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Government

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URBAN-ECON
Development Economists



Implementation Evaluation of the Youth Development Initiatives of the Western Cape Department of Agriculture

Final Evaluation Report #1:

14 December 2018

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Abbreviations

APFYD	Agricultural Partnership for Youth Development
EATI	Elsenburg Agricultural Training Institute
EDI	External Development Initiative
EE	Employment Equity
HCD	Human Capital Development
NYDA	National Youth Development Agency
PAY	Premiers Advancement of Youth
TOR	Terms of Reference
WCDOA	Western Cape Department of Agriculture
YDS	Youth Development Strategy
YPP	Young Professional Persons

1 Background & Introduction

1.1 Introduction

Urban-Econ Development Economists was appointed by the Western Cape Department of Agriculture (WCDoA) to evaluate its various youth development initiatives. The evaluation period was from 2014 to 2017, even though some of the programmes have been in existence before 2014. The evaluation was conducted from July 2018 to December 2018.

The main programmes that are specifically targeted towards the youth, that formed part of the evaluation include:

- Premier's Advancement of Youth (PAY) project
- Agricultural Partnership for Youth Development project (APFYD)
- External Development Initiative (EDI) Bursary and scholarship programme
- Internship programme
- Young Professional's Programme (YPP)
- Career awareness initiatives

The purpose of the evaluation of the youth development programmes is to *"gauge the quality of the initiatives and the impact they have made on the lives of the youth of the Western Cape, specifically rural youth as well as on the Department and the agricultural sector."* (sic).

As stated in the Terms of Reference (TOR), the scope of the evaluation will consider:

- *"Whether the Department's initiatives are yielding its desired outcomes, reaching marginalised youth, attracting, nurturing, developing youth to transform the agricultural sector and develop a pool of potential professionals and technologists for the future"*
- *Areas of excellence to build on and where there are constraints, shortfalls and risks, recommendations should be given*
- *The impact on the youth after completing the programme" (sic)*

The following evaluation questions are to be addressed:

1. How can the cluster of youth development programmes be categorised and conceptualised such that they are clearly aligned with key Department Strategic Goals as well as with the developing Provincial Youth Development Strategy?
2. What is the implicit 'theory of change' and 'results framework' (including key output and outcome indicators) for each of the youth development projects; and what overall theory of change and results framework should the WCDoA adopt for the

purposes of implementing, monitoring and reporting on its youth development initiatives?

3. What successes and constraints were experienced in implementing programmes and what strategic and management improvements are necessary to improve performance?
4. What synergies with other Government Departments and other partners were created and should be built on?
5. What gains in terms of developmental and economic value, was created by investments in youth development projects?

This report provides the results of the evaluation. Reports that can be read in conjunction with the Evaluation Report Include the:

- Inception Report | Contextual Review | Evaluation Framework combined report; and
- Fieldwork report.

A full overview of the methodology for the evaluation of the youth development programmes of the WCDoA is provided in the combined **Inception Report | Contextual Review | Evaluation Framework** Report while the methodology for data collection and key stakeholders consulted is provided in the **Fieldwork Report**. Pertinent details from these details will be summarised in the subsections below.

1.2 Programme Context

Administering of the youth development programmes as listed above by the WCDoA is undertaken by the Corporate Service sub-programme under Programme 1 – Administration.

Diagram 1.1: Outline of Programme 1 – Administration

Programme 1: Administration	
Sub-programme 1.3: Corporate Services	
Strategic Objective 1 b)	Effective the human capital development strategy to address the skills needs in the Department and sector
Objective statement	To transform agriculture through internal and external skills development programmes and projects
5-year target (2015/16 - 2020/21)	375 bursaries and internships awarded

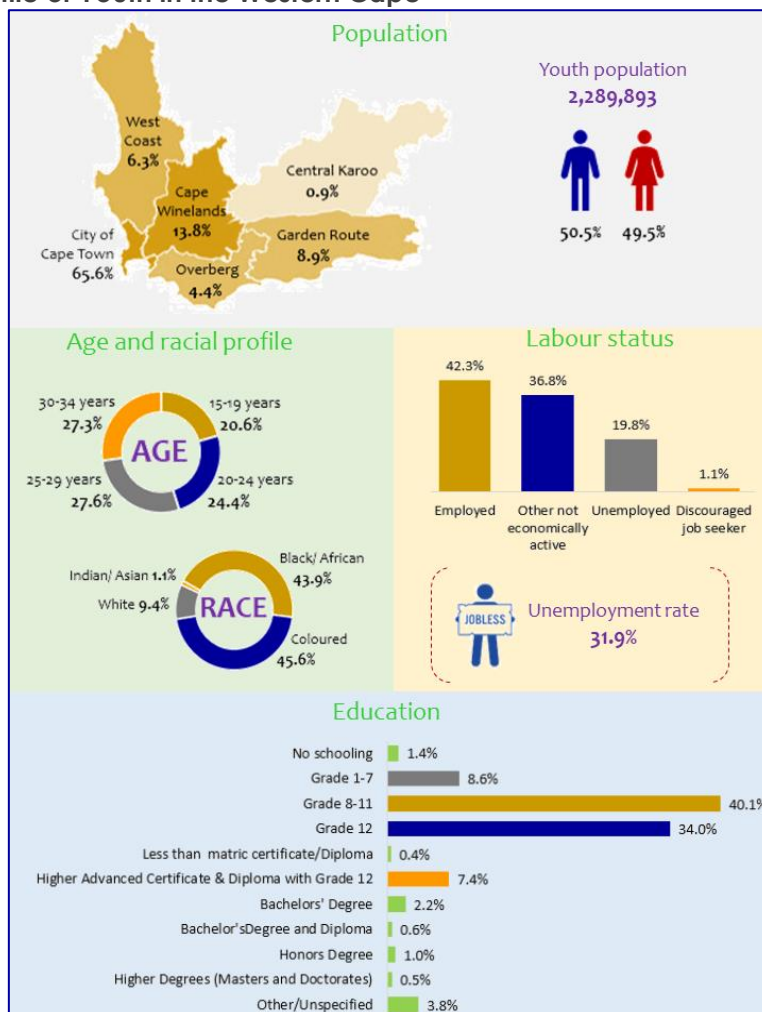
The implementation of the Human Capital Development (HCD) Strategy (2018 – 2022) for the WCDOA is also the responsibility of this Programme. Strategic objectives of the HCD Strategy include (amongst others):

- Promoting agriculture as a potential career for the youth;
- Address scarce and critical skills in the sector; and
- Strengthen the human capital development pipeline for the agricultural sector (post-matric).

1.3 Youth in the Western Cape

The National Youth Policy defines the youth as those between the ages of 14 to 35 years (The Presidency of South Africa , 2015). Youth constitutes 38.2% of the Western Cape's total population (which is in line with the national average of 39.0%). The Cape Metro area has the largest share of the youth population in the province compared to the rural districts.

Diagram 1.2: Profile of Youth in the Western Cape¹



Source: Urban-Econ from Statistics South Africa & Quantec Standardised Regional, 2018

¹ An expanded profile is provided in the Inception Report | Contextual Review | Evaluation Framework report

Youth unemployment, particularly of those between the ages of 15 and 24, is very high (54.5%) – which is in line with this group having lower levels of tertiary education and work experience. Although there is a large number of youth who have obtained Grade 12 (34.0%), there is a very small proportion who has received tertiary education. Poor secondary schooling performance, particularly in subjects such as mathematics and science, as well as poverty limits access to further studies which contributes to the high levels of unemployment. The youth in rural areas are particularly affected by the lack of opportunities for employment and further education and are, therefore, in need of support.

1.4 Government Support

Developing and supporting the youth is a priority for national as well as provincial government. From a policy perspective, the National Youth Development Policy (2015 – 2020) and the Western Cape Youth Development Strategy (2013) highlight the importance and need to build the capacity of young people on a national and provincial level. The Western Cape Youth Development Strategy aims explicitly to ensure that the youth of the province are literate, numerate, and prepared for work and life.

Not only is the development of youth a national and provincial government, but the agriculture sector and agriculture sector skills development are also prioritised. The agriculture sector and its associated value chain have been prioritised for support and development due to the opportunities for job creation in this sector. This is highlighted in the NDP, the NGP and through initiatives such as Project Khulisa.

1.5 Youth in Agriculture

The Literature Review highlights that agriculture is not as attractive as other career fields to young people and is often not the first choice of study due to certain perceptions about the agriculture sector. Also, pursuing a career in agriculture starts from a young age and family, perceptions on career opportunities as well career guidance or exposure to some form of education in the agriculture sector before enrolling at a university are critical factors of influence. This can be addressed by positively influencing youth to consider a career in agriculture, providing proper career guidance and exposure to the various career opportunities within the agriculture sector.

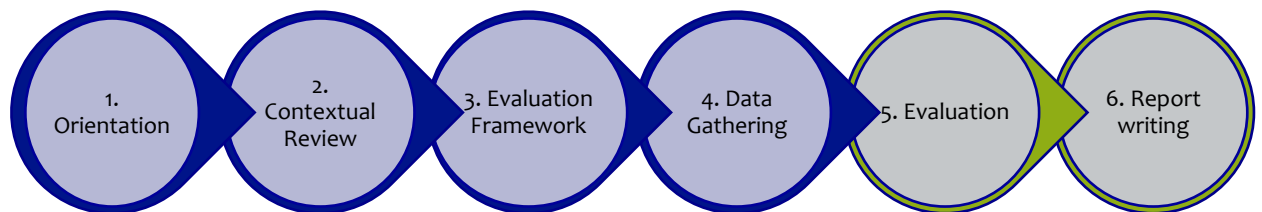
Another challenge in increasing the involvement of youth in agriculture is that students either don't pursue mathematics and science due to uninformed perceptions or they are achieving poor grades. Also, agriculture education and training are mostly only accessible on a post-school level. There are limited resources available at the school level to educate learners, and

poor grades are restricting learners from entering formal education. This can be addressed by supporting learners who do show interest in a career in agriculture but do not have the necessary grades and implementing learning opportunities through non-formal educational routes.

1.6 Methodology

The Diagram below outlines the project methodology is discussed in the project proposal and the *Revised Draft Submission #1: Inception Report | Contextual review | Evaluation Framework (dated 14 September 2018)*.

Diagram 1.3 Project Methodology



In conjunction with undertaking a literature review and analysis of available youth programme databases, the project methodology entailed engaging with:

- The participants of the various programmes;
- Those involved in the administration and implementation of the various programmes; and
- Stakeholders that have an interest or are indirectly involved in the programmes.

The Diagram below outlines the targeted groups and data collection tools that were utilised to gather the information needed to evaluate the youth development programmes.

Diagram 1.4: Data Collection Tools

Programme participants	• Questionnaires
Programme administrators	• Structured interviews
Mentors	• Focus group
External Host Employers	• Structured interviews
External Stakeholders	• Structured interviews

The Evaluation Framework utilised for the research is outlined in the Table below.

Table 1.1: Evaluation Framework

Research purpose	Key research question	Indicators
Gauge quality of initiatives	What has been the impact on Western Cape youth?	Availability of an educated workforce
		Availability of experienced workforce
	What has been the impact on WCDoA? Work exposure and employment opportunities in the agricultural sector/Department?	Transformation
		The progress of beneficiaries after initiatives
		Number of former beneficiaries employed within the WCDoA
How to categorise & conceptualise the programmes	Is there alignment with strategic goals? How are the programmes linked with other Departments? How are the programmes facilitated, implemented and coordinated across the WCDoA?	Level of alignment
Developmental & economic value gained from investments	Impact on youth after leaving the programme?	Perceived impact on employability
		Perceived impact on personal development
	What is the economic value gained from investments made?	Value of investment made The multiplier on education investments
Assess if yielding desired outcomes	Did the initiative achieve its stated objectives?	% of WCDoA that are interns Number of graduates
	Are the programmes reaching rural youth?	% of beneficiaries from rural backgrounds
	Are the programmes reaching PDI youth?	% of beneficiaries that are PDI
	Are the programmes attracting youth to this sector?	Perceptions of career awareness initiatives
	Did beneficiaries study in scarce and crucial fields?	% of beneficiaries in studying in identified fields
Areas of excellence & shortfalls	What successes resulted from the initiatives?	<ul style="list-style-type: none"> • Completion rates (persons that commence and complete participation in various initiatives) • Participation (PDI, rural background, etc.) • Desired pass-through rate (persons taking part in more than one initiative) • Actual pass-through rate (persons taking part in more than one initiative)

Research purpose	Key research question	Indicators
	What synergies were created?	<ul style="list-style-type: none"> • MoUs & MoAs signed • Agreements with universities • Agreements with public and private external host employers • Other synergies
	What constraints limited the initiatives?	Shortfalls identified in implicit Theory of Change
	What improvements can be made?	Shortfalls identified in implicit Theory of Change
		Mentor rating of the programme
		Beneficiary rating of mentors
		Perceived adequacy of other support provided (e.g. financial)

1.7 Challenges

The primary challenge in conducting the evaluation was collecting the responses from beneficiaries on the surveys and arranging meetings with external host employers and stakeholders. Overall, the surveys had a response rate of 78.9% – with the most collected via telephone.

