. Monitor performance during the project. 4. Maintain a back-up list of potential team members and service providers.
Misconduct/ poor performance	1	1	1	1. CTHSTC has implemented a comprehensive QMS 2. As part of all employment contracts, clear guidelines will be included regarding performance requirements and objectives. 3. Performance will be regularly reviewed and managed through observation and team meetings.
Delays in recruiting	2	4	8	Redeploy existing staff if recruitment difficulties likely to delay project.
Organisational				
Failure to manage project effectively	1	5	5	An experienced project manager will be seconded to the project from another Joint venture company should difficulties be encountered.
Scope of project changes/project targets not being met	2	3	6	1. Regular progress reviews scheduled with negotiated revision to work plan if necessary. 2. Project progress reports to be submitted. Reports to include changes in scope or planned activities. 3. Changes in scope or project objectives will be communicated to the project sponsor and project plan will be amended accordingly.

FUTURE DEVELOPMENT AND TRAINING

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Project Beneficiaries				
Project outcomes focused primarily on needs of participants	3	1	3	Early involvement of participants (community members) planned and regular feedback to identify changing needs.
Participant drop-out	2	4	8	1. Early involvement of participants. 2. Clear information regarding the requirements of the project and its participants. 3. Planned and regular feedback to identify changing needs. 4. Learner contracts signed outlining all participant responsibilities and confirming commitment to the process.
Insufficient applicants to participate in the process	1	2	2	1. Groups to be confirmed at a minimum of 20 participants per group. 2. Where insufficient numbers are recruited, additional awareness workshops will be undertaken to recruit additional participants. 3. Where required, number allocation will be reallocated to other groups/ communities.
Social and micro enterprises not sustainable through the life cycle of the project	1	4	4	1. Mediation may be undertaken with learners. 2. Alternatively additional training may be offered. 3. Mentorship for the learner and additional support.
Financial				
Insufficient funding secured	2	5	10	Project plan reviewed to amend planned activities to match resources. OR Project roll-out delayed until sufficient funding is secured. OR Number of groups reduced according to resources available.

Table 4: Project Risk Analysis

FUTURE DEVELOPMENT AND TRAINING

The risks will be monitored throughout the project, on a regular basis and reported at planned intervals in the project status reports.

Risks occurred will be analysed on completion of the project , to evaluate the effective management of the risks by the project team.

INTERNAL CONTROLS

Progress through the project will be monitored through project meetings and reporting at various levels. Meetings will be held as follows:

- ✓ Project team meetings
- ✓ Mentoring meetings

Reporting has been planned as follows:

- ✓ Quarterly project reports
- ✓ Quarterly team status report
- ✓ Monthly financial statements
- ✓ Audited financial statements
- ✓ Monthly training reports
- ✓ Monthly mentoring reports

PROJECT BUDGET-Kick off-March 2019

INCOME	TOTAL
Project Sponsor	3,960,000,00
Income Total	**3,960,000,00**
EXPENSES	
Programme Development	
External Training Provider costs	50,000.00
Programme Development Total	**50,000.00**
Project marketing	
Branding	50,000.00
Advertising	50,000.00
Market Research Total	**100,000.00**
Project training costs	
Facilitation	1,000,000.00
Travel and Accommodation	250,000.00
Assessment and Moderation	80,000,00
Equipment provided	50,500.00
Communication	55,500.00
Printing and Stationery	70,000.00
Contingency	50,000.00
Training Costs Total	**1,556,000.00**
Project administration costs	
Rental	50,500.00
Administrative costs	100,000,00
Financial Management	80,000,00
Audit fees	20,000,00
Bank Charges	20,000.00
Legal Fees	100,000,00
Project Administration Total	**370,500,00**
Other Project Costs	
Impact Assessment	30,000,00
Mentoring Programme	349,500,00
Learner Stipent's at R150pd x60x167 days	1,503,000,00
Other Total	**1,882,500,00**
TOTAL EXPENSES	**3,959,000,00**
TOTAL INCOME	**3,960,000,00**
NETT PROFIT/ LOSS	**1.00**

FUTURE DEVELOPMENT AND TRAINING

BUDGET ANALYSIS

	Budgeted Amt
Direct beneficiary costs	R 1,882,500,00
Project Management costs	R 520,500,00
Administrative costs	R 100,000,00
Total budget	**R3,960,000,00**
Estimated number of beneficiaries	60
Cost per beneficiary	**R66,000,00**

