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Evaluation Report

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THE BURGUNDY CHEESE PROJECT

1. Introduction

On 12 September 2002 a cooperation agreement was signed between the Premier of the Western Cape, Mr Marthinus van Schalkwyk, and the President of the regional council of Burgundy, Mr Jean-Pierre Soisson. This agreement identified various areas of cooperation with a huge emphasis on agriculture.

The Western Cape is benefiting from cooperation with this region, especially in the area of training, transfer of skills, quality standards in agriculture, quality food products and adding value to basic agricultural products.

Although Burgundy is the most important wine region in France and one of the most important in the world, the region is also renowned for its gastronomy and quality cheese production. It is on the latter industry that the project of this evaluation report is based. The purpose of this project, being the enabling of pupil cheese makers (from previously disadvantaged groups in the Western Cape), and a project leader, to participate in theoretical and practical cheese making training in Macon-Davayé, Burgundy, France, to promote opportunities for value adding to primary dairy products.

The existing cooperative relations between Burgundy in France and the Western Cape Government benefited this project concerning the training of cheese makers and technical assistants from previous disadvantaged groups in the Agricultural sector, as it formed the platform for the project.

The project came as an idea of Kobus Mulder, Manager of Dairy at Agri-Expo¹. He approached the international relations director of the Western Cape Government when he heard that there was a co-operation agreement between the Western Cape

¹ The society was formed on 29 November 1831 to support and further agriculture in the Western Cape. The Society still plays a major role in the advancement of various agricultural sectors, focusing on the improvement of agricultural practices and the production of quality agricultural products.

and Burgundy. He was then introduced to the right people in Burgundy to speak to in connection with South African cheese making training needs. He made contact and together they drew up a curriculum with regard to the knowledge and skills that was needed and required among South African cheese makers.

During a visit to France in November 2004, to strengthen the existing cooperative relations between Burgundy and the Western Cape, the Western Cape Minister of Agriculture, Minister Dowry, met with Madame Muller, Vice President of the Burgundy Regional Council responsible for agriculture, to formalise the programme for the cheese maker training which started in 2005.

2. Programme Description

The programme is a service delivery project in partnership with the Western Cape Department of Agriculture, the Centre de Formation Professionnelle et de Promotion Agricole (CFPPA) in Davayé, Burgundy and Agri-Expo, an agricultural society that supports the advancement of agriculture in the Western Cape.

PROJECT TEAM

Project Leader: Ms Joyene Isaacs (Head of the Department of Agriculture)

Previous Project Leader: Dr PC van Rooyen (Previous Head of the Department)

Project Facilitator and coordinator: Mr Kobus Mulder (Agri-Expo)

Project implementators: CFPPA (Centre de Formation Professionnelle et de Promotion Agricole) in Davayé, Burgundy

THE PROGRAMME

This programme which started in 2005 is aimed at affording members of previous disadvantaged communities the opportunity to gain knowledge to play a more meaningful role in the South African cheese industry.

The fellowships in this programme are open to all cheeseries in the Western Cape and each cheesery in the Western Cape is invited directly to nominate worthy candidates for this course. Letters of invitation are written to owners or Managing Directors to invite them to nominate junior or pupil cheese makers in their employment. The course is intended for males and females who have shown an interest in cheese making and who have shown that they are interested in making it their profession. The employer's application must state why they think the nominee is worthy and that he or she will be prepared to invest in this person. So first of all the application is endorsed by the employer, as the participants in the course cannot apply themselves. Then the selection committee have interviews with the candidates in their working environment. They evaluate the candidate's enthusiasm for going on a course like this and then at the ability of this person to come back and share the obtained knowledge. There are some written rules and criteria on how the selection should take place and submitted to the employer. Mostly the selection panel tries to get the right people who will benefit immediately and come back and share the knowledge with their colleagues.

In terms of the agreement, the Western Cape Department of Agriculture, in conjunction with the Regional Government of Burgundy and the French Department of Foreign Affairs, is providing funding for this project to annually enable four cheese makers to attend the course that runs for three to four weeks in June of each year in Macon-Davaye, Burgundy, France. The funding for the project comes more or less one third from Western Cape Department of Agriculture and two thirds from the French regional Council of Burgundy. Mr. Kobus Mulder, Dairy Manager from the organisation Agri-Expo, accompanies the group as chaperone, tour guide, facilitator, study help and tutor each year. Agri-Expo is responsible for the practical arrangements with regard to the training as well as for the selection process of candidates.

The suggested criteria for eligible candidates are:

- Minimum grade 10 schooling
- Practical cheese making experience and a sound understanding of the principles of cheese making
- The will and ability to accumulate knowledge
- Conversant in English
- Male or female aspirant and/or pupil cheese makers employed in a Western Cape cheesery. Preference are given to individuals from previously disadvantaged groups

The Programme consists of the following:

- A three week study visit comprising of lectures at the Centre de Formation Professionnelle et de Promotion Agricole) in Davayé, Burgundy and practical work in Burgundy cheeseries. The theory is of general cheese making nature and practical work focuses on typical French cow's and goat's milk cheeses.
- The fellowship includes return fares from Cape Town and land transport to Davayé, full board and lodging, tuition fees and cultural visits.

Trainees undergo practical and theoretical training in the production of typical French type cheeses, at two factories. This is followed by a marketing module, with focus on the commercial aspects of the cheese industry. While in Burgundy, the trainees are also exposed to the culinary and innovative uses of cheese.

Table 1: Programme content

<u>COURSE CONTENT 2005</u>	<u>COURSE CONTENT 2006</u>	<u>COURSE CONTENT 2007</u>
Theory: <ul style="list-style-type: none"> - Milk Production - Physical chemistry of milk - Milk and Cheese micro-biology - Milk and enzymes - Pathogens in milk and cheese - The basis of cheese making technology: <ul style="list-style-type: none"> o <i>Heat treatment of milk</i> 	Lectures on theory: 72 hours Lecture content: <ul style="list-style-type: none"> - Physical – chemistry of milk - Cheese microbiology - Milk technology - Manufacturing methods for different cheeses 	Lectures on theory: 63 hours Lecture content: <ul style="list-style-type: none"> - Physical chemistry of milk - Cheese microbiology - Cheese making technology - Manufacturing methods for cheese types

<ul style="list-style-type: none"> ○ <i>Coagulation</i> ○ <i>Syneresis</i> ○ <i>Salting</i> ○ <i>Maturing</i> - Defects in cheese - Sensory and organoleptic qualities of cheese - Manufacturing methods for different cheeses - Critical quality control measures for milk and cheese - Examination <p>Practical: 32 hours (Spent in commercial cheeseries)</p> <p>Practical visits:</p> <ul style="list-style-type: none"> - 7 lectured visits to a variety of cow and goat's milk cheeseries - Observed cheese judging competition at the "8-eme Concours Regional des Fromages Fermiers de Bourgogne in Vezelay" - Cheese-maturing centre to experience the important role of temperature and humidity in the process. - Co-operative packing venue to assist in the packing of cheese. <p>Cultural visits to:</p> <ul style="list-style-type: none"> - Paris (Eifel tower, Cheese shops, Food markets, Notre Dame, Arc de Triomphe etc.) - A foie gras producing farm - Historic indoor food market in Dijon - Organic goat's milk cheese farm - The rock of Solutr� - The Hospice of Beaune - The Chamonix Valley and Ice Sea 	<ul style="list-style-type: none"> - Cheese quality - Pathogenic bacteria - Manufacturing problems - Sensorial analysis of cheese - Module examination - Review of examination <p>Practical: 48 hours Cheese making at Poncetys</p> <p>Practical and demonstration visits to:</p> <ul style="list-style-type: none"> - Affineur Grandjean, M�con - Fruiti�re de Comt�, Plasne - AOC Salers and Cantal fabrication, Aurillac - Le hameau Fromage, Cleron - Laboratoire ALIZ�, Lyon - Ets. Coquard. Villefranche - Chevenet Ch�vre, Hurigny <p>Cultural visits to:</p> <ul style="list-style-type: none"> - The historic indoor food market in Dijon - Cheese shops and retailers selling cheese - An organic retail outlet - The Hospice of Beaune - The Chamonix Valley and Ice Sea 	<ul style="list-style-type: none"> - Cheese quality control - Pathogenic bacteria - Defects and correctional steps - Sensorial analysis - Module examination - Review of examination <p>Practical: 23 hours at Poncetys Cheesery</p> <p>Special references:</p> <ul style="list-style-type: none"> - Milk ripening - Rennet activity - Fermentation abilities of cultures - Syneresis - Whey observation & handling - Mucor growth - Maturation <p>Cheesery visitations: 36 hours <i>Names:</i></p> <ul style="list-style-type: none"> - Chevenet - Christophe - Chezery-Forens - Br�nod - Citeaux - Aliz� - Ets Coquard <p>Cultural visits <i>Institutions:</i></p> <ul style="list-style-type: none"> - Dijon Grande Marche - Abbey Citeaux - Glace de Mer - Louhans Marche de Ville - Cassisium - Bienvenue a la Ferme - Ferme exp�rimentale de Jalogny
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3. Purpose of the Evaluation

The Burgundy Cheese training Programme is in its third year of implementation and can therefore be described as a more established programme. Rossi, Lipsey & Freeman (2004:177) is of the opinion that in such a case, you should look at how well the programme is organised, the quality of services, or the success with which it is reaching the target population when conducting a process evaluation.

Process evaluation is a formative evaluation as it is concerned with designing and using evaluation to improve a program (Chen, 2005:47) Process evaluation is thus concerned with how the program operates and focuses on problems in service delivery. Formative evaluations tend to be conducted for the benefit of those managing the intervention with the intention of improving their work. (University of Stellenbosch, Module 1:2007)

Process evaluation is sometimes called implementation evaluation and is necessary to improve programmes and use combined approaches for the evaluation of programme implementations in order to provide an accurate and comprehensive understanding of the programme and its components.

As such the evaluation enables the funding organisation or initiator of the programme to obtain a thorough understanding of programme implementation, whether the delivery was in correspondence with the initial design or not, and to identify obstacles in the way forward.

With the above in mind, it is evident that the purpose of the evaluation of the Burgundy Programme is formative in nature and is aimed at determining whether the project has been implemented as designed and is making progress towards the desired outcomes and to look at possible suggestions of improvement. (Babbi & Mouton, 2001:339)

4. Logic Model

4.1 Programme Logic

Different frameworks or points of departure are often used for an implementation or process evaluation. This has to do with what framework to apply in structuring the key questions to be answered, while collecting evidence for the evaluation.

In the case of the Burgundy project, a theory driven process evaluation was chosen to be used which implies using the Programme Logic Model as framework.

However, the Programme did not have a designed logic model with the implementation of the Burgundy Programme, which meant that it had to be developed from the original agreement and project description papers by the evaluator in cooperation with the programme facilitator, before evaluation of the programme could begin. This was necessary in order to have a clear understanding of the relationship between the activities and the intended results.

Logic models are a convenient approach of describing why certain activities should change the behaviours of those receiving services. Performance Logic Models presents path diagrams that connect causal variables to effect variables. They offer an alternative approach to evaluating programmes that do not require random assignment to different groups (Green, Ellis and Lee, 2005:85).

The Programme Logic Model is a conceptual or heuristic tool which helps to describe the various components of a programme in a structured and systematic manner. It is a simplified model of an intervention that indicates how and why the programme is assumed or believed to work – what the relationship is among the resources to deliver the programme, the activities and the outcomes or changes/effects that are expected to be achieved. (University of Stellenbosch, Module 1:2007)

Table 2: Logic Model of the project

Goal: To afford cheese makers from previous disadvantaged communities or groups the opportunity to train and work in French cheeseries in order to enhance their theoretical and practical knowledge as well as to equip them for a greater role in the cheese industry, based on the Western Cape bi-lateral agreement with Burgundy, France.