1.8 Report Structure and Outline

This report is structured as follows:

- ◆ Section 2 outlines the implicit theory of change
- ◆ Section 3 provides the results of the surveys as well as the stakeholder consultations which will form the basis of the evaluations
- ◆ Section 4 evaluates the programme according to the research questions as stipulated above and comments on the implications of the findings on the theory of change
- ◆ Section 5 concludes this report with recommendations

2 Implicit Theory of Change

2.1 Introduction

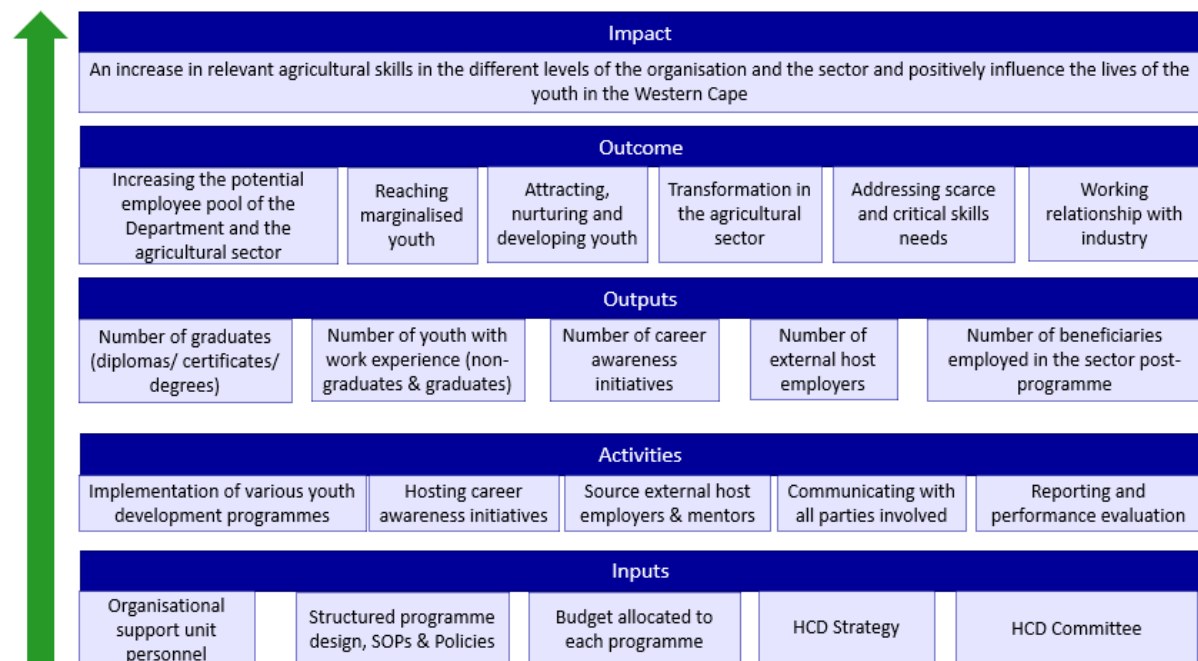
The theory of change is a useful tool to evaluate whether the activities and structure the youth development programmes will lead to the desired objectives of the WCDoA.

With a background rooted in program evaluation theory (logical framework and logic models) and theories of social change (complex community initiatives) (Breuer, et al., 2014) the Theory of Change is a strategic planning, programme development and evaluation approach that proposes that a comprehensive understanding of the theory underlying any program is essential in understanding if and how it works. It is a means of illustrating how change is expected to happen in and because of a programme by surfacing latent assumptions (Warwick-Booth, South, Cross, Woodall, & Day, 2014) and may be represented visually by graphic illustrations of pathways through which interventions result in anticipated impacts or through text-based narratives. This helps to clarify goals and uncover relationships between different interventions, which in turn assists with the development of indicators for outputs and outcomes.

2.2 Implicit Theory of Change

The Diagram below outlines the implicit theory of change which will be discussed in this section.

Diagram 2.1: Theory of Change



2.2.1 Inputs

The WCDoA has a dedicated team that is responsible for the running of the various programmes. The team not only deals directly with beneficiaries but also with external stakeholders as well as mentors from the WCDoA. The capacity of the unit responsible for the activities outlined above is critical for the success of the programmes. The administration, record keeping and relationship building with beneficiaries, mentors, external host employers and other stakeholders are the key activities that needs to be managed and operated effectively.

The structure and planning of each programme need to be in place as this form the outline of all activities during the year. The bursary, internship and YPP programmes have Standard Operating Procedures (SOPs) while the APFYD project has a detailed inception document. Policy documents that govern the implementation of programmes include the Placement of Interns for Work Integrated Learning within the Provincial Government Western Cape, the YPP Programme Policy, the Departmental Policy on Financial Support in Aid of Capacity Development Programmes and Formal Studies and the Departmental Policy on Internships. These documents serve as the framework for the implementation of the YPP, bursary and internship programmes. The HCD Strategy of the WCDoA is the overarching document that puts the youth development programmes into a broader context of how the initiatives are needed to reach the Departmental goals concerning human capital development.

The PAY project is an initiative originating from the Department of the Premier. However, the WCDoA is responsible for how the project is structured and implemented in the Department as well as for sourcing mentors in the Department from the various Programmes.

The extent of each programme is determined by the allocated budget for each programme. This is determined mostly by external factors.

2.2.2 Activities

The activities consist of the day-to-day administration of the different youth development programmes throughout the year. This includes the application process, the selection and placement of candidates, sourcing mentors and external stakeholders, the continuous communication and interaction with all parties involved as well as the reporting on programmes and performance reviews (where applicable). Other activities include the planning, organisation and hosting the different career awareness initiatives; this is done in collaboration with other Programmes in the Department.



The Table outline indicates the key activities for each programme/project.

Table 2.1: Project/ Programme Activities

Project/ Programme	Activities
PAY	Selection of candidates from application Develop rotational cycle programme Develop a training programme with monthly interventions. Signing of contracts Selection and training of mentors Orientation for PAY interns Monthly Feedback sessions Job assessment profile completed after each rotation Quarterly mentor meetings Revision classes for mathematics and science Exit strategy – further studies in agriculture
APFYD	Source external host employers and sign MOUs Place an advert for internship/bursaries Selection of candidates for the internship and bursary programmes

Project/ Programme	Activities
	<p>Vetting intern candidates</p> <p>The signing of internship contracts</p> <p>Orientation for interns, host employers and mentors</p> <p>Training of mentors</p> <p>Soft skills training for interns</p> <p>APFYD Bursaries</p> <p>Capture all applicants into a long list</p> <p>Invite committee for shortlisting</p> <p>Inform the successful bursary recipient</p> <p>Sign bursary contract and offer a bursary letter to the student / send to the respective institution</p> <p>Orientation and welcoming of bursary holders</p> <p>Development of training schedules</p> <p>Quarterly assessment</p> <p>Midterm review</p> <p>Testimony ceremony at the end of the internship process</p>
Internship	<p>Placement of candidates for graduate interns, vacation interns and student interns (bursary holders of the department)</p> <p>Vetting</p> <p>Mentor selection done by programmes</p> <p>Assign intern to mentors</p> <p>Performance evaluation quarterly</p>
Bursaries	<p>Send out need analysis to Programmes</p> <p>Draft advert for specific bursaries as required by programmes</p> <p>Record all applications on a longlist</p> <p>Selection committee</p> <p>Selection of candidates for bursaries</p> <p>Contracts signed by successful candidates</p> <p>Continuous interaction/communication</p> <p>Reporting</p> <p>Placement on completion of the study (graduate or contract post)</p>
YPP	<p>Needs analysis send to programmes</p> <p>Draft advert based on specific needs of programmes</p> <p>Record applications on a longlist</p> <p>Selection and interview committee identified</p>

Project/ Programme	Activities
	Selection interview of candidates for bursaries YPP programme Vetting and appointment of successful candidates as either Pre-PP or YPP Selection of mentors and assignment of candidates by programmes Supervisors assigned by the study institutions. Develop a schedule for the personal individual management development programme Scheduling and planning for agricultural professional fellows programme Bi-annual assessment of job performance Annual completions list circulated to programmes to absorb candidates

The successful implementation of all the activities is directly linked to the available budget and staff capacity of the WCDoA.

2.2.3 Outputs

The key outputs of the youth development programmes include:

- ◆ The number of youth who graduated in agriculture- or agriculture-related field (related to all bursary programmes);
- ◆ The number of youth with work experiences in their chosen speciality (pertaining to all programmes with practical work experience as a component);
- ◆ The number of career awareness initiatives hosted or attended by WCDoA; and
- ◆ The number of external host employers who can provide mentorship and practical work experience for beneficiaries.

2.2.4 Intended Outcomes

The following outcomes to the activities conducted include:

- ◆ Increasing the potential employee pool of the WCDoA and the sector;
- ◆ Reaching marginalised youth;
- ◆ Attracting, nurturing and developing the youth;
- ◆ Transformation in the agricultural sector; and
- ◆ Addressing the scarce and critical skills needs of the WCDoA and the sector.
- ◆ Developing a working relationship with the industry

Expected Impact

The expected impact of the inputs, activities, outputs and outcomes is an increase in the relevant agricultural skills in the WCDoA and the sector while at the same time uplifting the youth of the Western Cape.

2.3 Conclusion

The theory of change will be utilised as the base for evaluating the different youth development projects and programmes that formed part of the evaluation. The results from the various surveys and stakeholder engagements will be provided in Section 3, while Section 4 will then utilise these results in evaluating the programmes. This will assist to determine whether actions, outputs and outcomes have been achieved and if there are gaps in the theory of change.

3 Research Findings

3.1 Introduction

This section will discuss the findings of the data gathering steps of the project and will be the main informants to the evaluation of the youth development programmes of the WCDoA. This section will discuss the findings of the:

- ◆ WCDoA beneficiary databases
- ◆ Survey responses from the various programmes
- ◆ Connect Agri event
- ◆ Interviews with external stakeholders
- ◆ Interviews with mentors
- ◆ Interviews with external host employers

Information in this section can be read in conjunction with the **Field Work Report**.

3.2 Programme Beneficiaries

3.2.1 Number Supported

Over the 4-year evaluation period, the youth development programmes of the WCDoA supported 375 individuals. The Table below details the number supported by each programme; duplications occur as many individuals are beneficiaries of multiple programmes, particularly the bursary and intern programmes. Furthermore, overlaps within the intern programme also happen as the same individual can be a vacation intern, a student intern and a graduate intern and this is recorded separately.

Table 3.1: Number of beneficiaries, 2014 – 2017

Programme/ Project	Number
APFYD	165
Bursary	57
Internship	82
PAY	161
YPP	8
Total	473

Source: Urban-Econ calculations from WCDoA Beneficiary databases, 2018

It is evident that approximately 26.1% of individuals benefitted from multiple programmes over the evaluation period.

The PAY project is a valuable tool for introducing youth to the potential careers in agriculture, and the progression of beneficiaries from the PAY project to other programmes is indicative of generating interest in a career in agriculture. The Table below outlines the number of PAY project beneficiaries that have progressed to other programmes.

Table 3.2: Progression of PAY interns

	APFYD bursary	Bursary	Internship	Learnership
Number	13	16	8	4
% of Total PAY Interns	8.1%	9.9%	5.0%	2.5%

Source: Urban-Econ calculations from WCDoA Beneficiary databases, 2018

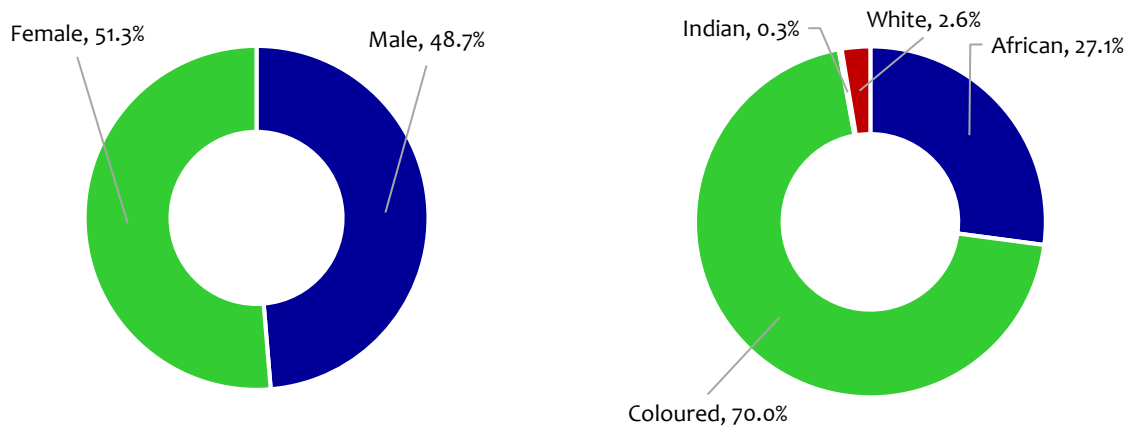
After participating in the PAY project, 18.0% have continued their studies with a bursary from either the APFYD or EDI bursary programmes, while 5% have also done an internship associated with the EDI bursary and 2.5% have continued to do a learnership at EATI. One scholarship holder also participated in the PAY project. PAY project beneficiaries, who also benefitted from the bursary programme, continued their studies in courses such as a National Diploma in Farm Management, a National Diploma in Horticulture or a Higher Certificate at EATI.

The YPP programme is specifically targeted towards postgraduate studies; two beneficiaries have progressed from being a bursary holder to the YPP programme:

- ◆ Mr Appolus, an African male from Philippi, was first granted an EDI bursary to study a BSc in Civil Engineering in 2011, and during his studies, he was also an intern at the WCDoA. In 2016, Mr Appolus progressed to the YPP programme to further his studies with an MSc in Civil Engineering at the University of Stellenbosch.
- ◆ Mr Dalicuba, an African male from Strand, was a beneficiary from the APFYD bursary programme in 2014 and completed his National Diploma in Agriculture. He received another bursary to continue with his BTech in Agriculture and during 2017, progressed to the YPP programme to continue with his MTech in Agriculture at the Cape Peninsula University of Technology.

3.2.2 Beneficiary Profile

An essential aspect of providing support to the youth for skills development is to facilitate transformation in the agriculture sector as well as to support the employment equity targets for the WCDoA. The Figures below illustrates the race and gender of beneficiaries over the evaluation period.

Figure 3.1: Race and Gender - Total Beneficiaries²

Source: Urban-Econ calculations from WCDoA Beneficiary databases, 2018

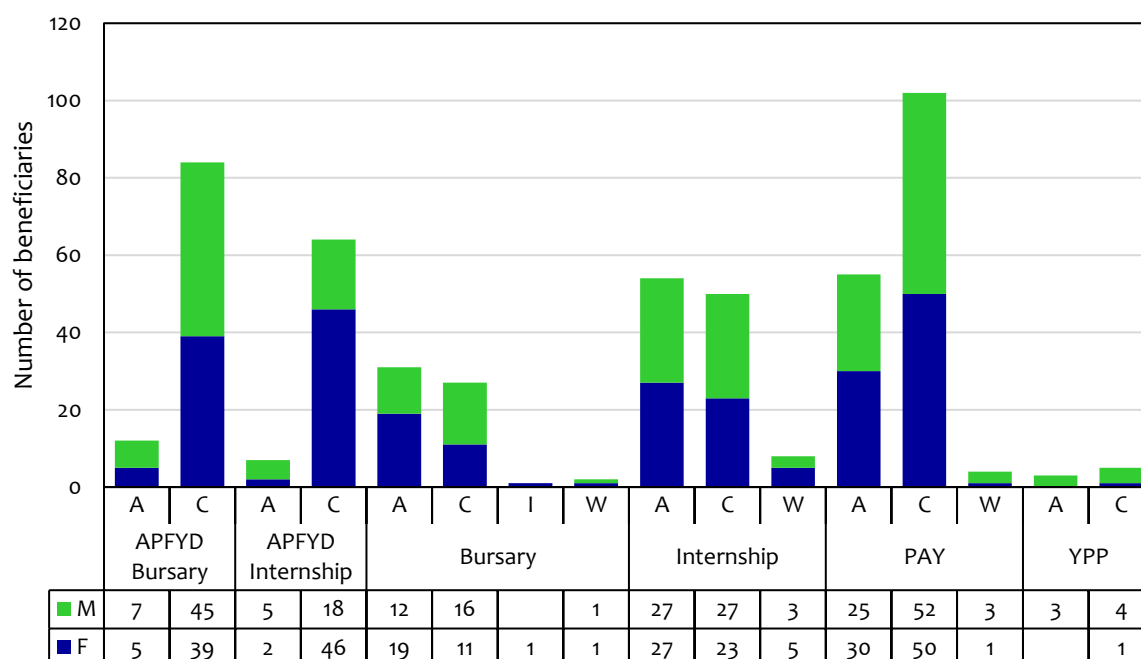
Marginally more females (51.3%) have been supported by the various programmes, which is positive as the agriculture sector has been mostly male-dominated industry. Regarding race, the majority of beneficiaries are coloured (70.0%) followed by African (27.1%).