Table 5: Project Budget Analysis

Project Funding requirements: R 990,000,00

Yearly Funding requirements

Year	Amount
2019	3,960,000,00

APPENDIX A – COURSE OUTLINE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

Further Education and Training Certificate: Tourist Guiding

SAQA QUAL ID	QUALIFICATION TITLE			
71549	Further Education and Training Certificate: Tourist Guiding			
ORIGINATOR				
Task Team - Guiding				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY		**NQF SUB-FRAMEWORK**		
CATHSSETA - Culture, Arts, Tourism, Hospitality and Sports Education and Training Authority		OQSF - Occupational Qualifications Sub-framework		
QUALIFICATION TYPE	**FIELD**		**SUBFIELD**	
Further Ed and Training Cert	Field 11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	**MINIMUM CREDITS**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**QUAL CLASS**
Undefined	134	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS	**SAQA DECISION NUMBER**		**REGISTRATION START DATE**	**REGISTRATION END DATE**
Reregistered	SAQA 10105/14		2015-07-01	2018-06-30
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
20155	National Certificate: Tourism: Guiding	Level 4	NQF Level 04	144	Complete

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

In the context of the tourist guiding industry, this qualification will enable a learner to acquire the knowledge skills and values that will enable them to organise and facilitate creative and innovative guiding experiences in their area of specialisation. A qualifying learner will be able to plan and implement safe tourist guiding experiences, and as such, contribute to tourism and the tourist guiding industry itself.

This qualification is a step in a planned learning pathway that underpins a career in Tourist Guiding and will enhance career path progression within the Tourist Guiding industry as it addresses the skills and competencies enabling the qualifying and registration as a Tourist Guide to access employment opportunities in the industry and tourist guiding sector in South Africa.

The registered Tourist guide is both an ambassador for the country and the provider of a business service, and the purpose of the qualification is to equip learners with the knowledge, skills, values and qualities to successfully fulfil these roles.

After successful completion of this qualification learners will be able to:

• Organise a guiding activity and programme for an identified target group.
• Interact with clients in the provision of a guided experience.
• Execute a guiding experience with clients according to operational requirements.

The meeting of the above competencies will position the learner for registration as:

• Senior site and/or specialist tourist guide: requiring above average knowledge of a site and/or speciality.

• Regional, provincial or national tourist guide: requiring above average knowledge of the region, province/s.

A professional Nature, Culture or Adventure tourist guide is qualified to prepare for and conduct informative, innovative, entertaining and satisfying guided experiences in their area of specialisation.

The target population includes:

• Persons capable of entering the tourist guiding industry at this level.
• Current site and specialist tourist guides.
• Current regional, provincial or national tourist guides.
• Persons in related positions, which articulate with senior site, regional, provincial or national tourist guides.

Rationale:

The Travel and Tourism industry in South Africa is a growing industry that needs to provide the relevant skills and competencies to address the continuous growth in the tourism market. The growth in the industry is amongst others, resultant from South Africa's involvement in international business, conferencing, sports and other events as well as national and international accessing of South Africa as a tourism destination of choice, in particular for exposure to and experiencing of its rich and diverse natural and cultural resources.

Local and international tourists access and utilise products and services offered by registered Tourist Guides operating in the tourism industry. Tourist Guiding services enable a structured and informative personal experiences and exposure to the rich and diverse attractions making South Africa a popular tourism destination.

To meet service requirements and demands, Tourist Guiding includes a broad range of service providers specialising in services and products within their operational environment. These products and services are characterised by three major, but often overlapping, subdivisions of operation namely:

• Nature Tourist Guiding.
• Culture Tourist Guiding.
• Adventure Tourist Guiding.

Tourist Guiding and the provision of tourist guiding services take place in a highly regulated environment. It is a legislative requirement that any individual operating as a Tourist Guide in South Africa needs to register with the National Department responsible for tourism. Such registration is dependant upon the learner complying with the requirements as laid down at the time by the relevant governing body.

This means that successful completion of this qualification does not allow the successful learner to operate as a tourist guide without satisfying all the requirements laid down by the governing authority.