Objectives	Activities	Outputs	Expected outcomes	Indicators
1. To invite and select deserving participants to the Burgundy Cheese making course from cheeseries and factories within the Western Cape Province.	Inviting and selecting participants (assistant cheese makers and cheese making trainees) each year for the 3 week training course in Burgundy, based on certain selection criteria.	<ul style="list-style-type: none"> – Letter of invitation to all cheeseries to enter potential candidates. – Selection of 4 participants for the course each year to be flown to France to be trained and to experience France and true French cheese making tradition. – Announcement of 4 successful candidates at the annual cheese making awards ceremony in April each year. 	Cheeseries are eager to nominate their personnel to be trained abroad which culminates in a big demand for this exclusive training that is not available in South Africa and which can be of benefit to their future business	The demand for the course is bigger than the possible intake. Positive attitude towards the course from especially cheesery owners.
2. To give participants exposure to, and the opportunity to broaden their vision through experiencing the culinary and cultural wonders of France and more particular Burgundy.	Planning and conducting cultural visits to various places in France, including: <ul style="list-style-type: none"> – Paris and Dijon – Markets or historical places applicable and within time available. Visits to take place in	<ul style="list-style-type: none"> – Communication to participants before departure on what is expected of them. – Communication on the programme and other flight arrangements – Physical visits to places of interest in France 	More experienced cheese makers who are able to talk to topics of French traditions and preferences. Grateful participants who show appreciation for the	Positive feedback from enthusiastic individuals who indicate their appreciation for the experience that was made possible to them free of charge.

Objectives	Activities	Outputs	Expected outcomes	Indicators
	spare time and over weekends.	including Paris, Dijon, open and indoor markets, cathedrals and other places of interest.	experience, giving them a more global view.	
3. To transfer knowledge and skills not available in South Africa to assistant cheese makers and trainee cheese makers, with no formal training in cheese making, in the basics of cheese making at CFPPA (Centre de Formation Professionnelle et de Promotion Agricole) in Davayé, Burgundy.	<p>Conducting theoretical training sessions of a general cheese making nature (approximately 63 hours) for the participants on:</p> <ul style="list-style-type: none"> – Physical chemistry of milk – Cheese microbiology – Cheese making technology – Manufacturing methods for cheese types – Cheese quality control – Pathogenic bacteria – Defects and correctional steps – Sensorial analyses – Module examination – Review of examination <p>Conducting practical training at Cheeseries eg. Pontcetys Cheesery on typical French cow and goat's milk cheese (approximately 23 hours) with special attention to:</p> <ul style="list-style-type: none"> – Milk ripening – Rennet activity – Fermentation abilities of 	<ul style="list-style-type: none"> – Theoretical training sessions. – Training manual in English – Presentations <ul style="list-style-type: none"> – Practical training sessions. (spent working in commercial cheeseries under supervision and instruction of senior cheese makers) – Lectured visits to a variety of cow, sheep and goat's milk cheeseries. – Training manual 	<p>Participants will have improved skills and knowledge of the theory of general cheese making requirements, methods and equipment usage. Understanding the principles and rules of cheese making from a scientific background.</p> <p>Participants will have improved skills, knowledge and experience of practical cheese making with regard to different types of cheeses using cows 's and goat's milk, the equipment used as well as some tricks of the</p>	<ul style="list-style-type: none"> – Participants pass the module examination at the end of the course and receive their certificates. – Participants apply their newly achieved knowledge and skills in the workplace. – Participants make changes to the best to existing cheese problems experienced in their workplace. – Students experiment with new cultures and moulds to improve existing cheeses or to develop new cheeses. <ul style="list-style-type: none"> – Participants pass the module examination at the end of the course and receive their certificates. – Participants apply their newly achieved knowledge and skills in the workplace. – Participants make

Objectives	Activities	Outputs	Expected outcomes	Indicators
	cultures Syneresis – Whey observation & handling – Mucor growth – Maturation		trade.	changes to the better to existing cheese problems experienced in their workplace. – Students experiment with new cultures and moulds to improve existing cheeses or to develop new cheeses
4. To inspire participants to improve their existing products, develop innovative products and to improve cheese making methods back home.	– Conducting visits to French traditional cheeseries and markets eg. Chevenet, Citeaux etc. to inspire participants through tasting and watching processes and methods of making cheese. (Spending 36 hours on visits) – Encouraging participants to talk to local cheese makers and to ask questions during visits.	– Visit to cheese judging competition. – Visit to cheese maturing centre. – Visit to co-operative packaging venue, to assist in the packaging of cheese for national distribution. – Visit to traditional French cheeseries to taste and talk to owners and workers.	Cheese makers experiment with different cheeses and methods to produce more varieties of cheese other than the usual South African cheeses like Brie, Cheddar and Camembert.	– Students experiment with new cultures and moulds to improve existing cheeses or to develop new cheeses. – New varieties of cheeses are put on the Western Cape Cheese market.
5. To improve confidence and self image of the participants of their worth within the industry, within the technical field of cheese manufacturing and within their	Providing participants with a once in a life time opportunity to travel abroad and to experience another culture's way of living and way of cheese making, while benefiting their careers through	The whole package of exposure to a bigger world outside of South Africa.	Participants in the course have much more self confidence in their work and skills and can present themselves and their products much better than before the course.	– Participants are appointed in cheese maker positions due to their improved skills and confidence in their abilities. – All participants completed the course successfully

Objectives	Activities	Outputs	Expected outcomes	Indicators
personal lives.	<p>training.</p> <p>Providing support through facilitator and project leader (Kobus Mulder) for assistance on any aspect of the course or journey while abroad.</p>	<p>Assistance and support available before, during course and afterwards in the person of Kobus Mulder a proven cheese expert.</p>	<p>Ability of participants to cope in an unfamiliar situation.</p>	<p>with positive effects on their careers.</p> <p>– Positive feedback and appreciation for support and development opportunity.</p>

Risks and Assumptions

- Lack of adequate funds on South African side
- South African Training in cheese making mostly privatised in commercial firms and not on a very high level
- Because the groups are small the impact is limited
- Course is only limited to French technology and knowledge
- Inability of potential participants to speak and understand the French language
- Political changes in priorities on either SA or French sides might be a threat to the continuation of this project
- Funding theoretically to be ended at the end of 3 years according to original idea
- Participants' in ability to adapt to French teaching methods and cultural differences

4.2 Programme theory

Programme theory is a set of assumptions about the manner in which the programme relates to the social benefits it is expected to produce and the strategy and tactics the program has adopted to achieve its goals and objectives (Rossi, Freeman, & Lipsey, 1999: 154). The evaluator decided to use the graphic form to articulate programme theory, as it gives a holistic picture of the programme. However, to arrive at this theory, it was necessary to look at the linkages that connect the activities to the expected outcomes.

Table 3: Programme theory

Implementation Theory		Programme Theory
(Programme activities)		(Mechanisms of change)
		4 Assistant or trainee cheese makers are selected per annum to receive a 3 week training course in Burgundy.
Invite all cheeseries and dairy manufacturers to enter deserving cheese making assistants to free of charge training in Burgundy for three weeks	→	Cheeseries are eager to have their personnel trained in Burgundy, which culminates in a big demand for this exclusive training that is not available in South Africa and which should benefit their future profit margins
Give selected participants exposure to, as well as the opportunity to experience France and more specific Burgundy	→	Cheese makers have a more global view on international dairy trends with first hand knowledge of French dairy traditions and preferences
CFPPA provides theoretical training to 4 trainees p.a. in Burgundy	→	Participants have improved theoretical background and knowledge in dairy processing
Provides practical training and the opportunity to experience cheese making at Poncetys in Burgundy.	→	Participants have improved practical skills, knowledge and experience of different cheese making methods and products
Provides exposure to traditional French dairy products, cheese makers and markets	→	Learner cheese makers have improved confidence in their skills and know-how which inspire them to be more creative and experimental to the benefit of their careers and to the benefit of the cheeseries or factories where they are employed
Provide participants with unique experience coupled with backup support and assistance	↗	

5. DESCRIPTION OF THE EVALUATION

5.1 Approach

It was decided to follow the Utilization evaluation approach with this process evaluation, because of its not one-size-fit-all approach and because of its practical useful results orientation.

This approach, which shares the general philosophy of a participatory and empowerment focus, (Babbie & Mouton, 2001:359) has been adopted in the guidelines of the African Evaluation Association and should therefore be considered for use in African Countries. Patton (1997:12.), states that that the challenge of the present information age, is to figure out what is worth knowing and then to get people to use what is known. As various other approaches to evaluation, utilisation-focussed evaluation share the general philosophy of a participatory and empowerment approach, but go further with an emphasis on designing and conducting of evaluations that will be useful.

Patton describes utilization-focused evaluation as follows:

Utilisation-focused evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluations should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use (1997:20).

Given this approach, it is important to have active involvement of the various stakeholders to ensure intended use by intended users. This was made difficult within the time frame and the fact that all participants of the programme and their employers are scattered over the Western Cape Province. The evaluator had to make use of the coordinator of this Project's good relationship with the relevant stakeholders, to get the necessary feedback in the form of reports, completed questionnaires and other relevant documentation.

However, it should be mentioned that data collection was also made a bit easier by the fact that this project has been nominated for a Premier's Excellence Award, which entailed the collection of relevant data documents, the completion of a thick questionnaire and the presentation of supporting evidence. The evaluator was fortunate to be part of the group to complete the questionnaire, existing out of the Coordinator (Mr Kobus Mulder) and the two people who have been serving as project leaders, (Dr van Rooyen and Ms Joyene Isaacs). All this information was thus been made available to the evaluator, which saved some time and money in the collection process and it gave the evaluator the opportunity to engage with more stakeholders in the programme to gain first hand knowledge.

5.2 Evaluation goals and objectives

The Burgundy Programme theory logically implies investigating 8 key evaluative issues. The identification of these issues was derived from the Logic model and was also cleared out and discussed with the project manager as well as the coordinator and facilitator of the programme during the session to complete the Premier's Award Application forms in October 2007.

The key evaluations issues are:

- a) Demand and attitude towards the course
- b) Experience and growth on social and personal level
- c) Training experience
- d) Knowledge transferred
- e) Contents of the theoretical and practical course
- f) Application of knowledge and skills
- g) Career benefiting results
- h) Sustainability of the programme

In addition to these eight issues, the participants, the project facilitator and some of the other stakeholders have also provided some useful comments and recommendations about the programme in general. To obtain the necessary data in the investigation to get answers to the above mentioned evaluation issues, the evaluator embarked on collecting the necessary data through various data collection methods.

5.3 Data collection: Process and Methods

To decide on data collection methods, you have to know what evidence you are looking for and to be able to know this; you have to have a good understanding of the evaluation purpose and the research questions that need to be answered. Secondly you need an adequate collection of relevant data (Wholey, Hatry & Newcomer, 2004:418). Programme evaluation data usually come from interviews, documents, publications, presentations, reports, pictures, observations, interactions and events.

The evaluator kept the data collection as simple as possible and made use of the following data sources to gather quantitative as well as qualitative data about the Burgundy Programme:

- *Documentation review*
- *Survey data (Questionnaires)*
- *Semi Structured Interview*

5.3.1 Documentation review

A documentation review was carried out in the initial stage of the evaluation to gain a broad perspective of the programme. Documentation such as project reports was used to gain specific evidence on what was carried out when during the three years in which the programme was running. The existing documentation about the Programme and its progress included the following:

- *Agreements* (Bi-lateral agreement of cooperation between Burgundy Regional Government as well as the Western Cape Government,

agreement between Dept of Agriculture and Agri-Expo for implementation purposes, which was signed on a annual basis).