The programmes have only supported one person with a declared disability over the 4-year evaluation period. However, according to the Employment Equity Act (Act 55 of 1998) persons with disabilities have the right of non-disclosure of disabilities – which also influence data gathering regarding beneficiaries with disabilities. Furthermore, persons with disabilities generally have lower levels of education, and the entrance requirement for all youth support programmes under evaluation is a Grade 12 certificate. According to the Profile of Persons with Disabilities (StatsSA, 2014) only 13.1% of persons with a severe disability have a Grade 12, compared to 30.5% of people older than 20 with no disability. Furthermore, there is a higher prevalence for low education levels amongst persons with disabilities in farm areas, with only 8.7% of persons with severe disabilities having a Grade 12 in farm areas.

² Mistakes in the original database have resulted in potential double counting by race. In 5 instances, the race of a beneficiary differs by the programme they participated in.

The Figure below outlines the race by gender of each programme.

Figure 3.2: Race and Gender by Programme³



Source: Urban-Econ calculations from WCDoA Beneficiary databases, 2018

Support by race and gender varies per programme and is primarily determined by the applications received by the WCDoA:

- ◆ Coloured male and females were mostly supported by the APFYD project (the project was initially aimed at agri-worker children who are still predominantly coloured in the Western Cape);
- ◆ Coloured males and African females were mostly supported by the bursary programme;
- ◆ The internship programme is distributed almost equally between African and Coloured males and females;
- ◆ Coloured males and females were mostly supported by the PAY project;
- ◆ The majority of YPP beneficiaries are coloured males.

The Table below compares the demographic profile with beneficiaries with that of the youth profile and the economically active population in the Western Cape.

³ Race and gender of beneficiaries are dependent on the applications received

Table 3.3: Demographic Profile Comparison

Project/ Programme	Race				Gender	
	African	Coloured	Indian	White	Male	Female
PAY	34.2%	63.4%	-	2.5%	49.7%	50.3%
APFYD	11.4%	88.6%	-	-	44.9%	55.1%
Bursary	50.8%	44.3%	1.6%	3.3%	47.5%	52.5%
Internship	48.2%	44.6%	-	2.5%	50.9%	49.1%
YPP	37.5%	62.5%	-	-	87.5%	12.5%
Youth	43.3%	45.6%	1.1%	9.4%	50.5%	49.5%
Economically Active	37.7%	46.4%	0.9%	15.0%	54.3%	45.7%

Source: WCDoA Beneficiary Database & StatsSA, 2018

3.2.3 Tertiary Education

The various support programmes are also designed to add to the agricultural sector workforce, particularly in careers on the scarce and critical skills list as outlined HCD Strategy. The Table below indicates the different degrees/ diplomas/ higher certificates the beneficiaries are currently enrolled in or studied.

Table 3.4: Bursary, APFYD and YPP Courses

Course	Number
Advanced Diploma in Agricultural Extension	8
BAgric	7
BTech Civil Engineering	2
BTech Agriculture	1
BTech Animal production	2
BA Development and Environmental studies	1
BCom Economics	1
BCom General (Agricultural Economics)	1
BSc Agricultural Economics	1
BSc Agriculture – Plant and soil sciences	1
BSc Agriculture – Oenology & viticulture	2
BSc Agriculture – Animal science	1
BSc Engineering (Mechatronics)	1
BSc Veterinary Biology	1
BSc Veterinary Science	3
BSc Agriculture – Agronomy	1
BSc Civil Engineering	1

EVALUATION OF THE YOUTH DEVELOPMENT PROGRAMMES OF THE WCDOA

Course	Number
BSc Conservation Biology	1
BSc Microbiology	1
BSc Plant and Soil Science	1
Higher Certificate	22
MTech Agriculture	1
MAgric Admin	1
MA Sustainable Agriculture	1
MSc Agriculture	1
Minst. Agrar (Horticulture)	1
Minst. Agrar (Plant Production)	1
MSc. Agricultural Management (Extension)	1
MSc Civil Engineering	1
MSc Genetics	1
MTech Food Technology	2
National Diploma – Horticulture	3
National Diploma – Oenology & Viticulture	1
National Diploma – Agricultural Extension	6
National Diploma – Agricultural Management	6
National Diploma – Animal Production	2
National Diploma – Civil Engineering	3
National Diploma – Farm Management	61
National Diploma – Food Technology	2
National Diploma – Animal Production	2
National Diploma – Biotechnology	1
Postgraduate Diploma – Agronomy	2

Source: Urban-Econ calculations from WCDoA Beneficiary databases, 2018

It is evident that bursary holders study a wide range of disciplines; however, the most bursary holders studying the same course include those studying towards a National Diploma in Farm Management as well as those studying towards a Higher Certificate. A National Diploma in Farm Management at the Boland College (which most beneficiaries for this course attended) consists of 24 months of theory and 18 months practical work experience while the Higher Certificate at EATI also consists of theory as well as practical work experience.

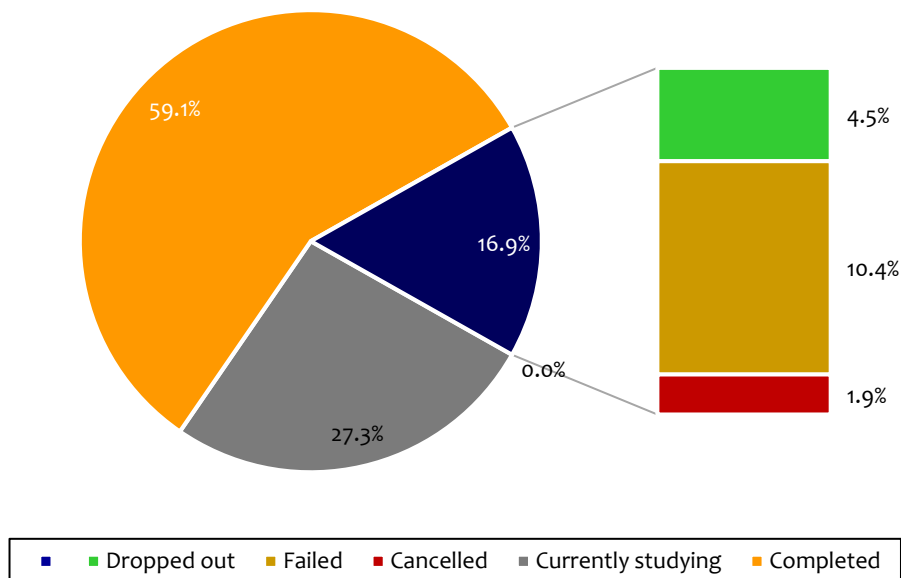
The entrance requirements for a National Diploma in farm management is only a Grade 12 certificate, with no minimum pass rate for specific subjects as required for bachelor studies.

Given the low pass rates for mathematics in the province and that many of the PAY and APFYD interns do not necessarily qualify for university entrance, but do have a Grade 12 certificate, a National Diploma in Farm Management is the next step for many trying to pursue tertiary studies. Providing bursaries to such candidates thereby creates an alternative avenue for tertiary education, and can increase the employability of such candidates in the long run.

3.2.4 Success Rate

Based on the information captured in the various databases received, the Figure below illustrates the proportion of bursary holders (YPP, APFYD and EDI Bursary Programme)⁴ who completed their programme and the percentage of beneficiaries who did not complete their programme over the evaluation period.

Figure 3.3: Youth Development Programme – Average Success Rate of Bursary Programmes⁵



Source: Urban-Econ calculations from WCDoA Beneficiary databases, 2018

Over the evaluation period, 59.1% of beneficiaries graduated from their respective courses, while 27.3% are still studying. Only 4.5% of beneficiaries with bursaries dropped out of the programme, while 10.4% failed. Comparing the number of bursary holders who graduated and those who did not graduate (excluding beneficiaries still studying), the bursary programmes have an average pass rate of 86.4%. Bursary holders who fail are mostly those in the APFYD bursary programme studying towards a National Diploma in Farm Management at the Boland College.

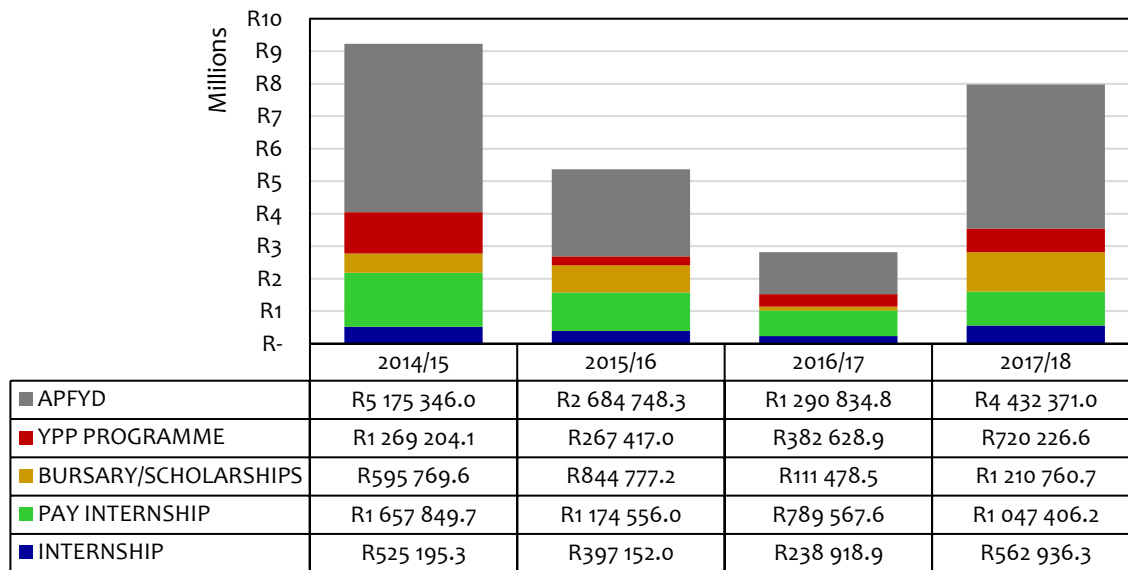
⁴ Received databases does not include information on the completion of internship programme beneficiaries
⁵ Adds to more than 100% as some beneficiaries graduated from their course and have continued their studies

Twenty-five percent of APFYD interns have progressed to doing learnerships while three percent of PAY interns have also gone on to do a learnership.

3.2.5 Expenditure

The Figure below illustrates the investment in youth development through outlining the expenditure on the youth programmes under investigation for the evaluated period.

Figure 3.4: Expenditure, 2014/15 – 2017/18 (Rand)⁶

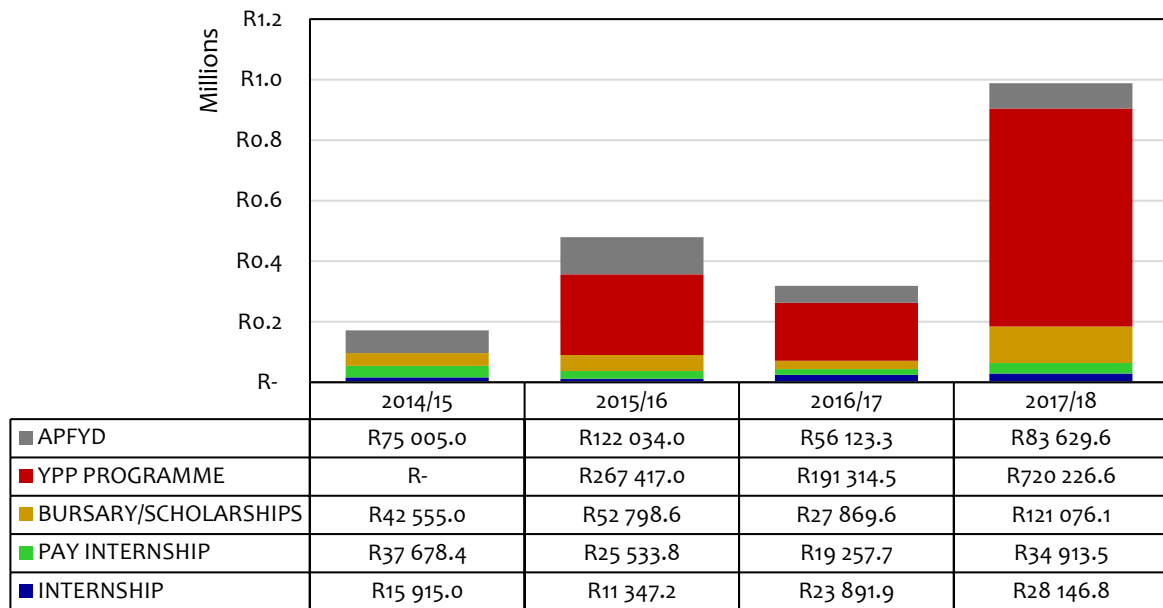


Source: WCDoA, 2018

Over the 4-year evaluation period, the WCDoA invested R23.4 million in the development and support of the youth. The Figure below outlines the average spend per beneficiary in each programme over the evaluation period.