• Evidence of recognised training against qualifications registered on the NQF or proof of a qualification issued by a governing body.
• Adequate specialisation in terms of operating as a site, local, provincial or national tourist guide.
• Being in possession of a current first aid certificate.
• Being in possession of a current public drivers permit (PDP) where applicable.

The specialisation area subdivisions (nature, culture and adventure) have a high degree of regional and subject matter specialisation. All three subdivisions require a qualification, or learning programme, at this level to meet the growing demand for this level of professional tourist guide by local and international participants. This is especially important since no similar comparable qualification exists in South Africa, providing for all three subdivisions as specialisations. This qualification is required to enable tourist guides to achieve and reflect acceptable operating standards of professional expertise. This provides a developmental goal for tourist guides at lower levels or entering the tourist guiding industry.

Due to a natural overlap in tourists' interests, the qualification requires that learners embrace relevant aspects of both natural and cultural heritage, towards providing a holistic guided experience for participants. The qualification allows learners the opportunity for specialised career development through specialisation, the opportunity to diversify regarding areas of interest and skill within the tourist guiding industry as a whole, as well as a high degree of portability within the NQF.

Learners successfully completing this qualification would be well positioned for registration as tourist guides. Successful learners would be eminently employable, particularly in the formal sector. Additional qualified and registered personnel would also allow greater inflow of visitors and funds to the country.

The qualification facilitates the possibility for tourist guides to operate in one or more site, region or province, as well as nationally. This reflects the needs of tourist guides and industry in all three subdivisions of tourist guiding and will thus support and contribute to transformation in the industry, the meeting of legislative requirements and the maintaining of growth and employment opportunities in the sector.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the Learner attempting this Qualification is competent in:

• Communication at NQF Level 3.
• Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

This Qualification and the entire fundamental, core and elective Unit Standards associated with it can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. Learner and assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards.

This Recognition of Prior Learning may allow for:

- Gaining of credits for unit standards in this qualification.
- Obtaining this qualification in whole.

All Recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the Qualification:

There is open access to this Qualification.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component:

To be awarded the Qualification learners are required to obtain a minimum of 134 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 Credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 Credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 Credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 51 Credits all of which are compulsory.

Elective Component:

The Elective Component consists of a number of specialisations each with its own set of Unit Standards. Learners are to choose a specialisation area. The specialisation areas are:

- Nature Tourist Guiding.
- Culture Tourist Guiding.
- Adventure Tourist Guiding.

The learner must choose a specialisation and complete the compulsory Unit Standard listed for the specialisation. Additional Unit Standards included in the specialisation must be selected for further contextualisation in terms of the chosen specialisation. A minimum of 27 Credits from the Unit Standards listed under the specialisation are required for the completion of the qualification.

Culture Tourist Guide:

Compulsory:

- ID 335802, Conduct a tourist guided cultural experience, NQF Level 4, 12 credits.

Additional Unit Standards:

- ID 119869: Demonstrate knowledge of Iron Age archaeology, Level 4, 10 Credits.
- ID 119870: Research a Southern African archaeological site from published and unpublished material, Level 4, 6 Credits.
- ID 119877: Demonstrate knowledge of Stone Age archaeology, Level 4, 10 Credits.
- ID 262305: Plan and implement minimum environmental impact practices, Level 4, 5 Credits.
- ID 335803: Research and plan a guided experience at a prominent tourism site, Level 4, 5 Credits.
- ID 262317: Lead participants through an outdoor recreation and adventure activity, Level 4, 10 Credits.
- ID 262320: Manage and organise groups, Level 4, 10 Credits.

Nature Tourist Guide:

Compulsory:

- ID 335799: Conduct a tourist guided nature experience, NQF Level 3, 7 Credits.

Additional Unit Standards:

- ID 335815: Conduct a guided biome experience, Level 4, 10 Credits.
- ID 335814: Conduct a guided birding experience, Level 4, 10 Credits.
- ID 335797: Conduct a guided experience to view potentially dangerous animals, Level 4, 15 Credits.
- ID 262305: Plan and implement minimum environmental impact practices, Level 4, 5 Credits.
- ID 335803: Research and plan a guided experience at a prominent tourism site, Level 4, 5 Credits.
- ID 262317: Lead participants through an outdoor recreation and adventure activity, Level 4, 10 Credits.
- ID 262320: Manage and organise groups, Level 4, 10 Credits.