- *Reports* and feedback from the facilitator, employers and participants as received within the programme period (2005 to 2007)
- *Correspondence between stakeholders (Letters and E-mails)*
- *Media Publications* e.g. News and magazine articles
- *Completed questionnaire on the programme which was presented for an Premier's Excellence Award*

The evaluator found the existing documentation a big help in compiling the logic model, as well as in drawing up the research questions for the questionnaire and the interview with the programme coordinator. However, data from these documents was verified with the information received from the interview as well as from the completed questionnaires.

5.3.2 Questionnaires

A survey was done amongst the participants to the Burgundy programme in the form of a questionnaire, which was distributed to all participants from the last three years, for completion. The structured questionnaire included quantitative questions, open ended qualitative questions and requests for written comments. This structured questionnaire was developed for qualitative and quantitative data evaluation purposes. The open ended qualitative questions demanded single words, brief phrases or paragraph of text answers.

Only 10 (ten) participants from the 12 (twelve) who had visited France and who received the training, were able to complete the questionnaires due to the fact that one person was on leave and the other one had left the cheese industry to begin his own successful taxi service in Plettenberg Bay. The latter was in cheese making for 10 years when he was part of this programme. Everybody thought that he would stay because he was doing well and he got promoted after he came back from France.

5.3.3 Semi Structured Interview

A Semi- Structured Interview was conducted with Mr Kobus Mulder, the facilitator and coordinator of the Programme. This was recorded and a word for word transcript was produced from the recorded interview done on 5 November 2007 for qualitative data analysis purposes. The interviewer had drawn up some guiding questions beforehand, but did not adhere to them completely due to interesting results that were brought to her attention and that needed some back-up questions. The passion and enthusiasm which Mr Mulder has for this course and its beneficiaries, lead to a very interesting and fulfilling conversation on programme change and extension.

5.4 Feedback on the data methods used

The use of two or more methods of data collection is called triangulation and in doing so, it enables the evaluator to explain more fully the complexity and richness of human behaviour by studying it from more than one angle or using both quantitative and qualitative data (University of Stellenbosch, Module 4: 2007).

The big advantage of using different methods is the fact that the same findings can come from different sources, which give an indication of evidence being real and reliable. It is always useful for an evaluation to include opportunities for comparison. The comparison between documented evidence, which was derived over time; and personal evidence, which was obtained just before the compilation of the report, gave more effect to the trustworthiness and authenticity of this evaluation.

Limitations

Given the fact that this Programme is mainly executed in France with only the coordinator and the participants present, some data collection methods such as observation were ruled out. This situation made it impossible to get inputs from the service providers in Burgundy, which meant that the evaluator had to rely on data collection methods and stakeholder participation which were available and participants that could be reached locally. The time available to complete the report, as well as the cost factor in involving respondents from Burgundy in the investigation, also ruled out the possibility of actively including them.

The limited timeframe for the data collection was a further constraint. The participants to the programme had only a week to complete the questionnaires, which meant that they might have elaborated more, had they been given more response time. Another issue regarding time had to do with the fact that some participants had completed the questionnaires in Afrikaans, which the evaluator had to translate to English in order to have uniform data.

6. Data Analysis

With the analysis of the data collected for process evaluation purposes of the Burgundy Programme, the evaluator made use of quantitative as well as qualitative data analysis.

6.1 Quantitative analysis

For the **quantitative analysis** the evaluator could not succeed in using the statistical software package SPSS provided by the University of Stellenbosch, due to a faulty disk and had to revert back to using MS Excel for the computerised quantitative data analysis. The analysis was guided and informed by some of the research questions posed by the evaluator in the questionnaire which was distributed to all participants in the programme (over three years). The participants totalled 12 people but only 10 completed the questionnaire due to the fact that one was on leave and the other had left the dairy industry.

Quantitative data was captured in a case by variable data matrix, which means that the units of analysis appeared in the rows, while the variables appeared in the columns. As a point of interest the average age and average years, working in a cheesery before joining the programme was calculated as in the table below and this was used amongst others in bi-variate methods to examine the interaction between categorical and continuous variables.

Table 4: Averages

Average age of participants:	27.8 years
Average working years in a cheesery before training:	5.67
- Median	4
- Standard deviation	4.33

The evaluator made use of cross tabulation which could also be displayed as a column chart using two categorical variables. She used a bar chart to compare one categorical

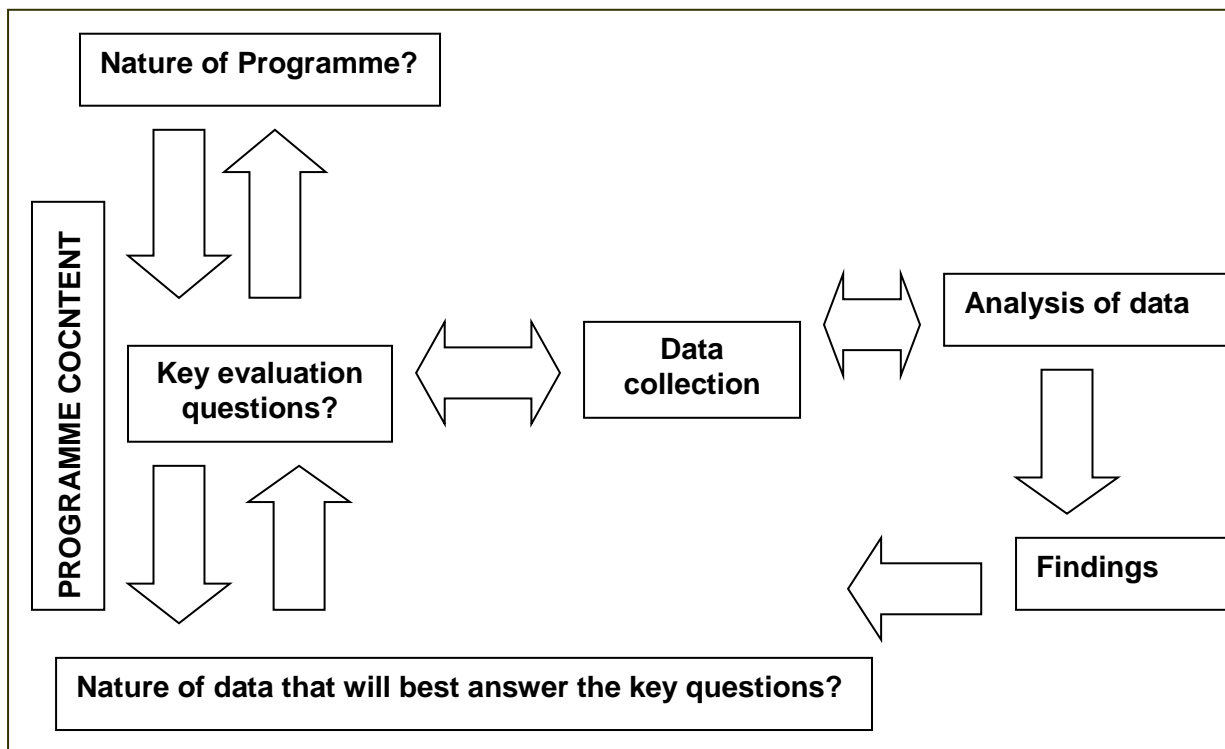
and one continuous variable such as age. In all the cases the evaluator used the data obtained from the data set in Excel which was derived from the answers obtained from the completed questionnaires as received back from the participants to the course.

6.2 Qualitative analysis

The evaluator identified the need for a **qualitative data analysis** to get an in-depth understanding of the intervention and to be able to answer the research questions. The evaluation questions were used as a heuristic framework to enable the evaluator to gather contextual and detailed knowledge of the programme during the implementation phases.

The figure below shows the decision making process followed from considering the type of programme being evaluated to the key questions to be asked and the kind of data that would answer the kind of questions.

Figure 1: Decision making in data analysis process



(University of Stellenbosch, Module 5, 2007)

Qualitative data is information gathered that is not expressed in numbers (Tesch, 1990:55). According to Maykut and Morehouse (1994:121),

The process of qualitative data analysis takes many forms, but it is fundamentally a nonmathematical analytical procedure that involves examining the meaning of people's words and actions. Qualitative research findings are inductively derived from this data.

To make sense out of the large volumes of available data from existing documentation, questionnaires and an in-depth interview, was an enormous challenge.

The evaluator was guided by the key evaluation issues derived from the logic model. She used a qualitative data analysis method which involves describing the issues of the programme and its context, coding of data in order to classify it and to discover patterns and themes in the data. After this process the evaluator analysed the connection between the codes which served as topics for discussion of the connections and their implications. The coding involved labelling of key segments of collected data and was guided by the evaluation questions. In the next step codes were classified into the categories or key evaluation issues derived from the logic model, and these categories became the foundation for explaining and interpreting the data.

MS Word was used to analyse the qualitative data, although there are computer software packages on the market, e.g. Atlas that could simplify the process to a great extent. A codebook was developed to make the process of coding transparent and to serve as a useful way of checking the validity and reliability of the coding process. The codebook is attached as Appendix C.

7. EVALUATION FINDINGS

Programme evaluation findings can serve three primary purposes according to Patton (1997), which includes rendering judgement, facilitating improvements and to generate knowledge. As process evaluation is formative of nature, the evaluator does not wish to pass judgement, but does intend capturing and incorporating corrective measures for the current Burgundy Programme as well as generating knowledge in the form of making conclusions on lessons learned for possible adaptation of the programme in future.

With this section the evaluator wishes to presents the evaluation findings, which have been derived from an analysis of quantitative as well as qualitative data. The key evaluation issues and the evaluation criteria, of whether the programme has been effective, if it was implemented in correspondence with the initial design or not, and to identify obstacles or possible solutions for the way forward, helped in reaching the findings. The findings are presented under the following headings:

- Demand and attitude towards the course
- Experience and growth on social and personal level
- Training experience
- Knowledge transferred
- Contents of the course
- Application of knowledge and skills gained
- Career benefiting results
- Sustainability of the Programme

7.1 Demand and attitude towards the course

The **demand** for the Burgundy cheese training course exceeds the supply of only four places in the course each year. This is due to various reasons, but the following were given by respondents or extracted from documentation studied.

- New knowledge

- No formal dairy training available in South Africa
- Training only available to candidates in the Western Cape Province

a) New knowledge

Finding: The demand for this course is over whelming and could be attributed to the fact that cheesery owners and employers know that to have a competitive edge, you need new knowledge and to do things different than your competitors. France has been in the cheese business for centuries and has much to offer when it comes to experiencing the trade of cheese making and knowledge transfer.

Evidence: *“Cheese making training in South Africa is not well organised in the long run, so the whole idea was to train people in cheese making in France so that they can have new knowledge and bring back new knowledge to South Africa”*

b) No formal dairy training available in South Africa

Finding: There are no formal courses or institutions for dairy training on this level available in South Africa. This is another reason for the demand for this training opportunity.

Evidence: *“We don’t have the people to train them in South Africa, this is the sad thing. There are no dairy colleges or cheese colleges in South Africa. The dairy industry is the fourth biggest agricultural industry in South Africa and yet we have no training facilities for people in the industry. Training happens by hook or by crook or ad hoc basis, sometimes by people like me who train because we have some knowledge and we do it privately but it is not organized.”*

c) Training only available to candidates in the Western Cape Province

Finding: This opportunity is only available for candidates who reside in the Western Cape Province, due to the fact that the agreement with Burgundy is only between the Provinces of Burgundy and the Western Cape and not on a National basis. However, the programme has become known to cheeseries across South Africa and they have indicated that they would appreciate attending the course, even if it means that they have to pay for it themselves, just to have the opportunity.