⁶ 30% of the APFYD budget is allocated to the EATI for bursaries and learnerships to achieve certain targets which do not form part of this evaluation

Figure 3.5: Spend per Beneficiary per annum (Rand)



Source: WCDoA, 2018

The YPP programme is the most expensive per beneficiary as this programme is extensive and includes bursaries for post-graduate studies, an allowance, in-service training, as well as an Individual Management Programme and the Agriculture Fellowship Programme.

The following sections will detail the experience of beneficiaries as collected during the survey.

3.3 PAY Project Respondents

This section details the responses from 50 beneficiaries of the PAY programme; 8 of the responses are from current PAY interns. The inputs relating to employment from current PAY interns were discarded to avoid skewing the data.

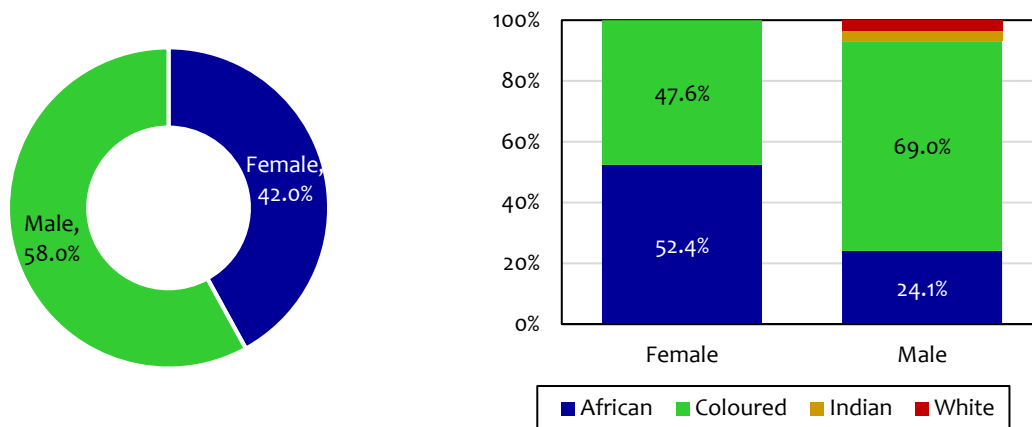
“The knowledge of knowing the amount of work put in the sector of agriculture. It completely changed the view I had about it. Before it was simply just a sector about farming but since being exposed to the processes and functions within the Agriculture sector, has significantly broadened my horizon. It gave me something which could have not simply be gained through theoretical work but instead it had to be integrated with practical experience. The programme has indeed provided me with the tools and marketable skills I needed to improve and better my life as well as my circumstances. Therefore, the programme had a significant impact in overall in my life.”

3.3.1 Profile

This subsection will outline the demographic profile of the PAY project survey respondents. This includes the racial, gender and disability profile, perception of wealth, residential area and whether they are the child of an agri-worker.

Figure 3.6 indicates the gender and racial profile of respondents. More males responded compared to females. In terms of race, approximately 60% of respondents were coloured, followed by 36% African. According to the WCDoA beneficiary database, the male: female ratio for the PAY project is approximately 50:50 while 63% are coloured, and 34% are African. Regarding disability, 95.9% of respondents are not disabled.

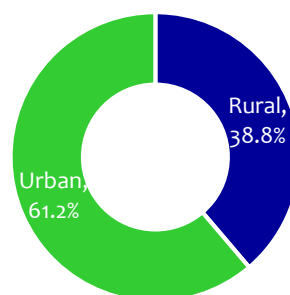
Figure 3.6: PAY Respondents - Racial and Gender Profile



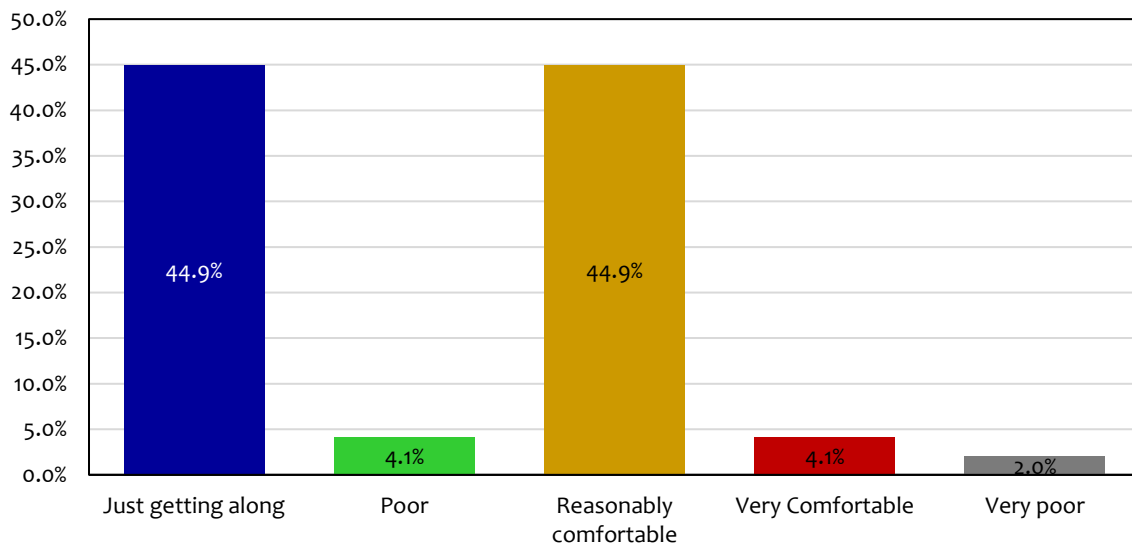
Source: Urban-Econ PAY project Survey, 2018

The majority of respondents are from an urban area (61.2%) while 38.8% indicated that they are from a rural area. According to the respondents, 20% are children of agri-workers.

Figure 3.7: PAY Project Respondents - Place of Residence



Source: Urban-Econ PAY Project Survey, 2018

Figure 3.8: PAY Project Respondents - Perceptions of Wealth⁷

Source: Urban-Econ PAY Project Survey, 2018

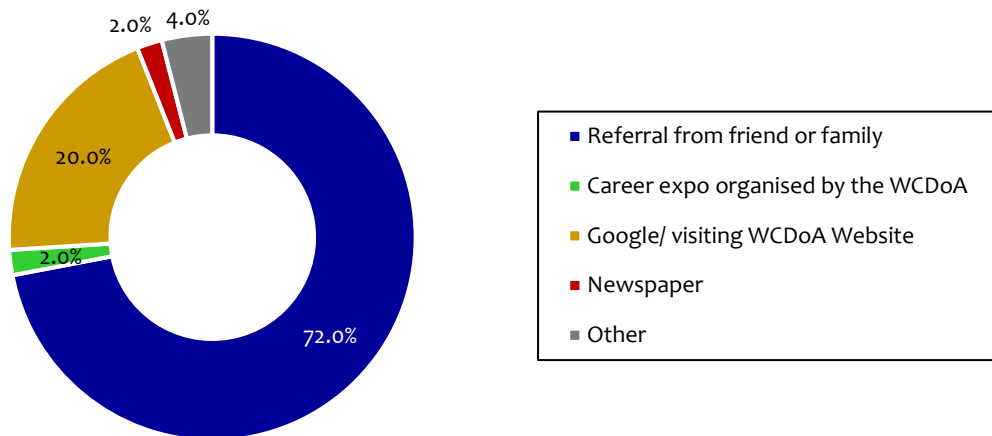
As illustrated in Figure 3.8 above, the majority of respondents perceive their families to be 'reasonably comfortable' (44.9%) or 'just getting along' (44.9%). Only 4.1% of respondents perceive their families as 'poor' while 2.0% perceive their families to be 'very poor'.

3.3.2 Participation

The Figure below indicates how the respondents found out about the PAY project. The majority of respondents (72.0%) were referred by friends or family members. Followed by 20.0% of the respondents who found out about the programme from Google or by visiting the WCDoA website, and 4.0% who heard about the programme from other sources.

⁷ Household wealth status was assessed using the subjective poverty indicators of self-perceived wealth as utilised by StatsSA (2018). This is in line with multi-dimensional understandings of poverty that account for subjective and relative well-being and was found to correlate well with other subjective (as well as objective) measures of poverty (SPII, 2015). Subjective measures of poverty are imperfect; however, this approach is largely appropriate given the reliance on other perception-based data as part of this evaluation's methodology

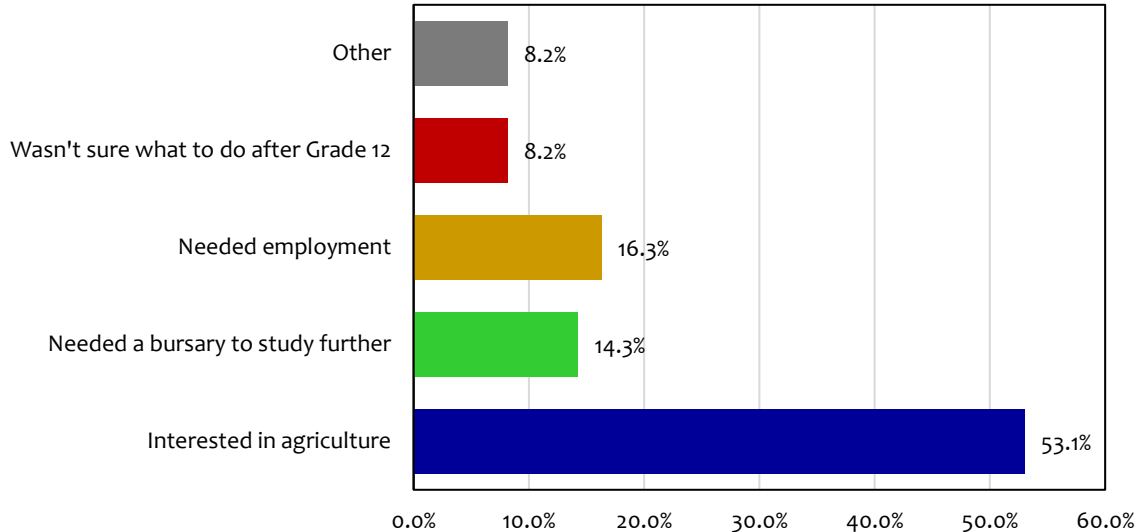
Figure 3.9: PAY Project Respondents – Programme Awareness



Source: Urban-Econ PAY Project Survey, 2018

Respondents were asked why they applied for the programme; 53.1% of the respondents indicated that they applied because they are interested in agriculture. Followed by 16.3% of the respondents who needed employment and 14.3% who needed a bursary to study further.

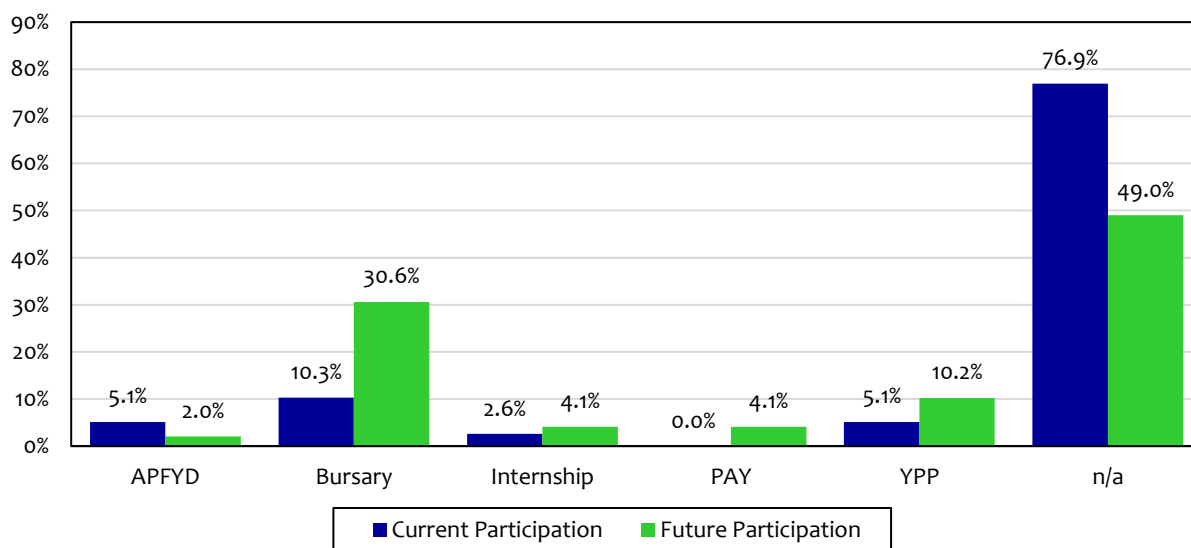
Figure 3.10: PAY Project Respondents - Reason for Application



Source: Urban-Econ PAY Project Survey, 2018

Respondents were asked if they would like to participate in another programme in future with the results detailed in Figure 3.11.

Figure 3.11: PAY Project Respondents – Current & Future Participation



Source: Urban-Econ PAY Project Survey, 2018

The majority (76.9%) of respondents are not currently participating in any WCDoA youth development programme and 49.0% of respondents would not like to participate in any programme in future. For future participation, 30.6% of respondents have indicated that they would like to participate in the bursary programme while 10.2% have indicated that they are interested in the YPP programme.

3.3.3 Experience

This subsection will outline the respondent's views on the orientation programme, their expectations of the programme as well as the respondent's perception of the influence of the programme on their lives.

3.3.3.1 Orientation Programme

All of the respondents attended the two-week orientation programme, and all of the respondents indicated that the orientation programme was useful in preparing them for their time as a PAY intern. On the question "how can the orientation programme be improved" the following responses are noted⁸:

- ◆ "By giving us activities that make us learn teamwork."
- ◆ "By making it more practical."
- ◆ "Could have more breaks."
- ◆ "Do something to make everyone more comfortable and confident. Not just come off as too strict and straight to the point. Overall it was good."
- ◆ "Have enough mentors in every programme for every intern."

⁸ 8.2% of respondents indicated that it was too long ago to remember to give comment on improvement while 36.7% indicated that the orientation was good and does not need improvement.