Adventure Tourist Guide:

Compulsory:

- ID 335816: Conduct a guided adventure experience, NQF Level 4, 8 Credits.

Additional Unit Standards:

- ID 262305: Plan and implement minimum environmental impact practices, Level 4, 5 Credits.
- ID 335803: Research and plan a guided experience at a prominent tourism site, Level 4, 5 Credits.
- ID 262317: Lead participants through an outdoor recreation and adventure activity, Level 4, 10 Credits.
- ID 262320: Manage and organise groups, Level 4, 10 Credits.
- ID 262246: Set up and operate a camping site, Level 4, 5 Credits.

EXIT LEVEL OUTCOMES

1. Organise a tourist guiding activity and programme for an identified target group.

2. Interact with clients in the provision of a guided experience.

3. Execute a tourist guiding experience with clients according to operational and legislative requirements.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the Core Unit Standards of the Qualification:

Communicate effectively:

• Effective communication is enabled through the maintaining of relevant communication as per organisational requirements applicable to the planning, implementation and support services associated with the guiding experience.

Identify and solve problems:

• Problems are identified and solved in the guiding experience as it relates to the maintaining of operational requirements.

Collect, analyse, organise, and critically evaluate information:

• Information is collected analysed, organized and evaluated in the guiding experience logistical arrangements and the administration thereof:

Understand the world as a set of related systems:

• The world is understood as a set of related systems as the guiding experience provides services within the larger services environment, In addition the national and international guiding structures enables the learners understanding of the world as a set of interrelated systems.

Organise and manage own activities:

• Own activities are managed and organised in the guiding services and in the maintaining of liaison, communication and the execution of support duties and functions within the operational environment.

Work in a team:

• Teamwork is supported in the operational environment and the execution of the guiding function regardless of the specific genre in which the learner is required to operate and apply obtained knowledge and skills.

Maintain effective working relationships:

• The maintaining of effective working relationships is supported through the requirements of the operational environment and the very nature of the guiding industry, which is very service, orientated.

Science and technology:

• The use of Science and Technology is supported by the use of computer literacy in the operational environment as well as the electronic applications used for the gathering and reporting of information in the performance of guiding support and administration.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcomes 1:

1.1 A guided experience is researched according to the requirements of the guided intervention.
1.2 A guided intervention is designed and adapted to suit the needs of the participants and target group.
1.3 A guided activity is facilitated to ensure meaningful participation.
1.4 The principles of responsible tourism are applied and maintained with regard to the guiding environment.

Associated Assessment Criteria for Exit Level Outcomes 2:

2.1 Factors impacting on clients are identified and explained as it applies to their participating in a guided experience.
2.2 A briefing is compiled and presented to the participants of a guided experience.

2.3 Client interaction is performed to maintain customer care and service levels for the guided experience.

Associated Assessment Criteria for Exit Level Outcomes 3:

3.1 Legislative requirements and boundaries are identified as they apply to the tourist guiding environment.
3.2 Ethical principles and operational requirements are explained as it pertains to a tourist guiding service provision.
3.3 Clients, participants and staff are briefed with regard to logistical concerns and contingencies that arise as applicable to a guided experience.
3.4 A tourist guiding experience is executed with clients in accordance with logistical arrangements as well as legislative, environmental, safety, ethical principles and operational requirements.
3.5 A guiding intervention is interpreted to enhance the experience for clients and participants.
3.6 A guided experience is concluded according to operational requirements.

Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

• Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.
• Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods, which measure and evaluate evidence generated during workplace activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated into assessment. During integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

In the selection of suitable areas of best practice to inform international comparison, the uniqueness of the envisaged qualification, in that it enables alternative specialisation in the areas of culture, nature and adventure tourist guiding was considered. The fairly broad scope resultant from the inclusion of all three of the main focus areas of guiding enabled comparison with almost any major tourist destination worldwide.

For practical purposes and in considering of similarities in the operational guiding environment, guiding qualifications in Australia and the United States of America provided opportunities for international comparison. Some information pertaining to training of tourist guides in Canada was also considered. Comparison with SADC qualifications indicated that relevant guiding qualifications based on unit standards are available on the Botswana Qualifications Framework. Regrettably qualifications such as S0032 (Mokoro guiding) can only be viewed and cannot be accessed for

additional information on Botswana Training Authority (BOTA).