Evidence: *“I have had at least 5 applications from people across the country like Kwazulu-Natal, the Eastern Cape, Mpumalanga and Gauteng. People want to do this*

course for their own expense because there is nothing like that in South Africa and it is a wonderful opportunity.”

The attitude towards this course is overwhelming positive, from the beneficiaries as well as the other stakeholders, which means that the course meets its requirements. Positive remarks and letters of appreciation have been received, while media publications in papers, magazines and even radio broadcasts have all been praising the programme and its outcomes.

Finding: The participants value and acknowledge the opportunity and give their best. Trainers in Burgundy have noted the participants’ eagerness and willingness to learn, their good behaviour, as well as the speed at which they worked in the cheeseries abroad.

Evidence: *“Personnel at CFPPA and the cheeseries where practical work was done made positive comments about their eagerness to learn, willingness to work and to the speed with which they worked in the cheeseries.”*

Finding: Cheeseries and other stakeholders are appreciative of the opportunity available and the value of the course, and have made known their satisfaction on various occasions.

Evidence: *“Cheeseries from the Western Cape appreciate and value this training opportunity and, have on numerous occasions, expressed their thanks to the role players who make it possible. “*
“The Industry from the biggest to the smallest absolutely adores this, because it gives knowledge to their people which they themselves cannot give. That goes from the smallest two person cheesery in Knysna where there is an owner and one cheese maker. That owner of that cheesery does not have the money nor the connections to send his cheese maker to France. He adores it; he has now in his opinion, a qualified cheese maker who knows more about cheese making than he does. “

7.2 Experience and growth on social and personal level

It is widely acknowledged that this course has had a tremendous effect on the lives of participants, especially in widening their horizons and in the growth of their self confidence. As one participant put it;” *It has empowered me mentally, physically and has made me more positive as I have learned to look at things from a different perspective.*”

The following issues were raised as attributing to their growth and in making the experience worthwhile:

- Expert exposure
- Opportunity of a lifetime
- Exposure to other cheese makers
- Better understanding of cheese industry
- Answers to questions
- Motivation to advance

a) Expert exposure

Finding: The exposure to experts in the international cheese arena has given the participants to the course confidence in their knowledge and worth.

Evidence: *“Broaden my knowledge of cheese making and enabled me to learn from the experts.”*

b) Opportunity of a lifetime

Finding: As acknowledged by many, this course gave each of them a life time opportunity that they would not have been able to experience had it not been for the course. This opportunity broadened their horizons and gave them a vision of what it is like, in the rest of the world.

Evidence: *“An opportunity like this may only come once and it has been a privilege to have been part of such an enriching event.”*

“How can you describe these places in a word... impossible, but for me it was an experience, a view, a treasured memory and some visits just took your breath away.”

c) Exposure to other cheese makers

Finding: Although not the intention, these courses also enabled participants to network with other cheese makers and learn from one another.

Evidence: *"It was the first opportunity I had to be able to talk to other cheese makers and to learn from them."*

d) Better understanding of cheese industry

Finding: The course equipped participants with a better understanding of the cheese industry and what is expected from cheese makers in general, locally as well as abroad.

Evidence: *"It gave me a better understanding of what really goes on in the cheese industry and material"*

e) Answers to questions

Finding: The participants were able to use this course to get answers to questions and problems in their field of work that they did not know how to solve, and by doing so they add to the experience and growth which boosted their confidence.

Evidence: *"We attend class which educated us more about cheese making, but what stand out the most was the fact that you were finally getting answers to all the questions you had..."*

f) Motivation to advance

Finding: The Burgundy Course showed participants what opportunities for development and growth exist and made them believe that they can strive to become better at what they do and to excel in their careers.

Evidence: *"This has made me want to strive to make a better cheese....Keep up with this programme, because it changes one's life, not only on an educational level, but mentally as well."*

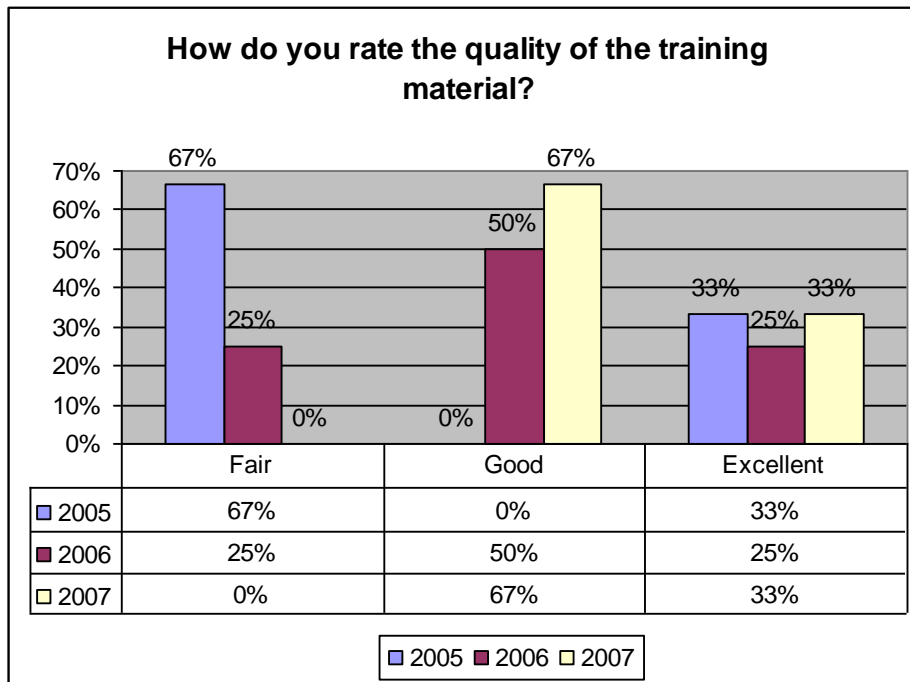
7.3 Training experience

The training experience was of great value to the participants and benefited them in different ways. They were asked in the questionnaire to rate the quality of the training with regard to:

- **The training material**
- **The organization of the course**
- **Their opinion of the facilitator**

The results of their feedback were captured in the following three Figures:

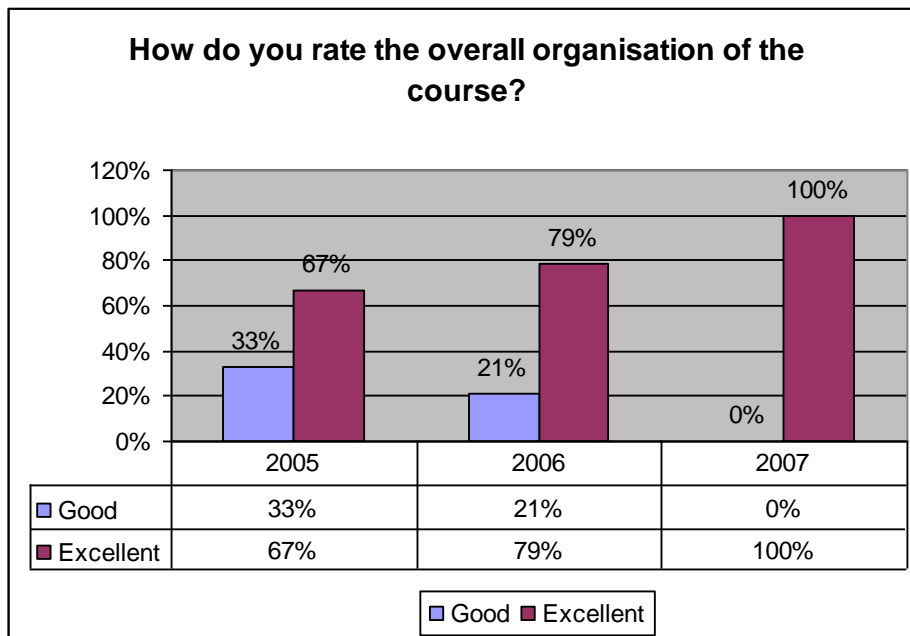
Figure 2: Quality of training material



Finding: As could be seen from the bar graph above, the quality of the training material improved each year up to 2007, when all participants indicated that the material was either good or excellent. The manual of the course was also given to each participant to use for referral purposes and it proved to be of great help in their daily work.

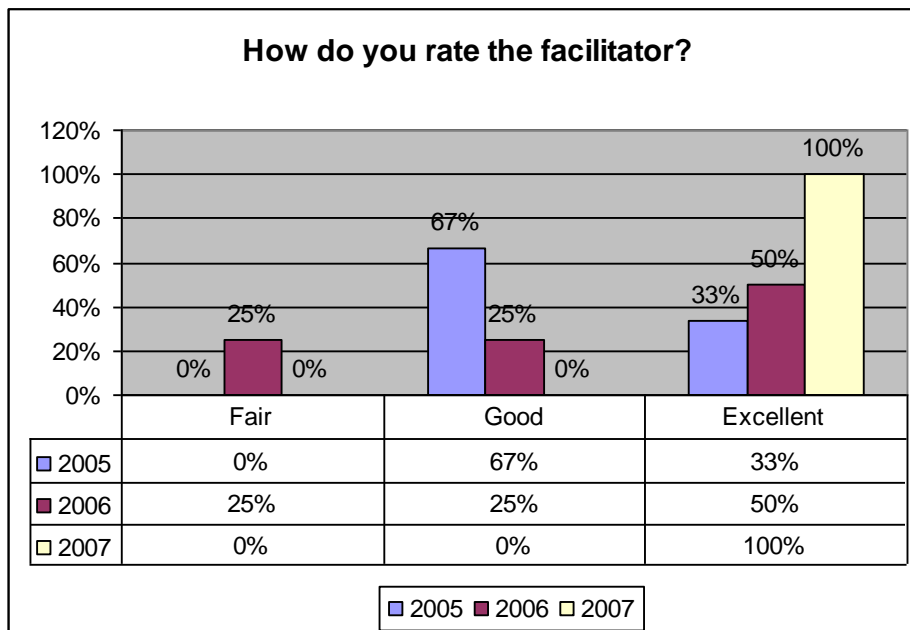
Evidence: *“The manual that was given to us make it possible to revive what we have learned I use mine almost every day. It will also give my successors the opportunity to train themselves in the theory.”*

Figure 3: Overall organisation of the course



Finding: The bar graph shows that the overall organisation of the course improved each year up to 2007, when all participants perceived it to be “Excellent”.

Figure 4: The Facilitator



Finding: The bar graph shows that the facilitator has improved over the three years, so much so that the whole third group rated him to be “Excellent”. Data obtained via the qualitative analyses, provided some more evidence as to his worth within the course.

Evidence: *“Kobus thank you for the inspiration and time spent. I have learned a lot from you.... I want to say what a privilege it was to have met a person like you and what you mean to this industry”*

Although everyone agreed in the completion of the questionnaire that everything in the course had its worth and that none of it should be omitted they still made **specific reference** to the following:

- The value of the practical part
- The value of the training on hygiene
- Problem solving and handling
- Training in different methods
- Better understanding and self development
- Judging of cheese

a) The value of the practical part

Finding: 70% of respondents indicated that the practical aspects of the course were beneficial and very important.

Evidence: *“I still believe in the practical learning as you as an individual encounter/learn even more over time and with error..... More efficient when you apply yourself more practical too.”*

b) The value of the training on hygiene

Finding: 50% of respondents indicated that hygiene training is seen as a very important part of this course.

Evidence: *“Hygiene, because it is the most important issue”*

c) Problem solving and handling

Finding: Training in the identification and handling of problems during production, maturing and the grading of cheese, was seen as of real benefit to the participants.

Evidence: *“Many in-class discussions took place in order to find answers to existing problems of the students in their individual cheeseries. Several aspects were valuable, which include the problems experienced during production, maturing (ripening) of cheese and the grading/tasting of cheese.”*

d) Training in different methods

Finding: Participants valued the opportunity to discuss and question cheese making methods with regard to different cheeses.