- ◆ *“It can be improved in many ways. By allowing interns to express their knowledge and skills in the working environment and by allowing them to do more practical if possible because verbal teaching does not always help.”*
- ◆ *“More interaction.”*
- ◆ *“Option on languages.”*
- ◆ *“Ushers to be clearly visible on arrival of new interns.”*
- ◆ *“More communication exercises would be helpful.”*
- ◆ *“Make use of professional lecturers and past students who have been through similar experiences and know what they are talking about without losing the interest of the interns.”*

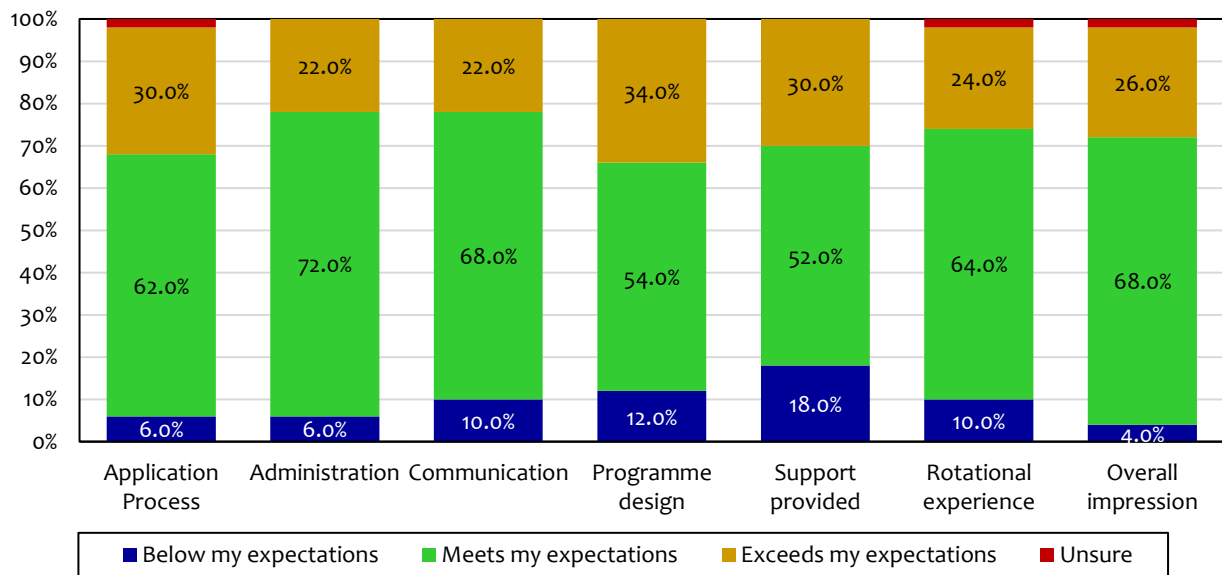
Some positive comments on the orientation programme include:

- ◆ *“It was nice and very informative.”*
- ◆ *“The orientation is fine, and the teachers are doing a good job.”*
- ◆ *“It was perfect.”*

3.3.3.2 Expectations

The Figure below indicates the responses relating to the expectations of the PAY interns regarding the application process, the administration of the programme, communication from the WCDoA, the programme design, the support provided by WCDoA staff, the rotation between Programmes and the overall impression of the PAY project.

Figure 3.12: PAY Project Respondents – Expectations



Source: Urban-Econ PAY Project Survey, 2018

Across all the categories, the majority of respondents indicated that the category met their expectations, or exceeded their expectations. Regarding support provided and programme design, approximately 18.0% and 12.0% of respondents respectively indicated that it was below their expectations.

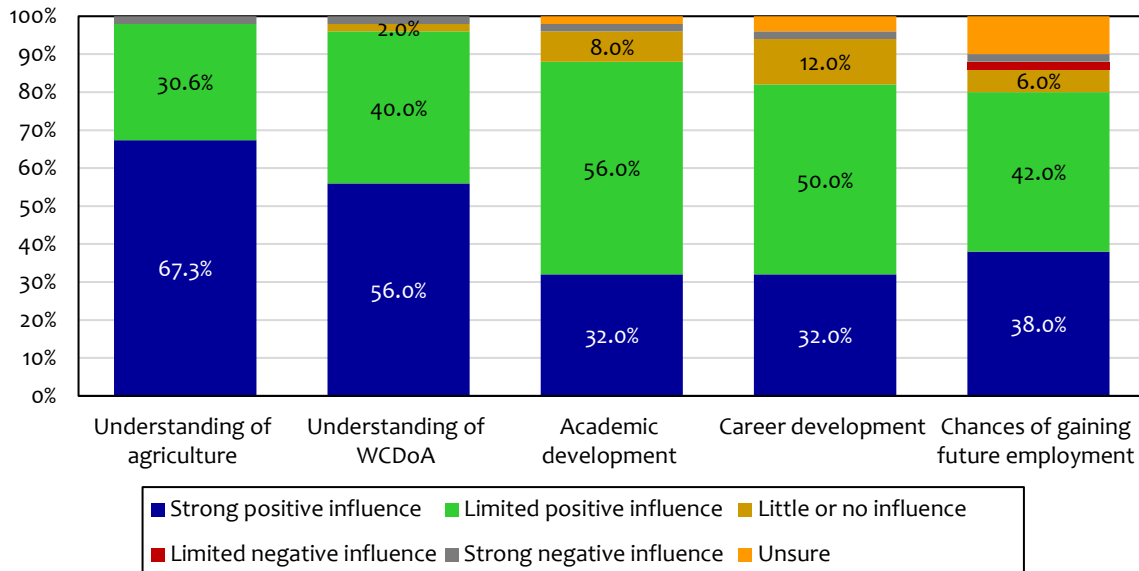
The question also had space for comments. Comments received include:

- ◆ *"I sometimes had challenges at administration level in terms of communication."*
- ◆ *"OSS/HR Admin have a bad lazy no care attitude towards not only myself but all interns alike. Unfortunately, it is merely a job. Send them an email and they don't reply or reply with attitude. Not forgetting my university which kept sending me reminders to pay my university fees, yet the DOA offered to pay it with a bursary. When confronted regarding the issue, they became more upset and called me arrogant for reminding them to pay my fees, as I would expect of them to know how to do what they get paid for. Oh and after a significant amount of hassle and begging, my registration fees was paid to me 2 years later!.. And the list goes on.. And no I'm not the only one who experienced this bad service. The saddest part is that interns were silenced with abuse of power, too afraid to stand up due to fear and if you do stand-up then you are viewed as arrogant and all future doors of opportunity are closed on you because you are now viewed as some trouble-maker for pointing out a weakness of theirs. In my case I would like to apply for a bursary for next year but when I ask and enquire regarding funding for my studies next year, all doors are closed with a really bad attitude towards me. I'm told there is no funding even before a budget is allocated for bursaries for next year and the people who have to decide my future due to me getting a bursary or not are the same individuals who gave me trouble and now hate me because they gave me trouble. I really hope these issues can somehow be resolved as there are MANY STUDENTS BEING TREATED AS BADLY AS I AM AND WAS but are too afraid to speak out due to abuse of power and mafia style silencing."*
- ◆ *"The department needs to improve on administration because most of the time you just sitting and doing nothing, or the mentor sends you around for documents to be signed, I was bored working there. If they can give interns more work not just filing but the real work that the mentor is doing such as setting appointments, schedule meetings and so on"*
- ◆ *"We managed to get some experience"*

3.3.3.3 Influence

The respondents were asked to indicate if the PAY project had a positive or negative influence on their understanding of agriculture, their understanding of the WCDoA, their academic development, the career development and their chances of gaining future employment.

Figure 3.13: PAY Project Respondents - Perceptions of the Influence of the Programme



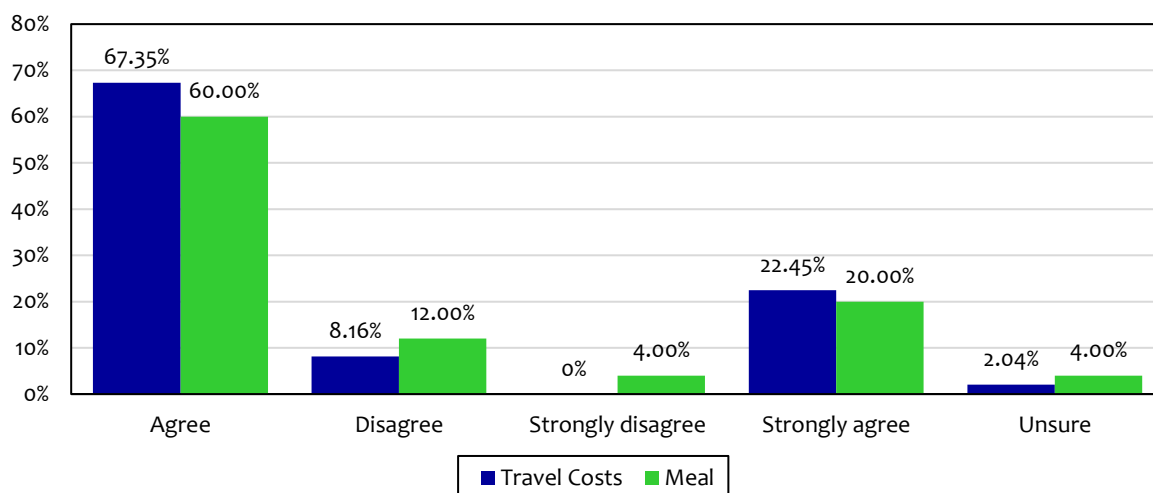
Source: Urban-Econ PAY Project Survey, 2018

The majority of respondents indicated that the PAY project had a strong positive influence on their understanding of the agriculture industry (67.3%) and their understanding of the WCDoA (56.0%). The PAY project had a limited positive influence on respondent's academic development (56%) and their career development (50%).

3.3.3.4 Stipend

The PAY project beneficiaries receive a monthly stipend and respondents were asked if the stipend is enough to travel to work and to purchase a meal, which is the intended purpose of the stipend. As illustrated in the Figure below, the majority of the respondents agreed that the stipend is enough to travel to work (67.35%) and to purchase a meal (60%). Only 8.16% of the respondents that do not agree that the stipend is enough to travel to work and to purchase a meal (12%).

Figure 3.14: PAY Project Respondents – Stipend



Source: Urban-Econ PAY Project Survey, 2018

Comments received on this question include:

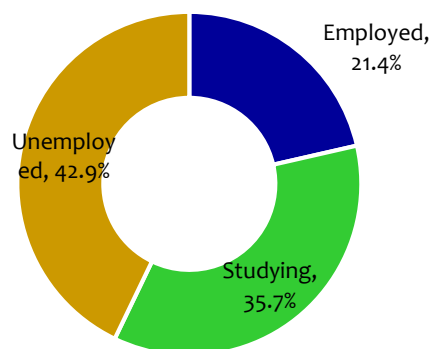
- ◆ *“For all students it is different. Some students need to take complete care of themselves and others have the comfort of their parents taking care of them. With my stipend, I need to cover my rent, my food, transport and many other expenses. The stipend is simply just not enough, said with no ungrateful intent.”*

3.3.4 Current Activities

This subsection will detail the respondent's current activities.

The Figure below indicates the proportion of respondents who are employed, unemployed or studying. Most of the respondents are either unemployed (42.9%) or studying (35.7%) while 21.4% are employed.

Figure 3.15: PAY Project Respondents –



If respondents indicated that they are unemployed, they were asked the duration of their unemployment, and 76.5% stated that they have been unemployed for a year or more.

Source: Urban-Econ PAY Project Survey, 2018

Approximately 60% of the respondents who indicated that they are studying are pursuing careers related to agriculture, such as a Diploma in Agriculture Management, BA in Development and Environmental Studies, or a Higher Certificate in Agriculture.

Respondents were asked if they are employed in the agriculture or non-agriculture industry or by the WCDoA. Only 67% of respondents completed this portion of the questionnaire, of which 83% are employed in the non-agriculture industry, mainly in sales or administration. One respondent did indicate that even though he is currently not working in the agriculture industry, he is studying to improve his Grade 12 results to pursue a career in agriculture.

3.3.5 Key Success and Failures

This subsection provides the responses to the following open-ended questions:

1. What are some of the important changes that have happened in your life as a result of participating in the programme?
2. In your opinion, what would you say are the key successes of the PAY project?
3. In your opinion, what would you say are the key failures of the PAY project?
4. How can the PAY project be improved?

Where possible, responses were grouped for ease of analysis, but some of the individual responses will be provided for each of the questions.

What are some of the important changes that have happened in your life as a result of participating in the programme?

Many of the respondents indicated that participating in the PAY project contributed to their personal development in terms of work ethic, motivation and confidence, while others mentioned the importance of the work exposure they received. For many that responded to the question, the programme helped them to appreciate the agriculture sector better and gave them more insight into the sector.

Table 3.5: PAY Survey Responses - Important Changes

	Number	%
Personal Development/ Enhanced Perspective/ Motivation	10	26.3%
Skills Development/ Education/ Knowledge	6	15.8%
Employment Opportunities/ Career development/ Exposure	9	23.7%
Positive view and knowledge of the agriculture industry	8	21.1%
No Change/ Don't know/ Nothing	5	13.2%
Total	38	100%

Source: Urban-Econ PAY Project Survey, 2018

Responses include:

- ◆ *“Better understanding of working with my finances, better understanding with your career path”*
- ◆ *“Experience and confidence”*
- ◆ *“Gained experience”*
- ◆ *“Gained experience, saw agriculture in a different way before I attended the program”*
- ◆ *“Got my first job due to the internship”*
- ◆ *“How agriculture is important in our country”*
- ◆ *“I got more interested in farming, I would like to study further agriculture”*
- ◆ *“Learn to be more responsible and confident”*
- ◆ *“More knowledge and understanding how to work with other and gain knowledge of Microsoft”*
- ◆ *“To gain experience in agriculture, it was very useful”*
- ◆ *“The rotation gave me a very good understanding about the potential careers in the department and gives one an opportunity to choose the respective career”*

What would you say are the key successes of the PAY Project?

As illustrated in the Table below, the majority of the respondents (38.3%) identified exposure and work experience as the key success of the PAY Project. Followed by 10.6% of the respondents who identified the following three success respectively: motivation to pursue a career and study further; skills development; and the opportunities and support the programme provides to young people.