It should however be noted that the Unit Standards incorporated into the guiding domain on the Botswana Qualifications Framework offer good comparisons in terms of focus areas as incorporated in the envisaged qualification. Additional attempts to access guiding specific qualifications in Kenya and other African countries proved difficult on certificate level with most qualifications accessed being on undergraduate level and offered by either universities or polytechnic university colleges.

The following Qualifications were selected to inform international comparison:

• Australia-The Certificate on Level 4 in Tourism Guiding as offered and endorsed by Ecotourism Australia.
• United States of America-Travel Guides Qualification as per O-net online.

Technical and Further Education (TAFE) Certificate in Tourism Guiding Level 4:

The EcoGuide Australia Certification Program is a flagship program of Ecotourism Australia. It is an industry driven program for Nature and Ecotour Guides. The EcoGuide Australia program provides a credential, endorsing the recipient as a guide who will deliver an authentic, environmentally responsible, and professional Ecotourism experience.

The Qualification incorporates the following core units:

• Work with colleagues and customers.
• Work in a socially diverse environment.
• Health, safety and security procedures.
• Develop and update tourism industry knowledge.
• Work as a guide.
• Co-ordinate and operate a tour.
• Lead tour groups.
• Prepare and present tour commentaries or activities.
• Provide first aid.
• Develop and maintain the general knowledge required by guides.

The envisaged Qualification compares favourably in terms of the following areas of focus as found in the core component of the Qualification:

• Care for customers.
• Minimise and manage safety and emergency incidents.
• Apply knowledge of South Africa to support the design of tourism experiences.
• Contribute to sustainable tourism in South Africa.
• Conduct a guided experience with customers.
• Apply interpretation skills to a guided experience.

The Technical And Further Education (TAFE) qualification provides a very strong focus on health, safety and security and is very tour group specific. The envisaged qualification does not incorporate first aid as a separate standard, the holding of current first aid certificate being an annual renewal requirement in the South African regulatory framework. In addition, the provision of differentiation for contextualisation of nature, culture and adventure guiding activities, is ill-defined in the qualifications used for comparison.

Travel Guides-occupational information network:

The Qualification observed include the following core focus areas:

• Arrange for tour or expedition details such as accommodation, transportation, equipment, and the availability of medical personnel.
• Attend to special needs of tour participants.
• Give advice on sightseeing and shopping.
• Lead individuals or groups to tour site locations and describe points of interest.
• Plan tour itineraries, applying knowledge of travel routes and destination sites.
• Resolve any problems with itineraries, service, or accommodations.

- Verify amounts and quality of equipment prior to expeditions or tours.
- Administer first aid to injured group participants.
- Evaluate services received on the tour, and report findings to tour organizers.
- Explain hunting and fishing laws to groups in order to ensure compliance.

The envisaged qualification incorporates very similar core focus areas including:

- The role and function of role-players in the guiding sector (legislative compliance issues included).
- Care for customers.
- Contribute to sustainable tourism.
- Conduct a guided experience.
- Apply knowledge to support the design of a tourism experience (Planning of itineraries, application of knowledge of routes and sites).
- Management of safety and emergency incidents (Including equipment for interventions).
- Apply interpretation skills to a guided experience.

Provision is once again made for first aid interventions through the required acquisition of a current first aid certificate associated with guide registration. The envisaged qualification likewise focuses on the operational compliance in terms of legal frameworks and differentiates itself by including a strong communication contextualisation in terms of interpretation.

The enabling of specialisation within a South African context in terms of nature, culture and adventure guiding remains fairly unique but is necessitated within the regulatory framework for guiding in South Africa as well as the enabling of transformation and access to guiding within the industry.

Additional comparisons:

Canada:

In an attempt to investigate relevant qualifications as broadly as possible, qualifications enabling tourist guiding in Canada were also perused. The Tour Coordinator Certificate offered in Canada serves as an example. Albeit offered at tertiary level, some overlap areas were observed including components such as Tourism industry, cultural, heritage and natural interpretation, group tour operations, customer service and components of tour guiding. The inclusion of these components on certificate level is indicative of alignment and favourable comparison with the envisaged qualification.

Additional comparisons concluded in the Australian and New Zealand frameworks indicated a very similar approach followed on the New Zealand qualifications framework as per the envisaged qualification. The Northland Polytechnic Certificate in Tourism provides focus on teamwork, customer service, communication skills, geography, and regional and destination knowledge. This likewise enables a fair comparison with the envisaged qualification albeit the overall approach followed for the qualification appears to be more travel and tourism specific than guiding specific.