Evidence: *“The fact that I could openly discuss and question the methods on how we make cheese in comparison to the French was of great value.”*

e) Better understanding and self development

Finding: Participants agreed that the holistic way in which the course was presented, gave them an opportunity to develop in many facets, personal and professional. It was the combination of knowledge, interaction and the application of practical skills that contributed to the success of the course.

Evidence: *“Cheese making is a continuous learning experience and thus I have a better understanding of it and the fact that you can do so much more if you combine your theoretical, practical and more important to use a combination of your interfacing/ meetings between you and other cheese makers as to broaden your horizon in whole and to develop your skills and expertise. “*

f) Judging of cheese

Finding: The exposure to French expert judging during Cheese Championships gave some of the participants to the programme a further opportunity on South African soil to learn from them in quite another dimension.

Evidence: *“We have used some of the students to judge with French experts here in South Africa again so that they can tutor the students all the time and of course the knowledge and the comments from these French Cheese Technologists on the South African cheeses.”*

7.4 Knowledge transferred

It is a fact that none of the participants to the course had any prior formal training in cheese making. All of them had been trained in-house by their employers according to his or her knowledge and know-how.

The following issues were raised with regard to the transferral of knowledge to participants of the programme:

a) 100% Pass rate

Finding: In spite of having no prior formal training, all students' passed the examination at the end of the course and were presented with certificates.

Evidence: *"All four students did well in the examination and certificates were awarded to them at the end of the period."*

b) Importance of scientific knowledge

Finding: The participants were taught and came to realise the importance of scientific knowledge as displayed in the course, because of its importance in the process of producing quality cheeses.

Evidence: *"Whereas before all of them viewed cheese making as a recipe to be followed closely, they now understand that it is the scientific knowledge that equips them to make better cheese with more confidence and innovation."*

c) New knowledge and solutions

Finding: Students were all exposed to new knowledge and solutions to manufacturing problems, which benefited them in that they were able to enlarge their existing pool of knowledge extensively.

Evidence: *"During the first few days in the classroom, I realized just how little I really knew about the art of cheese making. All the questions about manufacturing problems I have experienced at La Rochelle, was resolved as the days went by. I was able to ask again and again. Between Kobus and Delphine (teacher) each one of us could discuss our problems and many suggestions were made and duly noted."*

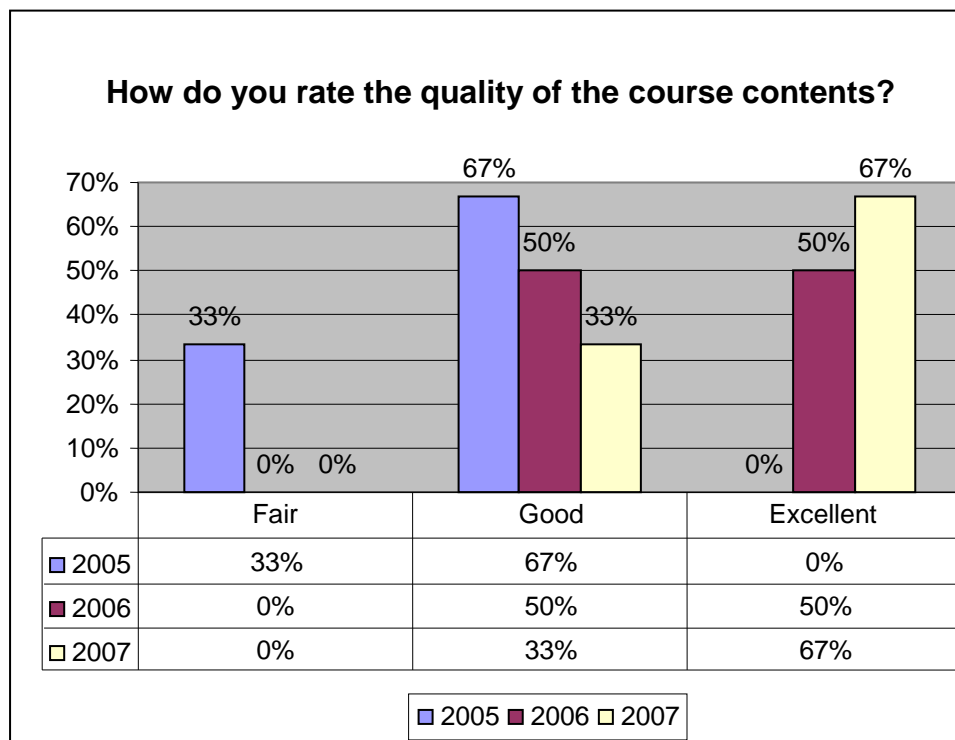
7.5 Contents of the course

Finding: The **content of the course was adapted** each year according to new demands and feedback received from participants as confirmed by Mr Mulder when he states: *“The course content and organisational aspects were adjusted according to lessons learnt the previous year and shared with our French collaborators. Lessons in French was translated in the second year of the course to English”*

Evidence: *“It is a wonderful arrangement, we asked the French partners that there is a need for this sort of chapter to be added and they simply add it because they sit with the knowledge and we sit with the need.”*

Participants were asked in the questionnaire to rate the **quality of the course contents** and their reply is portrayed in the following bar graph:

Figure 5: Quality of course contents



Finding: As could be seen from the bar graph above, the quality of the course contents improved each year up to 2007, when all participants indicated that the material was either good or excellent.

Finding: Although some participants indicated that there is nothing with regard to the contents of the course that they would have liked to be improved, some others felt that **more emphasis** could have been placed **on the practical part**.

Evidence: *“More emphasis on practical part which include the acceptance of milk, the treatment and cheese making in the factory and the handling of problems within factories. The practical part which include the acceptance of milk, the treatment and cheese making in the factory and the handling of problems within factories”*

Finding: Various requests were received or noted with regard to the **extension of the length of the course**.

Evidence: *“To spend more time in France, as there is so much you still can learn.”*

The following table was produced to show what was done in the process of upgrading the course contents over the three years to adhere to stakeholder demands.

Table 5: What is being done to ensure that the contents of the course conform to the demands of stakeholders?

<u>Actions:</u>	<u>Supporting Evidence:</u>
1. Feedback is requested from beneficiaries on the improvement of the course content.	Beneficiary reports
2. Feedback is requested on the benefits of the course, with regard to practical experience of the application of new knowledge and skills obtained.	Beneficiary reports
3. Feedback obtained from industry on benefits as a result of the exposure of the participants during their training abroad.	Industry reports
4. Exposure of participation in the judging of quality products both domestic and abroad.	Scorecards and Photos.
5. Course was established in collaboration with all stakeholders (Department of Agric, Agri-Expo, SA Dairy industry, French Experts, CFPPA) in order to give beneficiaries optimum benefits.	Correspondence

7.6 Application of knowledge and skills gained

Two issues came to the front when participants were asked how they have used the skills and knowledge gained. They mentioned the following:

- Using the knowledge and skills to train others
- Using the knowledge and skills to improve quality and products

a) Using the knowledge and skills to train others

Finding: Most of the participants indicated that they already have, or intend to, train their colleagues or subordinates with the skills and knowledge learned abroad.

Evidence: *“I know I will be able to teach the new people in our factory all I know, as it is important for cheese makers to know what to do and why. “*

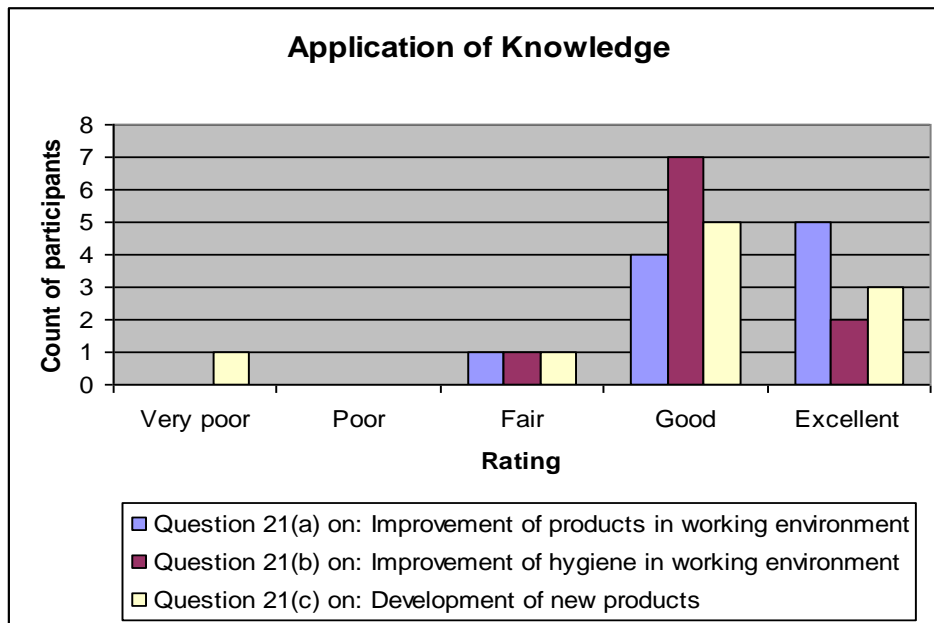
b) Using the knowledge and skills to improve the quality and products

Finding: Information gained from reports from employers and evidence from the industry, have shown that most of the participants to the course have applied their knowledge in their workplace with very good results in terms of product development, product improvement and through the solving or addressing of manufacturing problems.

Evidence: *“Some of the changes are already making a positive contribution to the white mould product. In the past we have struggled with over ripe cheese before its best date, as well as the browning of the mould and bitterness within the cheese. There is now a definite improvement on all the above and evaluated cheese, at and after the best before date, show good results.”*

The **quantitative analysis**, derived from the questionnaire, mainly showed three results with regard to the application of knowledge, as depicted in the next graph:

Figure 6: Application of knowledge

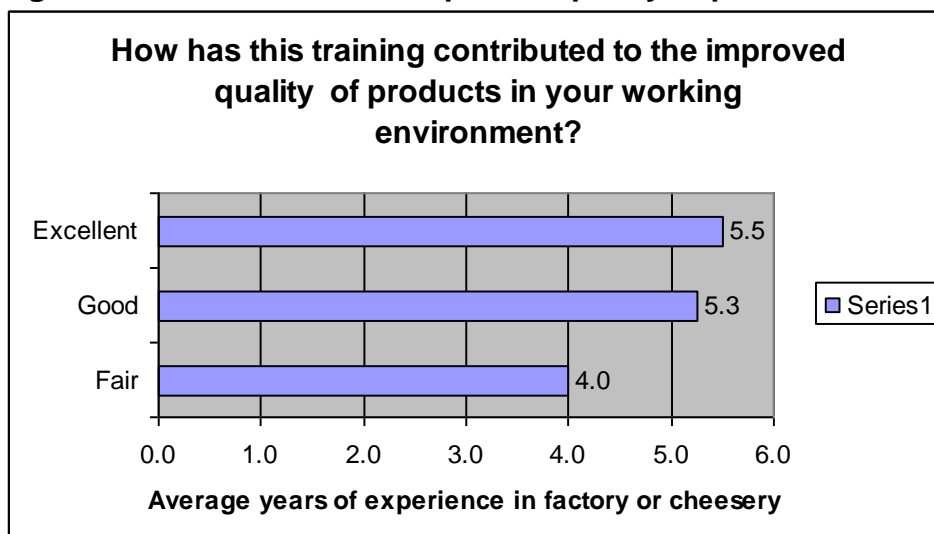


Finding: *The bar graph shows that the course has helped participants:*

- To improve the products in the their working environment
- To improve the hygiene in their working environment
- With the development of new products

The next two cross tabulations looked at how the training has contributed to improved quality of products in the working environment, by taking participant's years of experience and age into account.