Table 3.6: PAY Survey Responses – Key Successes

	Number	%
Exposure and work experience	18	38.3%
Well-structured	2	4.3%
Good communication	1	2.1%
Good mentors	3	6.4%
Motivation to pursue a career/ Study further	5	10.6%
Skills development/ knowledge gained/ Understanding of agriculture	5	10.6%
The opportunities and support it gives the youth/ Underprivileged	5	10.6%
Personal development	2	4.3%
Rotational structure	3	6.4%
Can't remember	3	6.4%
Total	47	100%

Responses include:

- ◆ *"Besides the fact that many interns before me has success stories in terms of their careers, I also am inspired as to what the programme had offered me thus far. The programme is well-structured for young people and mentors are very helpful"*
- ◆ *"Broad exposure, skill equipping and knowledge provider. The PAY internship was the one of the best things I chose to do. Not only did it provide me with the necessary skills to push and pursue something, but it acted as a solid structure which allowed me to get a head start in the world of work"*
- ◆ *"Experiencing how important some of the work is that's being done"*
- ◆ *"Exposed to agriculture and its interesting when you go to the field"*
- ◆ *"Exposure and experience"*
- ◆ *"Exposure, all the elements broader understanding of agriculture"*
- ◆ *"Finding what you want to do with your life, and equipping yourself to get there"*
- ◆ *"Finding your career experience"*
- ◆ *"Gaining knowledge and experience"*
- ◆ *"Give young children that come from matric something to start"*
- ◆ *"Giving young people skills that they didn't think they had"*
- ◆ *"Help the youth"*
- ◆ *"I am being exposed to a lot of physical stuff like working on the farm and getting an understanding what agriculture is all about"*
- ◆ *"I learn to work for myself and more understanding"*
- ◆ *"Interns exposed on fields, monthly meeting for them or feedback. Transport provided from the station to work. Mentors travelling with their interns where they are doing work and in far places."*
- ◆ *"Is that they expose us in to different sections and it's good"*
- ◆ *"It's to equip young people with knowledge concerning how the different departments operate in the respective careers and what one can gain out of participating"*
- ◆ *"Knowledge gained"*
- ◆ *"Layout"*
- ◆ *"Learn more, study more, the importance of animals and plants in our country"*
- ◆ *"Learning"*
- ◆ *"Motivate the intern to go study further"*
- ◆ *"Opportunity to study"*
- ◆ *"Positive attitude, determination and knowing what you as a whole want in life"*
- ◆ *"Practical exposure to the working environment before deciding to study. Opportunity to rewrite matric exams"*
- ◆ *"Provide what you want"*
- ◆ *"Really helps and assist underprivileged people"*

- ◆ *“Teaches you the different cultures in agriculture”*
- ◆ *“The fact that the mentors are so good at their respective jobs and are willing to teach youngsters about the workplace.”*
- ◆ *“The fact that they help you grow”*
- ◆ *“The opportunities that come with it”*
- ◆ *“The whole Programme”*
- ◆ *“To be placed in different forms in different industry”*
- ◆ *“To develop the youth and make opportunities available for the youth”*
- ◆ *“To have to learn about agriculture”*
- ◆ *“To have work experience, to learn how to communicate in the work place”*
- ◆ *“Training that we got”*
- ◆ *“Understanding agriculture”*
- ◆ *“We get experience also work exposure and work readiness that encourages a lot because after matric it's not easy, mostly when you don't qualify for varsity”*
- ◆ *“We got the opportunity to learn and work”*

What would you say are the key failures of the PAY Project?

The majority of the respondents (45.8%) indicated that the PAY project had no failures. However, 12.5% of the respondents identified interpersonal challenges and negative attitude towards interns as a failure, and 10.4% identified poor communication.

Table 3.7: PAY Survey Responses – Key Failures

	Number	%
No failures	22	45,8%
Interpersonal challenges/ Negative attitude towards interns	6	12,5%
Poor communication	5	10,4%
Lack of work	4	8,3%
Lack of attention and interaction with a mentor	4	8,3%
Unclear work expectations	2	4,2%
Other	5	10,4%
Total	48	100%

Responses include:

- ◆ *“Certain sections can elaborate on what's expected from the interns”*
- ◆ *“Communication”*
- ◆ *“Communication with the students that received bursaries”*
- ◆ *“Don't go out a lot to do physical work outside the workplace like in other places”*
- ◆ *“Due to rotation you did not get a full understanding”*

- ◆ *"Firstly, is failing to respect interns' opinions"*
- ◆ *"Firstly, the permanent workers treat us as children as we are interns. Secondly, in this programme they aren't giving us enough work, we sit most times whole day doing nothing"*
- ◆ *"I have not seen any failure"*
- ◆ *"Interns being sent around for mentors' lunch. While in the office no work for them"*
- ◆ *"Interpersonal relationship"*
- ◆ *"Just under the intern, was not a lot to do"*
- ◆ *"Lack of responsibility towards interns. Treating interns as just a number. Abuse of power in the hierarchy. Failure to sponsor students for post graduate studies. Lack of communication between interns and superiors! Lack of informing interns of all possible opportunities in the agricultural sector and study and work opportunities. No updating of students on current events or bursary or internship or study opportunities. (I only realised these opportunities were available recently) such as online applications of bursaries and jobs and via daff as well etc"*
- ◆ *"Late application period and date of programme starting"*
- ◆ *"Mentor does not pay much attention to interns"*
- ◆ *"Mentor het nie baie tyd met interns spandeer nie" (Mentors don't spend a lot of time with interns)*
- ◆ *"Mentors must spend more time with interns"*
- ◆ *"Mentors must spend more time with interns, and more practical work"*
- ◆ *"Negative attitude"*
- ◆ *"No clear instructions"*
- ◆ *"No doing what asked from you"*
- ◆ *"So far I have not yet been faced with serious failures. Some challenges I have encountered only resulted from misunderstandings of myself and miscommunication"*
- ◆ *"The economics - we did nothing there"*
- ◆ *"The interns do not reach their full potential"*
- ◆ *"The key successes outweigh the key failures. But in all honesty the pay internship for me failed to provide the continuous communication which I would have loved it to do. Just knowing that there is still continuous support and motivation could be something which could generally overall help. Furthermore, the programme is one of a kind and it's extremely useful, it's a programme. I always find myself recommending it to others who are in the same position I was 2 years ago"*
- ◆ *"There are no job opportunities after the programme from the department"*

How can the PAY project be improved?

This question had a wide variety of responses. The respondents provided the following recommendations on how the PAY project can be improved.:

- ◆ *"Accommodate us more with transport"*
- ◆ *"Allow interns a (anonymous) platform to voice themselves WITHOUT BEING VICTIMIZED by their superiors"*
- ◆ *"Allow more interns in the programme"*
- ◆ *"Better communication and stop treating interns like children"*
- ◆ *"Better interaction with the interns"*
- ◆ *"By making it fun and more interactive for the interns"*
- ◆ *"Continuous communication and support can better the already great programme. Notifications about opportunities like workshops, job opportunities, support base structures etc. If this is not possible, the pay internship will still be remarkable nonetheless. I just think communication provides a sense of closure and motivation"*
- ◆ *"For future interns give them something to do in the economics, make them do some practical work"*
- ◆ *"Give us transport"*
- ◆ *"Giving back certificates to prove you know what going on"*
- ◆ *"Have more programmes"*
- ◆ *"I really want this to happen, let the interns do more practical"*
- ◆ *"In the department itself, a more set and well-planned programme"*
- ◆ *"Increase the stipend"*
- ◆ *"It can be improved by equipping interns with more skills and more practical so that they can have a better understanding"*
- ◆ *"It is already improved by now"*
- ◆ *"Make programme stretch over a longer period of time"*
- ◆ *"Meer evaluation het en mentor het jou nooit iets laat doen nie" (More evaluations)*
- ◆ *"Meer strenger met interns is" (To be stricter with the interns)*
- ◆ *"More practical work"*
- ◆ *"More programmes for interns to do"*
- ◆ *"Set goals out clearly"*
- ◆ *"Start a bit earlier in the year"*
- ◆ *"Students from Cape Town could also be accommodated near place of study"*
- ◆ *"The mentors must give interns work so that even if the mentor is sick, they should know what to do"*
- ◆ *"The programme can go on a bit longer"*
- ◆ *"The programme in its self does not need improving as it is being well executed"*
- ◆ *"The programme was fine for me"*

- ◆ *“There’s no need for improvement, in my opinion”*
- ◆ *“To take the interns more out to other places to do physical work”*
- ◆ *“Transport”*
- ◆ *“We once went to a computer training, so I wish we can be given access to computers in order for us to apply what we’ve learnt during the course and be able to develop our computer skills”*
- ◆ *“Working closely with interns and giving them work”*

3.3.6 Stakeholder Engagement

Feedback from mentors who work with the PAY interns highlighted that the success of the intern is directly related to their willingness to commit to the programme – some interns are not interested and passionate which results in frustration for both the mentor and the intern. Some interns take the initiative for their learning and development while others wait for the mentors to give them instructions.

One of the challenges that the interns also indicated is the lack of work in some Programmes. In some Programmes, there is little work that an intern can do, and then they are left to either sit and do nothing or asked to assist with administration work. However, it was highlighted that the effort of the mentor is also vital to ensure there is work or an opportunity for an intern to learn.

Further challenges highlight by mentors include:

- ◆ Intern's time management is also a constraint and a problematic factor;
- ◆ The intern's motivation is always high at the beginning of the year, but the motivation dwindles towards the year because interns get preoccupied with other things;
- ◆ Mentors don't get feedback from the intern feedback sessions; they are only made aware of things when there is a serious issue.

Mentors did indicate that the smaller group of interns in recent years works better as they can give better attention to interns – which was identified as a need from interns in the survey responses.

From a broader perspective, the PAY project in other Provincial Departments seems to have similar challenges than what has been highlighted in the WCDoA PAY intern survey and mentor discussions. Particularly challenges relating to a lack of work, only giving admin work and the attitude of interns. One difference between how the WCDoA administers the project compared to other departments is the rotational experience through the various Programmes. Other departments divide interns into a specific Programme or Directorate at the beginning

of the year where they stay throughout. Interns can be moved to other Programmes if it is possible to do so. The non-rotational structure is beneficial as the intern gets full experience and can build on skills within a specific programme and it is also easier on mentors who then consistently work with the same intern throughout the year. Contrarily, the rotational experience through the Programmes provides the WCDoA PAY Interns with experience of the career possibilities that are available in the agriculture sector.

Summary

It is evident from the responses of the PAY project that the experience was positive for the majority of beneficiaries. Expectations were met regarding the application, administration, communication, support and the rotational structure of the programme. It is perceived that the programme had a positive influence on the career and academic development as well as the chances of gaining future employment for the beneficiaries. Furthermore, the PAY project had a strong positive influence on the respondents' understanding of the agricultural sector and the WCDoA. The orientation programme was deemed successful and helpful by beneficiaries.

The majority of the respondents (38.3%) identified exposure and work experience as the key success of the PAY project. Motivation to pursue a career and study further, skills development, and the opportunities and support the project provides youth were also identified as successes. Many of the respondents (45.8%) indicated that the PAY project had no failures. However, other respondents have noted some of the following key failures; interpersonal challenges and negative attitude towards interns, poor communication, lack of work, and lack of attention and interaction with the allocated mentor.

Since completing their internship, 42.9% of respondents indicated that they were unemployed. It is positive that of the 35.7% respondents who indicated that they are studying, the majority are studying a full-time diploma course related to agriculture. The majority of employed respondents are not employed in the agriculture sector but work in the fields of data capturing, administration and sales.

From discussions with stakeholders, it is evident that the PAY project makes a significant difference in the lives of beneficiaries as they would otherwise probably be unemployed for the year of their participation. Beneficiaries of the PAY project typically do not have the opportunity to pursue tertiary studies, due to poverty or poor Grade 12 results. However, the attitude of the intern is a significant determinant of their success.

3.4 APFYD Project Respondents

This subsection details the responses from 37 APFYD project beneficiaries.

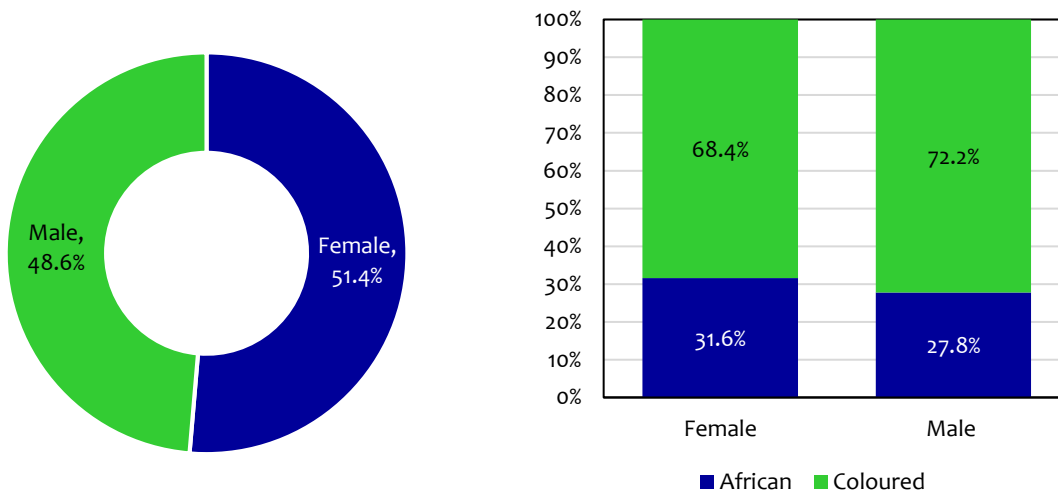
"I was unemployed when I enrolled with the program. The program gave me an opportunity to further my studies and knowledge and with the stipend, they provided me I could provide for my family while focusing on my studies."

3.4.1 Profile

This subsection will outline the demographic profile of the APFYD survey respondents. This includes the racial, gender and disability profile, perception of wealth, residential area and whether they are the child of an agri-worker.

Figure 3.16 indicates the gender and racial profile of respondents. The gender distribution of respondents is almost equal between genders, with 51.4% female respondents and 48.6% male respondents. The majority of respondents are coloured (68.4% coloured males and 72.2% coloured females).

Figure 3.16: APFYD Project Survey Respondents - Racial and Gender Profile



Source: Urban-Econ APFYD Project Survey, 2018

As illustrated in the Figures below, the majority of APFYD respondents indicated that they reside in rural areas (70.6%) while 29.4% live in urban areas. According to the respondents, 52% of them are children of agri-workers.