The New Zealand Educational Tourism School's National Certificate in Tour Guiding also enabled some comparison from this region. In this comparison, cultural focus such as an introduction to Maori Studies, New-Zealand history, fauna and flora, cultural aspects such as food and beverages as well as driver and coach legislation requirements seem to reflect a strong similarity to the envisaged South African qualification. Customer service, conflict management and some focus on legislative frameworks furthermore support this conclusion.

Botswana:

The Botswana Training Authority (BOTA) have taken their lead in terms of implementing guiding qualifications on the Botswana Qualifications Authority from the current South African system through the influence of FGASA endorsed South African training providers operating with Botswana.

The Botswana system is implementing a new unit standard system that provides an opportunity for learners to attain various qualifications within the Generic and Services Sector Skills Field.

Unit Standards included in the Botswana nature guiding qualifications consist of:

- Learning domains-Work Skills and Tourism Guiding Principles:
> Interpret written and non written work related information.
> Present a professional image in tourism.
> Perform basic work related calculations.
> Demonstrate time management in the workplace.
> Practice accountability in the workplace.

- Learning domains-Work Skills, Health and Safety, Tourism-Guiding principles, Nature and ecology:
> Demonstrate knowledge of HIV and AIDS.
> Demonstrate awareness of HIV and AIDS in the workplace.
> Demonstrate knowledge of the roles and responsibilities of a guide.
> Demonstrate knowledge of the basic principles of conservation.
> Demonstrate knowledge of laws and regulations of protected wildlife areas pertaining to all types of guiding.

- Learning domains-Tourism Guiding principles:
> Demonstrate knowledge and skills in tow way radio communications in the tourism context.
> Present a professional image as a nature guide.
> Escort guests in areas with potentially dangerous animals in the confines of a wilderness facility.
> Give a short presentation on a local topic to guests.
> Demonstrate knowledge of 4 wheel drive vehicles and vehicle fault finding.
> Guide a game drive.
> View potentially dangerous animals from a vehicle.
> Ensure health and safety of guests during a guided experience.
> Provide food and beverage service while in the field.
> Demonstrate intermediate knowledge and interpretation of mammals, birds, reptiles, amphibians, flora, fungi, geology, ecology, climate and astronomy.
> Conduct a night drive.
> Plan and prepare for an overnight camping multi day guided experience.
> Lead an overnight camping multi day guided experience (vehicle).
> Generate a post multi day guided experience report.
> Oversee the set-up and break down of a temporary safari camp.
> Diagnose and rectify minor faults in 4 wheel drive vehicles.
> Provider a broad nature and culture guided experience for guests during a multi day itinerary.

- Learning domains-Nature Guiding principles:
> Provide back-up for a lead walking guide during a walk in an area containing potentially dangerous animals.
> Lead a walk in a wilderness area containing potentially dangerous animals.
> View and manage potentially dangerous animal sightings.
> Use a rifle as a Back-up Guide.
> Use a rifle as a lead walking or horseback guide or a professional hunter.

This Qualification not only compares favourably in terms of the following areas of focus as found in the fundamental component of the Qualification but includes a much broader diversity of focus:

- Accommodate audience and context needs in oral/signed communication.
- Interpret and use information from texts.
- Use language and communication in occupational learning programmes.
- Write/present/sign texts for a range of communicative contexts.
- Engage in sustained oral/signed communication and evaluate spoken/signed texts.
- Read/view, analyse and respond to a variety of texts.
- Use language and communication in occupational learning programmes.
- Write/present/sign for a wide range of contexts.

This Qualification not only compares favourably in terms of the following areas of focus as found in the core component of the Qualification but includes a much broader diversity of focus:

- Apply interpretation skills to a guided experience.
- Apply knowledge of South Africa to enhance a tourism experience.

- Care for customers.
- Conduct a tourist guiding activity.
- Describe the role and function of role players in the tourist guiding sector.
- Manage administration records.
- Minimise and manage safety and emergency incidents.
- Operate within the national and international legal framework.
- Apply professional values and ethics in the operational environment.