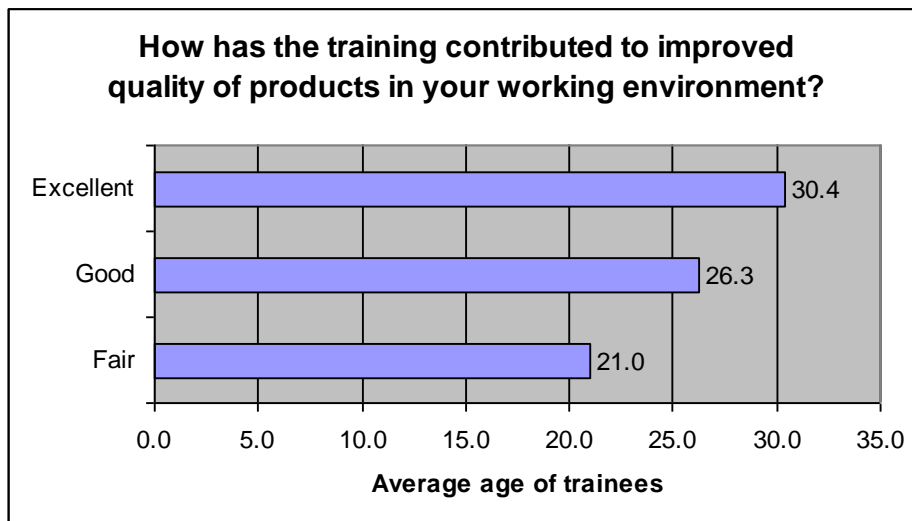
Figure 7: Contribution to improved quality of products vs. experience



The cross tabulation looked at how the training has contributed to improved quality of products in the working environment, by taking participant's years of experience into account.

Finding: It is evident that the participants with more experience benefited more from the training than those with less experience.

Figure 8: Contribution to improved quality of products vs. age



The cross tabulation looked at how the training has contributed to improved quality of products in the working environment, by taking participant's age into consideration.

Finding: It is evident that the older participants benefited more from the training than those who were younger when introduced to the programme.

7.7 Career benefiting results

The impact of the Programme on the careers of the participants to the course, took on many forms, but mainly resulted in the following:

- New cheeses on the market
- Identification of new market opportunities

- Increased entries to the annual dairy championship
- Exposure to the judging of cheese
- Improvement of local cheeses
- Job advancement / promotion

a) New cheeses on the market

Finding: As a result of the exposure to the programme, some of the participants were able to identify specific market opportunities, which would not have been possible without the course.

Evidence: *“Jaco van Beulen phoned me to say that he is sending samples through this week of a new Italian grating cheese which he has developed, because he sees that there is an opportunity in the market. All these things are absolutely true; there are opportunities in the market. Before I would say he would not have seen the opportunities and he would not have the knowledge to make Grana type Italian cheese. Now he sees the opportunity.”*

b) Identification of new market opportunities

Finding: The course served as motivation to be more creative in cheese making and to experiment with different varieties and recipes to enable cheese makers to release new cheeses to the market.

Evidence: *“At least 4 new cheese products have been launched into the market by participants and can be presented on request: Van Beulen, Stanford, Yehudit and Elna’s Rêve”*

c) Increased entries to the annual dairy championship

Finding: An increase in the amount of entries received to enter the national Dairy Championship has been experienced, which can be attributed to an increase in quality dairy products. The Burgundy course has also contributed to the increase in the quality of some dairy products.

Evidence: *“A 10% increase in the number of all category entries received for SA Dairy Championship. Cheese entries increased by 17%.”*

d) Exposure to the judging of cheese

Finding: The exposure to the opinions and requirements of French experts in judging cheeses as well as the opportunity to be part of the judging panel gives participants a competitive edge which they would not have, if it was not for the programme.

Evidence: *“Exposure to expert French opinions and judgment of South African Dairy Products. Two participants already engaged as judges at the SA Dairy Championships.”*

e) Improvement of local cheeses

Finding: The influence the course had on the improvement of local cheeses is something that should not be underestimated. Feedback from many employers has been received with stories of improvement of local cheeses, once the cheese makers start to apply their new knowledge.

Evidence: *“Vernon Manuel has been playing a major role in the further improvement of Fairview’s cheeses since returning from France and has made various changes to improve shelf life and flavour development. “*

f) Job advancement / promotion

Finding: Some of the attendees to the course have been promoted to more senior positions due to their development on a personal as well as professional level which can be attributed to the benefits of the course.

Evidence: *“The proof that Elliot Buno benefited from the course came when his mentor and production director left his company in the beginning of 2006 and he was asked to take over the production of cheese”*

7.8 Sustainability of the Programme

The sustainability of the course is very important for the cheese industry, being the fourth biggest agricultural industry in South Africa. This is especially true in the light of the fact that we have no formal dairy training facilities for people in the dairy industry in South Africa.

A possible concern is the fact that the initial bilateral agreement between Burgundy and the Western Cape, which include the cheese programme, was signed for three years, and we have now come to the end of the initial term, while various requests have been heard with regard to the need for an advance course.

“I hope that this program will be continued through the years to come and that we will be able to attend advanced cheese making programs in the near future.”

Finding: All the signs are there that this agreement will continue, as both parties are currently working on extensions to the programme as well as a possible advanced course.

Evidence: *“A consultation meeting was held on 4 May 2007 with CFPPA on the curriculum and possible extensions and improvement to the programme in Burgundy.”*

“What I would like is if we can speed up the advanced senior cheese making program. The French are terribly keen. The French and I have done a lot of work on this advanced program and I hope that the South African partners will show the same enthusiasm and sense of urgency, so that we can get this thing off the ground.”

Finding: The course has become immensely popular and it was requested that the intake should be increased to more candidates. There is a big demand for this unique course and people over the country have made enquiries in this regard.

Evidence: *“I have had at least 5 applications from people across the country like Kwazulu-Natal, the Eastern Cape, Mpumalanga and Gauteng. People want to do this*

course for their own expense because there is nothing like that in South Africa and it is a wonderful opportunity."

The facilitator to this course has remarked that he would like to send more students per year. *"We take four now and we can really take six or seven people or maybe even eight. We have a well oiled program now and we can very easily add more people and speed up the whole process by just giving some more money if we can find more money."*

To increase the intake, more funding will be needed from the South African side. Funding is the only hampering factor in the training programme, as the only funding available from the South African side, is supplied by the Western Cape Department of Agriculture and the in kind contribution, of the time and expertise of Mr Mulder, from Agri-Expo. Sponsorship is difficult as there is no Cheese Society in South Africa.

Finding: What is more trouble some however, is the attitude of private sector and especially the big dairy companies' towards sponsoring or paying for the training of deserving candidates who are not from their cheeseries.

Evidence: *"The thing is, if I go to all the Cheeseries in the Western Cape and say "listen you should all give some money" then they respond why they should give money to train somebody else. And if I say "Yes but someday it can be your cheese maker" and then they will say, "my cheese makers are okay". So the cheese companies are a little bit in my opinion, I don't want to say short sighted because that is a harsh word."*

8. CONCLUSION

It is evident from all the findings and evidence presented, that the Burgundy cheese programme has evolved in a well oiled programme which sorted out the hiccups along the way. Course contents, course material, and the organisation thereof, have been stream lined and adjusted according to inputs and requests received as the programme progressed. A very positive and appreciative attitude was developed amongst all stakeholders towards the programme and the demand for the course has increased as the results have become known.

The programme presented and opportunity for personal growth and a once in a life time experience for many of its participants of whom many were from previous disadvantaged groups.

The programme had a huge positive influence on the lives of the participants, whether personal, career wise or in their day to day actions or activities. The programme reached wider than the participants *per se* and also had a positive influence on the factories or cheeseries where they work, on their colleagues working with them, as well as on the Western Cape cheese market.

The big picture of the value and contribution of this Programme is depicted in the following table:

Table 6: The Programme's value, service and contribution to the dairy industry

	<u>Supporting Evidence:</u>
a) This project is about value adding and quality products for the South African market. The quality of this project can be seen in the post project performance of the beneficiaries as well as in the industry results.	Industry and beneficiary reports.
b) Because of growing market conditions of the products, the potential quantitative impact is enormous. (As seen	<ul style="list-style-type: none">– SA dairy data– Industry growth

<p>in the growth of entrants in the dairy championship, new products on the market and bigger demand for training abroad.)</p> <p>c) Significant contribution to real and potential economic growth within a time- period of 3 years.</p> <p>d) Successful negotiation ensured that about 70% of the cost of this programme was covered by the French partners</p> <p>e) The success with the programme is evidenced by the request and planning of a new more advanced international diploma course accredited by the French and South African accreditation authorities</p>	<ul style="list-style-type: none"> – Number of entrants for each year since 2005 – Requests from all over SA for participation in the programme <p>4 New cheese products have been launched into the market by participants. 10% to 17% increase in the number of entries received for dairy championship</p> <p>Budget for programme</p> <p>Planning documents for advanced course</p>
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The obstacles on the way forward will be in getting the necessary or more funding and sponsorships to increase the intake and to extend the course over a longer period to give participants wider exposure to a bigger part of the French cheese making industry and to a wider variety of cheeses.

9. RECOMMENDATIONS

One could come to the conclusion that the Burgundy Training Programme has pretty much to brag about and that it has very little to improve, apart from extending to include more participants and a possible advance course as follow-up. This might be true, but there are some recommendations that could help to secure the future of this programme.

The findings of the evaluation showed that the **age and the experience** of participants had a direct correlation to the application of the knowledge and skills obtained once they have returned. Participants older than 21 with experience of more than 4 years were better able to apply their new knowledge and skills than the younger ones with less experience.

The **selection process** seems to be done entirely by Agri-Expo once nominations and recommendations have been received from the cheese industry. This process should be more transparent with possible participation from the Western Cape Department of Agriculture who is one of the funding partners for the project.

The course only consider cheese making activities in the Province of Burgundy, while it does not give participants **wider exposure** to other cheeses produced in other parts of France, or for that matter in parts of Europe. If Government really wants to equip these trainee cheese makers with a world vision on cheese making, bigger market opportunities and the inspiration to produce improved quality products, they should consider extending the course to include more cheese making areas, or countries.

The last recommendation is to **secure funding** from a wider base by looking at other possibilities besides looking only at government in the form of the Department of Agriculture. In South Africa all employers have to contribute towards training and money can be obtained from the applicable SETA towards the development of employees. It is thus suggested that the applicable SETA should be approached to look at further

funding possibilities to be able to include more participants in the programme and to look at a possible advanced course as follow-up to the current basic level course.

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APPENDIX A: INTERVIEW SCHEDULE

Name of person interviewed: Kobus Mulder

Designation: Facilitator of the Burgundy project

Date: 5 November 2007

1.	Give me some background on the project?
2.	How did you become involved in the project?
3.	What would you say are the main objectives of this project?
4.	Would you say that they have been met? Why do you say that?
5.	What would you say are the strengths and weaknesses of the project?
6.	Would you say that the project contributed to the following: <ul style="list-style-type: none">– improved quality of products,– improved hygiene and– the development of new products? Substantiate please.
7.	What is the industry's opinion of the course and the benefits to their employees? Are their demands met?
8.	What feedback or response did you receive from the attendees of the programme on their opinion of the benefits of the course?