Figure 3.17: APFYD Project Survey Respondents – Agri-worker Children

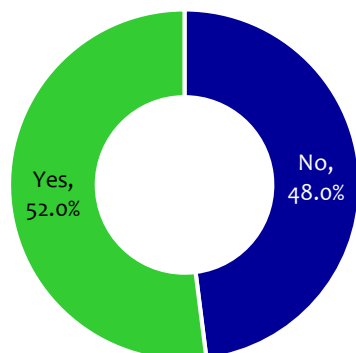
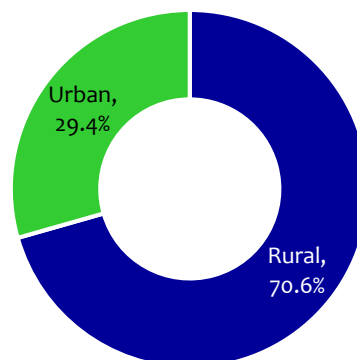


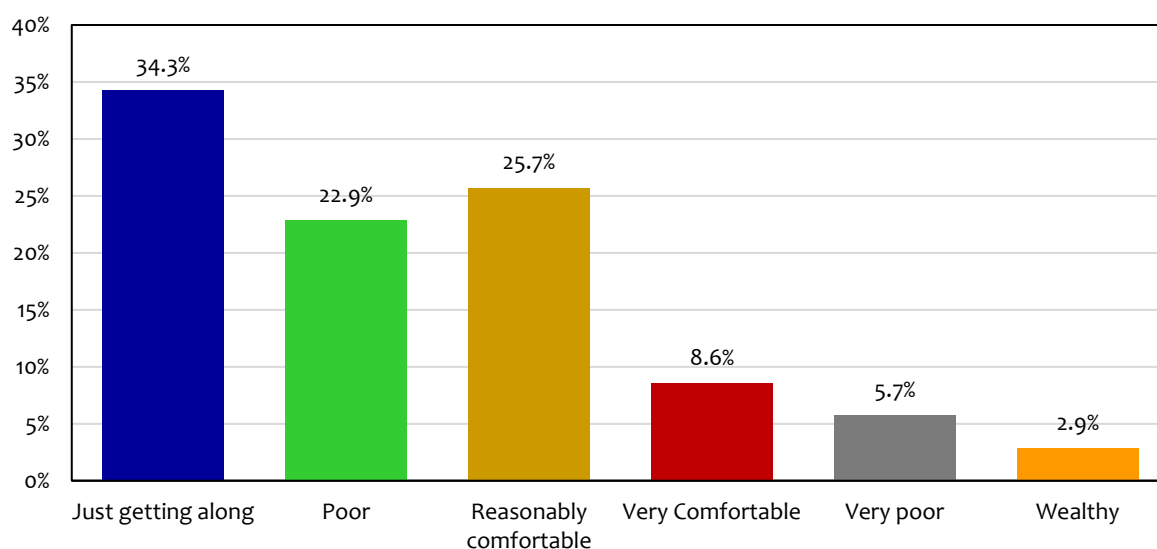
Figure 3.18: APFYD Project Survey Respondents - Place of Residence



Source: Urban-Econ APFYD Project Survey, 2018

When asked about their perceptions of wealth, the majority of respondents (34.3%) perceive their family to be 'just getting along', followed by 25.7% who perceive their families to be 'reasonably comfortable' and 22.9% who perceive their families to be 'poor'.

Figure 3.19: APFYD Project Survey Respondents - Perceptions of Wealth

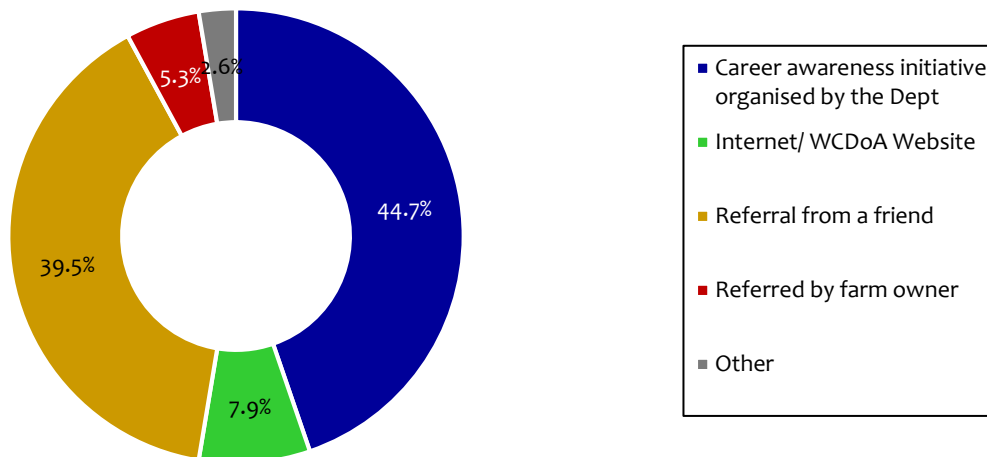


Source: Urban-Econ APFYD Project Survey, 2018

3.4.2 Participation

The Figure below indicates how the respondents found out about the APFYD project. The majority of respondents either heard about the project from a career awareness initiative organised by the WCDoA (44.7%) or via friends (39.5%).

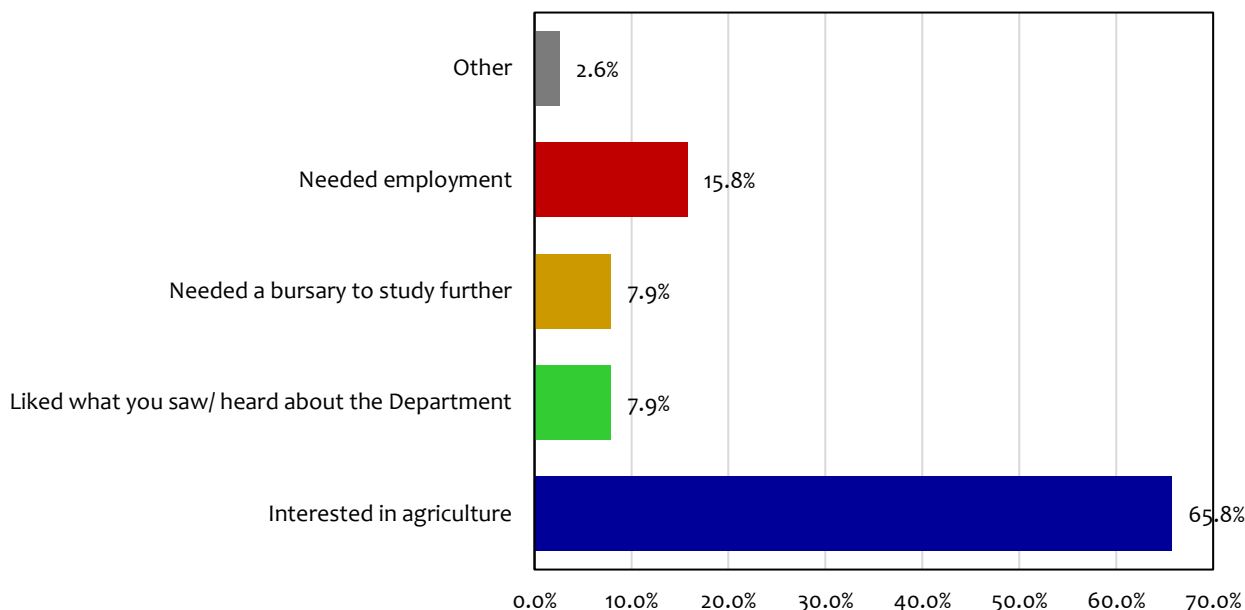
Figure 3.20: APFYD Project Survey Respondents – Programme Awareness



Source: Urban-Econ APFYD Project Survey, 2018

As illustrated in Figure 3.21 below, the majority of the respondents (65.8%) indicated that they applied to the APFYD project because they are interested in agriculture. Followed by 15.8% of the respondents who applied because they needed employment.

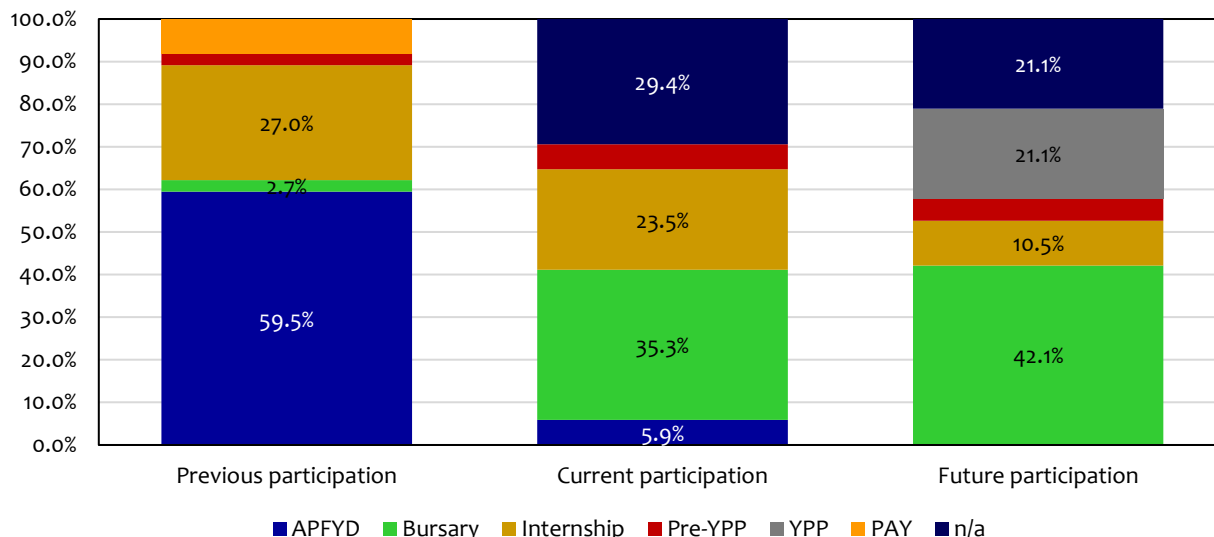
Figure 3.21: APFYD Project Respondents - Reason for Application



Source: Urban-Econ APFYD Project Survey, 2018

Respondents were asked if they would like to participate in another programme in future. The Figure below illustrates the respondent's previous and current participation as well as planned or preferred future participation.

Figure 3.22: APFYD Project Respondents – Current & Future Participation⁹



Source: Urban-Econ APFYD Project Survey, 2018

A large proportion of respondents are currently studying on a bursary (35.3%) or are an intern (23.5%), while 29.4% of respondents are not currently participating in a WCDoA youth development programme. When asked about future participation, 42.1% indicated that they would like to be part of the bursary programme while 21.1% reported that they would want to be part of the YPP programme. This illustrates the value the APFYD project beneficiaries place on education.

3.4.3 Experience

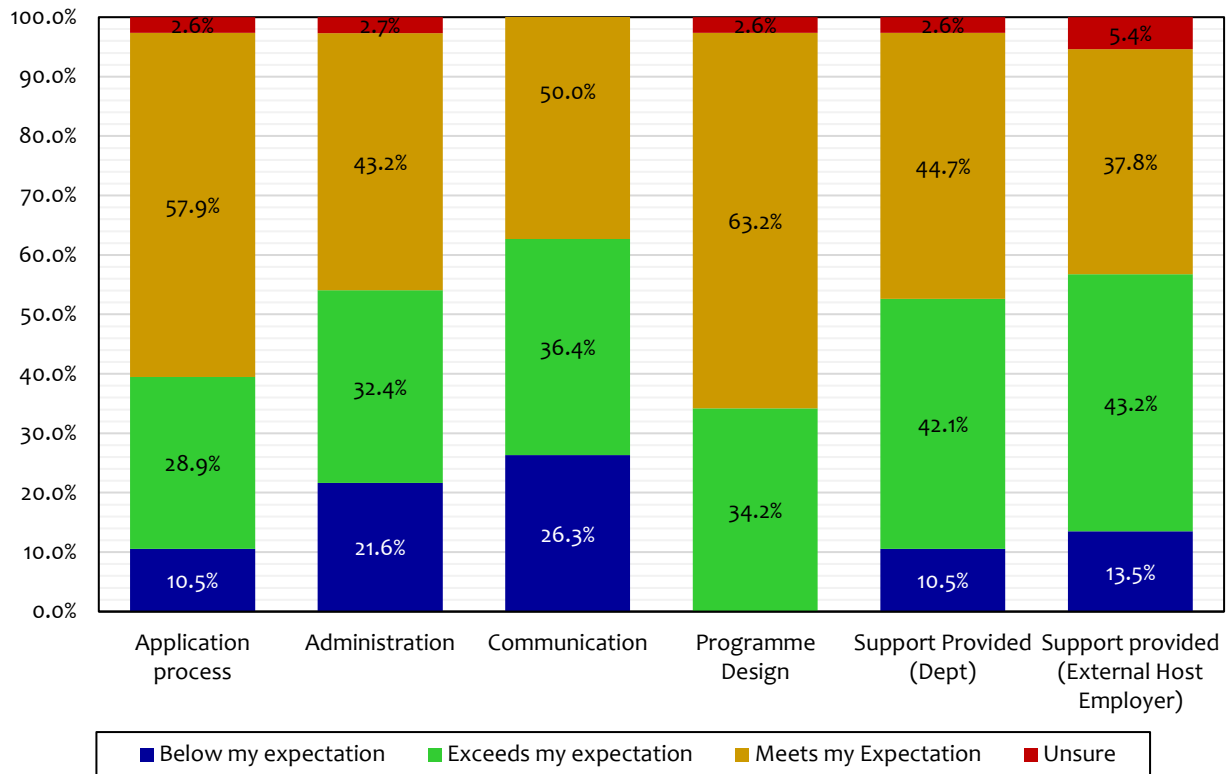
This subsection will outline the respondent's views on their expectations of the APFYD project as well as the respondents' perception of the influence of the project on their lives.

3.4.3.1 Expectations

The Figure below indicates the responses relating to the expectations of the APFYD project beneficiaries regarding the application process, the administration of the programme, communication from the WCDoA, the programme design, and the support provided by WCDoA staff and external host employers.

⁹ Some respondents indicated that they were previously an intern. However, during consultations it became evident that many APFYD beneficiaries identified as either being an intern or doing a learnership, and not as being an APFYD beneficiary.

Figure 3.23: APFYD Project Survey Respondents – Expectations



Source: Urban-Econ APFYD Project Survey, 2018

Across all categories, the APFYD project either met or exceeded the expectations of the respondents. Categories, where some respondents indicated that the experience was below their expectation, include the application process (10.5%), the administration of the programme (21.6%), the support provided by the Department (10.5%) and the external host employer (13.5%). Only 5.4% of respondents indicated that the overall the programme was below their expectation.