Egypt:

The Egyptian Ministry of Tourism issues licences to operate as a tourist guide in Egypt. There are no tourist guiding certificates or Diplomas issued in Egypt as all guides in Egypt are required to have a Masters Degree or a Phd in Egyptology. Thus no comparison can be made between the South African certificates in Tourism guiding and any guiding qualifications attained in Egypt.

Namibia:

Namibia have not yet implemented their NQF system for tourist guiding. The following unit standards are in draft format and are all considered to be elective unit standards for a future guiding certificate for Namibian tourist guides:

- Guide a game drive involving night driving.
- Respond to encounters with dangerous game animals when camping or overnighting in a dangerous game area.
- Conduct an excursion in a wilderness area by mekoro.
- Walking in dangerous game areas and approaching dangerous game on foot.
- Read difficult spoor of animals in a wilderness area from a vehicle and on foot.
- Read spoor of animals in a wilderness area from a vehicle.
- Outdoor camping Food and Beverage skills/Bush Butler.
- Demonstrate knowledge of firearms and weapon handling in dangerous game areas.
- Conduct an excursion in a wilderness area by powered water craft.

These electives compare favourably with the electives included in this Qualification.

Zambia:

(Evidence that Namibia and Mauritius may also subscribe to these Certificates in travel, Tourism and Hospitality Management).

There is no evidence of a Zambian Qualifications framework however there seems to be some evidence that the following programme is subscribed to in Zambia, however this is not specifically pertaining to Tourist guides.

Adventure based Education (ABE) Level 3 Certificate in Travel, Tourism and Hospitality (TTH) Management.

Qualification summary:

This qualification incorporates the essential knowledge and skills needed by a TTH manager-communications, understanding business structures and objectives, accounting and introduction to the travel, tourism and hospitality industry-and establishes the foundations for career development or further professional courses; the programme of study provides both theoretical and practical knowledge:

- Introduction to Travel Tourism and Hospitality.
- Introduction to Accounting.
- Introduction to Business Communication.
- Introduction to Business.

The Level 5 ABE Travel, Tourism and Hospitality Management programme links key business principles with sector expertise, and includes topical areas of interest such as tourism and the environment. The programme is made up of topic areas and content that is forward thinking and relevant to the subject area and draws upon the expertise of academics and employers. It

comprises a range of subjects encompassing the best, and most modern, practices in the world of Travel Tourism and Hospitality. The wide range of subjects allows candidates to combine generic and industry-specific skills.

- Travel, Tourism and Hospitality.
- Travel Tourism and Hospitality Operations Management.
- Economic Principles and Their Application to Business.
- Financial Accounting.
- Organisational Behaviour.
- Human Resource Management.
- Marketing Policy, Planning and Communication.

4 Optional units of which learners select 2:

- Customer Service Skills.
- Information Technology in Hospitality and Tourism Operations.
- Managerial Accounting.
- Principles of Business Law.

This Qualification compares favourably in terms of the following areas of focus as found in the core component of the Qualification but includes a much broader diversity of focus:

- Apply interpretation skills to a guided experience.
- Apply knowledge of South Africa to enhance a tourism experience.
- Care for customers.
- Conduct a tourist guiding activity.
- Describe the role and function of role players in the tourist guiding sector.
- Manage administration records.
- Minimise and manage safety and emergency incidents.
- Operate within the national and international legal framework.
- Apply professional values and ethics in the operational environment.

Kenya:

The Kenya Professional Safari Guides Association (KPSGA) has a tourist guide classification system of Bronze, Silver and Gold. The syllabus for these classifications covers specifically knowledge on the History and geography of Kenya, conservation, Fauna and Flora and general knowledge. There is no NQF system and thus no unit standard based qualifications. The differences between the categories (Bronze, Silver and Gold) are based on experience requirements and more in depth knowledge.

Thus in terms of this Qualification in comparison with the guiding qualifications available in Kenya, this qualification is of a standard far above that of any guiding qualifications offered in Kenya.

Conclusion:

International comparison concluded for the Australian and American qualifications indicates a positive alignment to international practices in terms of the core components of this qualification. The addressing of legislative and guiding specific competencies seems well-aligned against all qualifications and programmes accessed for comparison.

This qualification differentiates itself through the provision of a strong elective component enabling specialisation in one of the three guiding focus areas and further specialisation in terms of sub-specialisations within these focus areas.