9.	What would you have liked to change about the project?
10.	How can we generally improve the Programme for the future or what suggestions can we make to improve the Programme?
11.	What role does the French play in the content of the course and future development there-of?
12.	Are there any other benefits derived from the bilateral agreement with Burgundy concerning the cheese industry in South Africa and more specific in the Western Cape?
13.	Any other questions?
14.	Observations:

APPENDIX B: QUESTIONNAIRE

Burgundy cheese and milk processing training course evaluation Evaluering van die kaas en melk prosseserings opleidingskursus in Boergondië

BACKGROUND/AGTERGROND

1. Name/Naam:.....

2. In which of the following years have you attended the training in Burgundy?
In watter van die volgende jare het u die opleiding bygewoon in Boergondië?

June 2005	1
June 2006	2
June 2007	3

3. How old were you when you attended the training? Hoe oud was u toe u die opleiding bygewoon het? (Years/jaar)

4. Sex/Geslag:

Female/ vroulik	1
Male/ manlik	2

5. Birth date/ Geboortedatum:

6. How long have you been working in a cheesery or dairy? Hoe lank het u in 'n kaas-fabriek of melkery gewerk voordat u die opleiding in Boergondië bygewoon het?
..... (Years/jaar)

PRIOR TO THE TRAINING/ VOOR DIE OPLEIDING

7. How did you become aware of the training course? Hoe het die opelidings geleentheid onder u aandag gekom?

Informed by supervisor or owner/ Ingelig deur toesighouer of eienaar	1
Told by a colleague / Vertel deur kollega	2
Read about it in media/ Daaroor geles in die media	3
Informed by HR /Ingelig deur personeelkantoor	4
Any combination of the above / Other source. Kombinasie van bogenoemde / Ander bron	5
(Please specify:)	

8. Did you volunteer to attend or were you instructed?
Het u aangebied om te gaan of was dit in opdrag?

Volunteered / Aangebied	1
Instructed / In opdrag	2

9. Did you receive an outline of the course beforehand?
Is u vooraf ingelig van die omvang en inhoud van die kursus?

Yes / Ja	1
No / Nee	2

10. Which aspect of the course did you think would be of specific benefit to your job?
Watter aspekte van die opleiding het u gedink sou spesifiek u werk bevoordeel?

.....

.....

.....

.....

THE TRAINING / DIE OPLEIDING (In Burgundy)

11. How do you rate the balance of theoretical and practical information and material in the course? Hoe sou jy die balans tussen teoretiese en praktiese inligting en materiaal in die kursus beoordeel?

	1	2	3	4	5	6	7	
Too theoretical								Too practical
Te teoreties								Te prakties

12. Which topics/skills would you have liked to have more training in?
In watter aspekte of vaardighede sou jy graag meer opleiding in wou ontvang?

.....

.....

.....

.....

13. Which topics/skills would you recommend to be omitted from future courses? Watter onderwerpe, aspekte of vaardighedsontwikkeling binne die kursus beskou u as onnodig?

.....

.....

.....

.....

14. How do you rate the quality of:

Hoe sou u die kwaliteit van die kursus
beoordeel?

	Excellent/ Uitstekend	Good/ Goed	Fair/ gemiddel	Poor/ Swak	Very poor/ Baie swak
(a) The course content/ Die inhoud van die kursus?	5	4	3	2	1
(b) the training materials/ Die opleidingsmateriaal?	5	4	3	2	1
(c) The presenter(s)/ Die aanbieders van die kursus?	5	4	3	2	1
(d) The facilitator/ Die fassiliteerder(Kobus Mulder)?	5	4	3	2	1
(e) The training venue/ Die opleidings lokale?	5	4	3	2	1
(f) The accommodation/ Die akkomodasie?	5	4	3	2	1
(g) The overall organisation of the course / Die algehele organisasie van die kursus?	5	4	3	2	1

AFTER THE TRAINING/ NA DIE OPLEIDING

15. Overall, how do you rate the value of the course to your work?

Oor die algemeen, hoe sou jy die waarde van die opleiding vir u werk beoordeel?

1 2 3 4 5 6 7

Of no value at all Of great value

Van geen Van groot

waarde waarde

16. Which single aspect of the course has been *most valuable* to your job?

Watter enkele aspek van die opleidingskuskus vind jy die mees waardevol vir jou huidige pos?

.....

.....

.....

17. Which single aspect of the course has been *least valuable* to your job?

Watter enkele aspek van die opleidingskuskus vind jy was die minste waardevol vir jou huidige pos?

.....

-
-
18. List the one thing about the course that could have been improved:
Lys een aspek van die kusus wat verbeter behoort te word.

.....

.....

.....

19. How has this opportunity enhanced and enriched you as person?
Hoe het hierdie opleidingsgeleentheid jou as persoon verryk of bevoordeel?

.....

.....

.....

20. How can the knowledge and skills obtain by you, be put to the benefit of the dairy industry and consumers in the Western Cape? Hoe kan die kennis en vaardighede wat jy opgedoen het tot voordeel aangewend word in die melk en kaas industrie in die Wes-Kaap?

.....

.....

.....

21. How has this training contributed to the following?
Hoe het die opleiding bygedra tot die volgende?:

Improved quality of products in your working environment /
Verbeterde kwaliteit van produkte in u werksomgewing.

Improved hygiene in your working environment / Verbeterde
higiëne in u werksomgewing.

The development of new products in your working
environment / Die ontwikkeling van nuwe produkte in u
werksomgewing.

Excellent/ Uitsteken	Good/ Goed	Fair/ gemiddel	Poor/ Swak	Very poor/ Baie swak
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

22. Please rate your extent of agreement or disagreement with each of the following statements

Beoordeel asseblief tot watter mate jy saamstem of verskil van die volgende stellings

	Strongly agree Stem heeltemal saam	Tend to agree Neig om saam te stem	Tend to disagree Neig om te verskil	Strongly disagree Stem glad nie saam nie
(a) <i>My knowledge of the course content leaves much to be desired / My kennis van die kursus inhoud laat veel te wense.</i>	4	3	2	1
(b) <i>I used to struggle but now find it relatively easy to apply the skills I obtained in this course / Ek het aanvanklik gesukkel, maar vind dit nou maklik om die vaardighede geleer aan te wend.</i>	4	3	2	1
(c) <i>I am very confident in the application of my new skills acquired in the course / Ek is baie selfversekerd in die toepassing van my nuwe vaardighede.</i>	4	3	2	1
(d) <i>My old way of doing things is as good as the way I was taught in the course / Die ou manier van doen is net so goed soos die maniere van doen soos in die opeding geleer.</i>	4	3	2	1
(e) <i>I fully understand how to apply what I have learned. / Ek weet presies hoe om dit wat ek geleer het toe te pas.</i>	4	3	2	1
(f) <i>I still need someone to help me put my skills into practice. / Ek benodig steeds iemand om my te help om dit wat ek geleer het toe te pas.</i>	4	3	2	1
(g) <i>Maybe I was not the right person to have attended the course. / Miskien was ek nie die regte persoon om die kursus by te woon nie.</i>	4	3	2	1
(h) <i>I now effectively assist my colleagues when they have problems with a course-related aspect. / Ek kan nou my kollegas effektief help met probleme op aspekte wat ek geleer het in die kursus.</i>	4	3	2	1
(i) <i>The course did not substantially improve my skills. / Die opleiding het nie my vaardighede wesenlik verbeter nie.</i>	4	3	2	1
(j) <i>I have been able to practise much of what I have learned./ Ek kon al baie toepas van wat ek geleer het.</i>	4	3	2	1
(k) <i>My skills are now fully adequate for my job / My vaardighede is nou geheel en al voldoende vir my werk.</i>	4	3	2	1
(l) <i>Current practices in my division are preventing me from using what I have learned. / Huidige gebruike in my werks-omgewing verhoed my om toe te pas wat ek geleer het.</i>	4	3	2	1
(m) <i>I now feel that I am able to perform my duties in a more effective manner. / Ek voel dat ek nou instaat is om my pligte meer effektief te kan uitvoer as voorheen.</i>	4	3	2	1
(n) <i>I have been empowered through the transferred skills and knowledge to exell in my career. /Die kennis en vaardighed opgedoen het my bemagtig om beter te vorder in my beroep.</i>	4	3	2	1

23. Any other aspects about the course that you would like to raise?

.....

THANK YOU FOR YOUR CO-OPERATION!

Appendix C:

Codebook

Coding category 1: Demand and attitude towards the course		
<i>Code</i>	<i>Definition</i>	<i>Example of Quotation</i>
New knowledge	The training means bringing new knowledge to the South African dairy industry	Cheese making training in South Africa is not well organised in the long run, so the whole idea was to train people in cheese making in France so that they can have new knowledge and bring back new knowledge to South Africa
No trainers	No dairy training available in South Africa	We don't have the people to train them in South Africa, this is the sad thing. There are no dairy colleges or cheese colleges in South Africa. Dairy production is the forth biggest agricultural industry in South Africa. We have no training facilities for people in the dairy industry. Training happens by hook or by crook or ad hoc basis, sometimes by people like me we train because we have some knowledge and we do it privately but it is not organized.
Demand	Demand for the course also from outside Western Cape borders	I have had at least 5 applications from people across the country like Kwazulu-Natal, the Eastern Cape, Mpumalanga and Gauteng. People want to do this course for their own expense because there is nothing like that in South Africa and it is a wonderful opportunity.
Appreciated	Training is valued and appreciated by cheeseries	<ul style="list-style-type: none"> - Cheeseries from the Western Cape appreciate and value this training opportunity and, have on numerous occasions, expressed their thanks to the roles players who make it possible. - The Industry from the biggest to the smallest absolutely adores this because it gives knowledge to their people which they themselves cannot give. That goes from the smallest two person cheesery in Knysna where there is an owner and one cheese maker.
Good impression	The impression students made on the Burgundy trainers	<ul style="list-style-type: none"> - Students made a good impression on the personnel at CFPPA and the cheeseries where practical work was done. Positive comments were made about their eagerness to learn and to the speed with which they worked in the cheeseries. - students impressed with their willingness to work fast

Behaviour	The behaviour of students while abroad	The students behaved impeccably and were true ambassadors for South Africa
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Coding category 2: Experience and Growth on social and personal level		
Code	Definition	Example of Quotations
More confidence	The growth of self confidence in participants of the course	<ul style="list-style-type: none"> - It has empowered me mentally, physically and has made me more positive as I have learned to look at things from a different perspective. - "I feel much more self assured now that I have learned more about cheese making and milk microbiology"
Expert exposure	Positive results form exposure to experts	Broaden my knowledge of cheese making and enabled me to learn from the experts
Opportunity	General positive remarks with regard to the opportunity	<ul style="list-style-type: none"> - An opportunity like this may only come once and it has been a privilege to have been part of such an enriching event. - Professionally, this training has enriched my work, further career opportunities and the goal to progress further in the dairy industry. - I believe that a great opportunity only comes once in a lifetime. Mine came with being one of the four artisan cheese makers, chosen to study at CFPPR in Davay, Burgundy, France.
Personal growth	General positive remarks with regard to personal growth	<ul style="list-style-type: none"> - The people I met in France have made me see life in a different way. - This guy's confidence grew from a guy who grew up on a farm he is now on mid management level. In the past year, two years after we have been to France with this guy this guy he has just been flourishing - These people returned richer in mind and spirit.
Exposure other	Positive results form exposure to other cheese makers	It was the first opportunity I had to be able to talk to other cheese makers and to learn from them.
Experience	Experience the participants had of widening horizons	<ul style="list-style-type: none"> - The cultural experience was amazing and it allowed me to see, taste and feel what is happening in the country. - How can you described these places in a word... impossible, but for me it was an

		experience, a view, a treasured memory and some visits just took your breath away..
Understand industry	Experience a holistic understanding of the cheese industry	It gave me more understanding of what really goes on in the cheese industry and material
Answers	Ability to use the course to get answers to questions you had	We attend class which educated us more about cheese making, but what stand out the most was the fact that you were finally getting answers to all the questions you had... the interacting with each of the learners and what we learned from each other.
Motivation	Course served as motivation to strive to make better quality and products	This has made me want to strive to make a better cheese....Keep up with this programme, because it changes one's life, not only on an educational level, but mentally as well.