The provision of specialisation areas is however not regarded as a negative but enables the meeting of specific regulatory requirements applicable to the South African guiding context. Unit standards offering specialisation refinement in the qualification enables compliance whilst supporting transformation and access for individuals into the domain of guiding. Additional comparisons concluded support fair alignment of the envisaged qualification to best practices internationally.

ARTICULATION OPTIONS

This Qualification provides the following articulation opportunities:

Horizontal Articulation:

- Further Education and Training Certificate: Travel and Tourism, NQF Level 4.
- Further Education and Training Certificate: Travel and Community Tourism, NQF Level 4.

Vertical Articulation:

- National Certificate: Tourist Guiding, NQF Level 5.
- National Certificate: Tour Guides, NQF Level 5.
- National Certificate: Tour Guides, NQF Level 5.

MODERATION OPTIONS

• Anyone assessing a learner, or moderating the assessment of a learner against this Qualification must be registered as an assessor/moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

• Any institution offering learning that may enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

• Assessment and moderation of assessment may be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQA's (including professional bodies), and in terms of the moderation guideline detailed immediately below.

• Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the Qualification.

• Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor or moderator of this Qualification the applicant must:

- Be declared competent in all the outcomes of the National Assessor Unit Standards.
- Be in possession of a relevant Qualification.
- Have a minimum of three years practical and relevant occupational experience.

The Assessor must be qualified with the ETDP and registered with the relevant ETQA through evidence of relevant subject matter expertise with a qualification one level above the qualification against which assessment will be conducted.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

FUTURE DEVELOPMENT AND TRAINING

This qualification replaces qualification 20155, "National Certificate: Tourism: Guiding", Level 4, 144 Credits.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	335796	Apply interpretation skills to a guided experience	Level 4	NQF Level 04	5
Core	335794	Apply knowledge on South Africa to enhance a tourism experience	Level 4	NQF Level 04	12
Core	246740	Care for customers	Level 4	NQF Level 04	3
Core	335801	Conduct a tourist guiding activity	Level 4	NQF Level 04	8
Core	335798	Describe the role and function of role-players in the tourist guiding sector	Level 4	NQF Level 04	5
Core	110009	Manage administration records	Level 4	NQF Level 04	4
Core	255914	Minimise and manage safety and emergency incidents	Level 4	NQF Level 04	6
Core	335795	Operate within the national and international legal tourism framework	Level 4	NQF Level 04	4
Core	335800	Apply professional values and ethics in the operational environment	Level 5	Level TBA: Pre-2009 was L5	4
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	NQF Level 03	5
Fundamental	119457	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	7484	Describe, represent, analyse and explain changes in shape and motion in 2- and 3-dimensional space with justification	Level 4	NQF Level 04	4
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	NQF Level 04	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	NQF Level 04	5

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Elective	335816	Conduct a guided adventure experience	Level 4	NQF Level 04	8
Elective	335815	Conduct a guided biome experience	Level 4	NQF Level 04	10
Elective	335814	Conduct a guided birding experience	Level 4	NQF Level 04	10
Elective	335802	Conduct a guided cultural experience	Level 4	NQF Level 04	12
Elective	335797	Conduct a guided experience to view potentially dangerous animals	Level 4	NQF Level 04	15
Elective	335799	Conduct a guided nature experience	Level 4	NQF Level 04	7
Elective	119869	Demonstrate knowledge of Iron Age archaeology	Level 4	NQF Level 04	10
Elective	119877	Demonstrate knowledge of Stone Age archaeology	Level 4	NQF Level 04	10
Elective	262317	Lead participants through an outdoor recreation and adventure activity	Level 4	NQF Level 04	10
Elective	262320	Manage and organise groups	Level 4	NQF Level 04	10
Elective	262305	Plan and implement minimum environmental impact practices	Level 4	NQF Level 04	5
Elective	119870	Research a Southern African archaeological site from published and unpublished material	Level 4	NQF Level 04	6
Elective	335803	Research and design a guided experience at a prominent tourism site	Level 4	NQF Level 04	5
Elective	262246	Set up and operate a camping site	Level 4	NQF Level 04	5
Elective	8518	Track animals and identify spoor using moderately difficult spoor	Level 4	NQF Level 04	50

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1.Cape Tourism and Hospitality Skills Training Company.

FUTURE DEVELOPMENT AND TRAINING