Coding category 3: Training Experience -Aspects of benefit and value		
Code	Definition	Example of Quotation
Practical +	Practical part was of value and benefit to the participants	I still believe in the practical learning as you as an individual encounter/learn even more over time and with error..... more efficient when you apply yourself more practical too.
Hygiene+	Hygiene part of the course was of value and benefit to the participants	Hygiene, because it is the most important issue
Problems handling	Training in the identification and handling of problems during production, maturing and grading was seen as of real benefit or value to participants	Manufacturing problems. Several aspects were valuable, which include the problems experienced during production, maturing (ripening) of cheese and the grading/tasting of cheese.
Methods	The opportunity to discuss and question cheese making methods with regard to different cheeses was of value	The fact that I could openly discuss and question the methods on how we make cheese in comparison to the French.
All beneficial	Unnecessary content or of issues of little value to participants	- None. I do not think that any material should be omitted as the information describe the basics as more to a beginner and intermediate in the dairy industry. It is good to have all the information

		since it enable you to make the choice in what field of the industry you want to specialise.
Self development	The way the course helped participants to develop their understanding of cheese making	<ul style="list-style-type: none"> - I actually felt that if I was equip with the knowledge and understanding I've gain in the short time that I was in France before, the possibilities for my career would have been endless. - Cheese making is a continuous learning experience and I have a better understanding of it and the fact that you can do so much more if you combine your theoretical, practical and more important to use a combination of your interfacing/ meetings between you and other cheese makers as to broaden your horizon in whole and to develop your skills and expertise.
Manual	The way the manual helped participants	The manual that was given to us make it possible to revive what we have learned I use mine almost every day. It will also give my successors the opportunity to train themselves in the theory.
Solution finding	The course served as a solution finding opportunity	<p>This additional solution-finding service gave the students further confidence and it was much appreciated.</p> <p>Many in-class discussions took place in order to find answers to existing problems of the students in their individual cheeseries.</p>
Facilitator	The role the facilitator played in the training experience	<ul style="list-style-type: none"> - Kobus thank you for the inspiration and time spent. I have learned a lot from you.... I want to say what a privilege it was to have met a person like you and what you mean to this industry - Kobus Mulder (Agri-Expo) received two awards from the French government with regard to his contribution in the area of cheese development in South Africa. 1. Chavelier de Confrerie des Cheveliers du Taste- Fromage de France, 2. Chevalier l'orde Merite Agricole
Judging cheese	Exposure to French expert judging during Cheese Championships	We have used some of the students to judge with French experts here in South Africa again so that they can tutor the students all the time and of course the knowledge and the comments from these French Cheese Technologists on South African cheeses.

Coding category 4: Knowledge transferred

Code	Definition	Example of Quotation
Academic contents	All students are able to pass the examination at the end of each course.	<ul style="list-style-type: none"> - The four students coped well with the academic content despite no previous formal cheese making training and it reflected in the written examination. - All four students did well in the examination and certificates were awarded to them at the end of the period.
Scientific knowledge	The importance of scientific knowledge are displayed during the course	Whereas before all of them viewed cheese making as a recipe to be followed closely, they now understand that it is the scientific knowledge that equips them to make better cheese with more confidence and innovation.
No formal training	All participants have had no formal training prior to the course	My constant presence, in.... enables me to declare that they have acquired a huge amount of new knowledge and information about cheese making. Not one of them had formal cheese making training before..." Kobus Mulder
New knowledge	Students were all exposed to new knowledge which benefited them very much	<ul style="list-style-type: none"> - "I hope that the next group will learn as much about cheesemaking as we did" - During the first few days in the classroom, I realized just how little I really knew about the art of cheese making. All the questions about manufacturing problems I have experienced at La Rochelle, was resolved as the days went by. I was able to ask again and again. Between Kobus and Delphine (teacher) each one of us could discuss our problems and many suggestions were made and duly noted.

Coding category 5: Contents of the theoretical and practical course

Code	Definition	Example of Quotation
More emphasis	General request for more emphasis in future courses	Practical part which include the acceptance of milk, the treatment and cheese making in the factory and the handling of problems within factories
Extension content	Aspects or content of the course that can be extended.	<ul style="list-style-type: none"> - Would like to see that there is more about packing, starter cultures and mould. - Would have liked to learn more of the type of

		cheeses eaten by South Africans
Extention of length	Requests for the extension of the length of the course	<ul style="list-style-type: none"> - To spend more time in France, as there is so much you still can learn. - The other thing is logistically we go for three weeks and of course we have to cram it in so many hours of teaching and so many hours of practical cheese making. What would be nice is if we can visit more cheeseries in France. I don't mean travel all over France, we can just travel a little bit wider in Burgundy because, what we do now, we just go to 3 or 4 cheeseries 15km away or 20km. In France not all types of cheeses are made in Burgundy.
Satisfied	Nothing needs improvement	Cannot find one thing to improve
Upgrading	The upgrading of the course according to South African demand	The content of the course really comes from the South African side because we are more aware of the shortcomings of these people, and we know the type of cheeses that can be made and should be made. It is a wonderful arrangement, we asked the French partners that there is a need for this sort of chapter to be added and they simply add it because they sit with the knowledge and we sit with the need. So we keep on adding. Every year we add context to the course to make it better for the people to follow.
Course development	Constant adjustment of the course content according to lessons learned the previously	The course content and organisational aspects were adjusted according to lessons learnt the previous year and shared with our French collaborators. Lessons in French was translated in the second year of the course to English

Coding category 6: Application of skills and knowledge		
Code	Definition	Example of Quotation
Training	Using knowledge and skills learned to teach others in SA.	<ul style="list-style-type: none"> - I know I will be able to teach the new people in our factory all I know, as it is important for cheese makers to know what to do and why. - My knowledge will also be carried on to my personnel, and thereby educate then in the art of cheese making.
Improved	Using knowledge and	- To have this basic knowledge will raise the

quality	skills to improve the quality of dairy products.	<p>standard of dairy products from fresh milk to processed products.</p> <ul style="list-style-type: none"> - Some of the changes are already making a positive contribution to the white mould product. In the past e have struggled with over ripe cheese before its best date as well as the browning of the mould and bitterness within the cheese. There is now a definite improvement on all the above and evaluated cheese at and after the best before date show good results. Letter from Rudi Albertse from Parmalat
Applied knowledge	Application of the obtained knowledge to the benefit of their employers or cheeseries	<ul style="list-style-type: none"> - Many solutions were found for manufacturing problems currently encountered in their cheeseries which will bring about immediate quality improvement. - The defects and shortcomings in our cheesery became clear as the course developed and I am implementing some of the knowledge acquired." - I have to announce that Adri Swartland has benefit a great deal from the cheese making course. She is applying her knowledge to the work place and we are looking forward to more changes. Letter from Rudi Albertse from Parmalat

Coding category 7: Career benefiting results		
Code	Definition	Example of Quotation
Opportunities	Identification of market opportunities which would not have been possible without the course.	<ul style="list-style-type: none"> - Jaco van Beulen phoned me to say that he is sending samples through this week of a new Italian grating cheese which he has developed, because he sees that there is an opportunity in the market. All these things are absolutely true; there are opportunities in the market. Before I would say he would not have seen the opportunities he would not have the knowledge to make Grana type Italian cheese. Now he sees the opportunity. - Jaco van Beulen is the guy who makes the Gruyere and who developed two cheeses in the year after he came back from France which are excellent cheeses. So he will make a good cheese and when he showed the proto type to the Woolworth's buyers and selectors they made an appointment for 12 November to come and see him to design and make two new cheeses

		for Woolworths. These are the type of opportunities that these guys have because they have been on the course.
New cheeses	Release of new cheeses on the market as a result of the training benefits	<ul style="list-style-type: none"> - At least 4 new cheese products have been launched into the market by participants and can be presented on request: Van Beulen, Stanford, Yehudit and Elna's Rêve - "Jacko van Beulen has, single handedly, developed and launched two new cheese since his return and openly declares that it is solely as a result of the theoretical and practical knowledge he has picked up in France. His employer is so impressed with his valuable contribution to the further commercial success of the cheesery that he made on cheese after Jacko as the "Van Beulen". Both cheese been a success with consumers since it was launched in December 2005 and the demand has been outstripping the supply ever since. Cheeses of this calibre have not been tasted in South Africa before"
Increased entries	Increased entries to dairy Championship which show an increase in quality dairy products	10% increase in the number of all category entries received for SA Dairy Championship. Cheese entries increased by 17%.
Exposure	Exposure to the opinions and requirements of French experts in judging cheeses	<ul style="list-style-type: none"> - Exposure to expert French opinions and judgment of South African Dairy Products. - Two participants already engaged as judges at the SA Dairy Championships.
Improvement	The influence the course had in the improvement of local cheeses	<p>Vernon Manuel has been playing a major role in the further improvement of Fairview's cheeses since returning from France and has made various changes to improve shelf life and flavour development. He has played a major role in the development and launching of a new extra hard cheese as well as the improvement and re-launching of mixed milk surface ripening French cheese. Vernon also studied the French way of marketing cheese and has already initiated the re-launching of a Camembert in a more user friendly size."</p> <p>I spoke to Eckert Liger whose guy we also took in the first year. He was telling me at the Goats milk Symposium what a wonderful investment it was to send this guy to France because his personality changed completely apart from the fact that he made wonderful changes to the hygiene system in</p>

		the factory.
Promoted	Promotion due to the benefits of the course.	The proof that Elliot Buno benefited from the course came when his mentor and production director left his company in the beginning of 2006 and he was asked to take over the production of cheese”

Coding category 8: Sustainability and possible extension of the Programme		
Code	Definition	Example of Quotation
Continuation	Hopes expressed for the continuation of this course	I hope that this program will be continued through the years to come and that we will be able to attend advanced cheese making programs in the near future.
Sponsorship	No sponsorships are available in the private sector	We can't get sponsorships from the cheese industry. There is in any case no cheese society in South Africa, there is no Cheese SA or whatever, so we can go to them and say listen this is for the good of Cheese making. These people all train I suppose to train their own cheese makers.
Short sighted industry	Industries' unwillingness to give money towards the course	The other thing silly or not is, if I go to all the cheeseries in the Western Cape and say “listen you should all give some money” then they respond why should they give money to train somebody else. And if I say “Yes but someday it can be your cheese maker” and then they will say, “my cheese makers are okay”. So the cheese companies are a little bit in my opinion, I don't want to say short sighted because that is a harsh word.
Extension of course	Possibilities to add extensions and improvement to the course	Consultation meeting (4 May 2007)with CFPPA on the curriculum and possible extensions and improvement to the programme in Burgundy
Advance course	The possibility of and advance course	What I would like is if we can speed up the advance senior cheese making program. The French are terribly keen. The French and I have done a lot of work on this advance program and I hope that the South African partners will show the same enthusiasm and sense of urgency, so that we really can get this thing off the ground.”
Increased intake	The possibility to increase the intake	What I would like to do is possibly to send more students per year. We take four now and we can really take six or seven people or maybe even eight. We have a well oiled program now and we can very easily add more people and speed up the whole process by just giving some more money if

		we can find more money.
Demand outside WC	There is a demand for this unique course from outside of the Western Cape	I have had at least 5 applications from people across the country like Kwazulu-Natal, the Eastern Cape, Mpumalanga and Gauteng. People want to do this course for their own expense because there is nothing like that in South Africa and it is a wonderful opportunity.