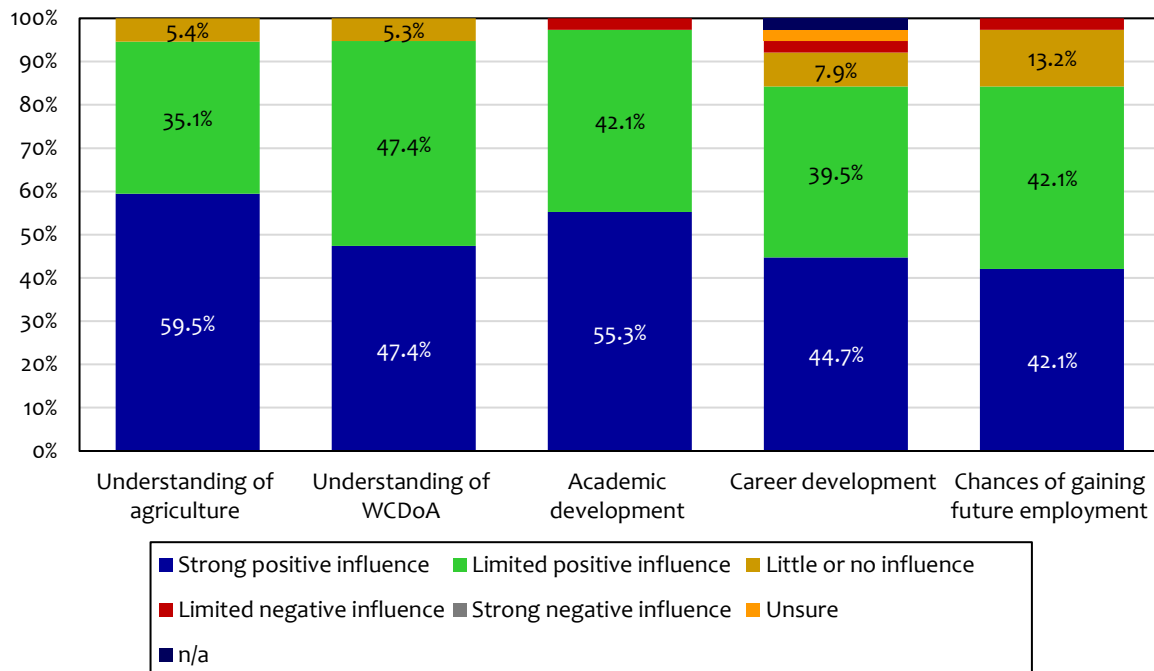
Comments received on this question include:

- ◆ "Ek was baie trots op myself dat ek dit suksesvol gedoen het" (I was very proud of myself for completing the programme successfully)
- ◆ "Students was as stated, no follow up with farmers wife, support from farm owner's wife but not from manager"
- ◆ "No complications in application process, no communication in terms of bursary, Afrikaans communication affected learning progress"
- ◆ "The appointment period takes too long especially when you are unemployed"

3.4.3.2 Influence

The respondents were asked to indicate if the APFYD project had a positive or negative influence on their understanding of agriculture, their understanding of the WCDoA, their academic development, the career development and their chances of gaining future employment.

Figure 3.24: APFYD Project Survey Respondents - Perceptions of the Influence of the Project



Source: Urban-Econ APFYD Project Survey, 2018

It is perceived that overall the APFYD project had a strong positive influence on the APFYD participants, particularly on their understanding of the agriculture industry, their academic development, their understanding of the WCDoA and their career development. Only 13.2% of respondents indicated that the programme had little or no influence on their chances of getting future employment.

Comments received on this question include:

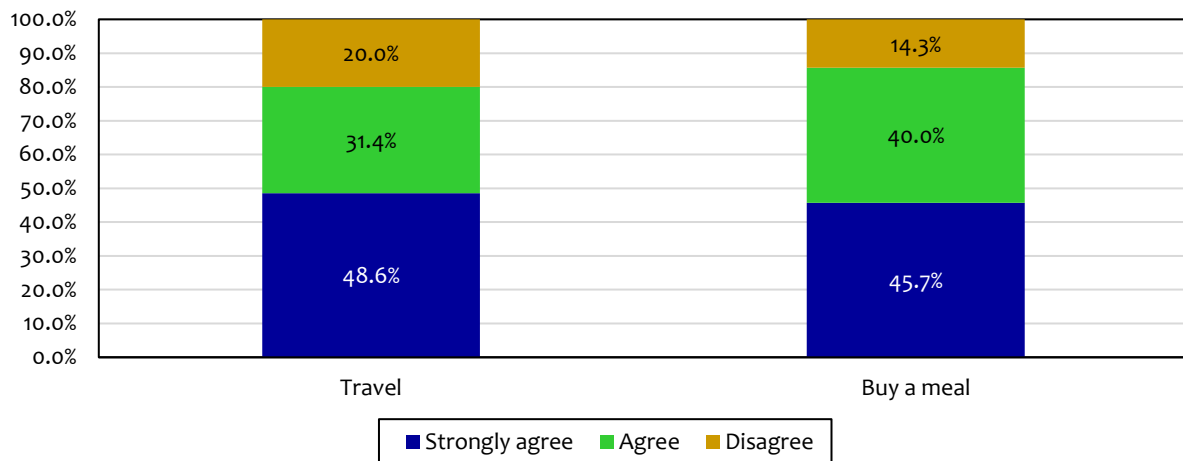
- ◆ *"It's a great influence, because I'm studying"*
- ◆ *"Ek is wel werkloos maar glo en vertrou ek sal werk kry" (I am unemployed, but I trust that I will get a job)*
- ◆ *"Was already exposed, no other influence on career development, only bursary"*
- ◆ *"Was motivated to go to school"*
- ◆ *"Agriculture not only about planting, there is more"*
- ◆ *"Has experience in CV"*

- ◆ “Was motivated to go to school”
- ◆ “Found out that there is more in agriculture /exposure was good”
- ◆ “Baie saam gewerk, ek het landbou geleer” (Worked together a lot, I learned about agriculture)
- ◆ “The experience gained helped me grow as aspiring Agricultural Advisor”
- ◆ “I still do not have clarity that this programme will secure me a job in future”

3.4.3.3 Stipend

The APFYD project beneficiaries receive a monthly stipend and respondents were asked if the stipend is enough to travel to work/ Elsenburg and to purchase a meal. The Figure below indicates the responses.

Figure 3.25: APFYD Project Survey Respondents – Stipend



Source: Urban-Econ APFYD Project Survey, 2018

Most of the respondents strongly agree (48.6%) and agree (31.4%) that the stipend is enough to travel to work/ WCDOA. Similarly, most of the respondents strongly agree (45.7%) and agree (40%) that the stipend is enough to purchase a meal. There are, however, some students that indicated that the stipend is not enough to travel to work (20%) and to buy a meal (14.3%). Some beneficiaries supported their families with their stipend, which was not the intent, but it did occur.

Comments received on this question include:

- ◆ “Also, wasn’t enough for home, money was not the amount that was stated”
- ◆ “Ek het op die koshuis gebly” (I stayed in the hostel/residence)
- ◆ “Got no fees for transport”
- ◆ “Had no travelling to give out”
- ◆ “I only get money each and every after three months”

- ◆ “Mens moet mooi werk met mens se geld” (You must work carefully with your money)
- ◆ “Mentor provided transport”
- ◆ “Op tye was dit moeilik. Maaltye was ingesluit by program” (It was difficult with times. Meals were included in the programme)
- ◆ “Vervoer gekry” (Received transport)
- ◆ “Vervoer was gratis aangebied deur die departement en maaltye was ook voorsien” (Transport was offered by the department for free and meals were also provided)
- ◆ “Vervoer was verniet aangebied” (Transport was offered for free)
- ◆ “We were on the farm and got free transport”

3.4.4 Current Activities

This subsection will detail the respondent’s current activities. As illustrated in the Figure below, most of the respondents are either studying (41.7%) or employed (30.6%), while 27.8% of the respondents are unemployed. In terms of the duration of unemployment; 40% of the unemployed respondents indicated that they have been unemployed between six months and a year, followed by 20% who have been unemployed for more than a year and less than six months respectively.

Figure 3.26: APFYD Project Survey Respondents - Current Activities

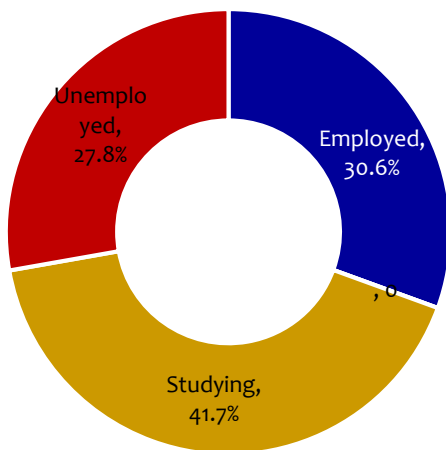
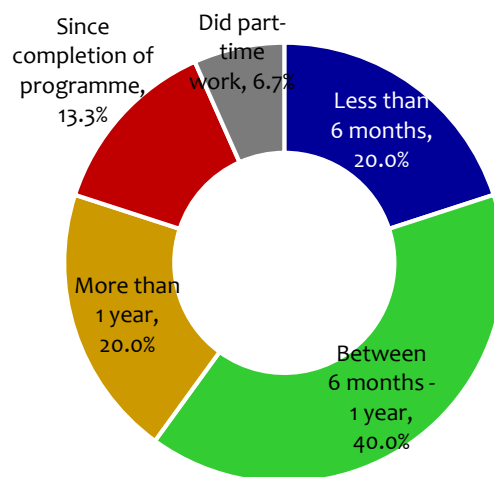


Figure 3.27: APFYD Project Survey Respondents – Duration of Unemployment

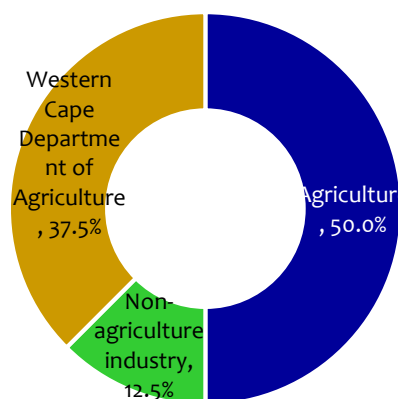


Source: Urban-Econ APFYD Project Survey, 2018

If respondents indicated that they are employed, they were asked in which sector they were employed; 50% of the respondents indicated that they are employed in the agriculture sector, followed by 37.5% who indicated that the WCDoA employs them.

Respondents who indicated that they are employed in the agriculture sector are mainly employed as general workers, while those employed by the WCDoA are employed as interns.

Figure 3.28: APFYD Project Survey Respondents - Sector of Employment



Source: Urban-Econ APFYD Project Survey, 2018

3.4.5 Key Success and Failures

This subsection provides the response to the following open-ended questions:

1. What are some of the important changes that have happened in your life as a result of participating in the APFYD project?
2. Do you know what opportunities are available for young people in the agriculture sector?
3. In your opinion, what would you say are the key successes of the APFYD project?
4. In your opinion, what would you say are the key failures of the APFYD project?
5. How can the APFYD project be improved?

Where possible, responses were grouped for ease of analysis, but some of the individual responses will be provided for each of the questions.

What are some of the important changes that have happened in your life as a result of participating in the programme?

Most of the respondents (50%) indicated that participating in the APFYD project contributed to their personal development, gave them a better perspective and motivated them. Many of the respondents (30%) indicated that the programme contributed to their skills development and education. Only three respondents indicated that no change had taken place as a result of participating in the APFYD project.

Table 3.8: APFYD Project Survey Responses - Important Changes

	Number	%
Personal Development/ Enhanced Perspective/ Motivation	20	50%
Skills Development/ Education	12	30%
Employment Opportunities/ Career development/ Exposure	3	8%
Positive future/ programme is a stepping stone	3	8%
Financial assistance	2	5%
No Change/ Don't know/ Nothing	3	8%
Total	40	100%

Source: Urban-Econ APFYD Project Survey, 2018

Responses include:

- ◆ "Able to reach final year of studies"
- ◆ "Adapt to new things and being away from home"
- ◆ "After I finished studying on December 2014, in January of 2015 I sent those guys an email as we agreed on during the internship period and they also mentioned that after I finish my studies, I must contact them for internship arrangements. But when I called them, they firstly said they don't have mentors. I kept quiet and waited for them, but they never come back to me for almost the rest of 2015. At end of 2015 I called them again telling them I'm still at home they said they'll come back to me. 2016 January I informed them again that I'm still looking for a place, but they never did something about it. In July I arranged a meeting with Mr John Constable and Glydis Langa. I explained everything to them but still nothing has changed for me, instead John was asking me a lot of questions like where did I get the internship papers because the other students didn't have them back then. I ended up leaving everything as it was till today they never communicated with me and I still don't have my diploma."
- ◆ "Alles hang van my af en wat ek daarvan gaan maak en ek het geslaag en werk kry" (Everything depends on me and what I am going to make of it, and I passed and got a job)
- ◆ "Altyd gehou van die kultuur en meer kennis gekry" (I always enjoyed the culture and gained more knowledge)
- ◆ "Baie geleer. Het nie eintlik belang gestel nie, maar wat ek dit doen het ek dit baie geniet" (I learnt a lot. I wasn't really interested, but I enjoyed what I did a lot)
- ◆ "Career development"
- ◆ "Changed perspective"
- ◆ "Die 'skills' wat ons geleer het" (The skills that we learned)
- ◆ "Dit het my gehelp vir die toekoms" (It helped me for the future)
- ◆ "Dit het my goed gedoen" (It did me well)
- ◆ "Dit het vir my as persoon goed gedoen" (It did me as person good)

- ◆ *"Dit was 'n 'stepping stone" (It was a stepping stone)*
- ◆ *"Dit was 'n voordeel om te kan leer, ek het dit geniet om daar te wees" (It was an advantage to be able to learn, I enjoyed it to be there)*
- ◆ *"Dit was nie moeilik om te gaan studeer nie en hulle werk" (It wasn't difficult to go study...)*
- ◆ *"Ek het gegroei as 'n mens" (I have grown as a person)*
- ◆ *"Ek het iets geleer. Die landbou het my gehelp" (I have learned something. Agriculture has helped me)*
- ◆ *"Ek het nie belanggestel nie maar ek geniet dit nou" (I was not interested initially, but I am enjoying it now)*
- ◆ *"Ek het passie gekry vir die landbou sektor" (I have gained passion for the agricultural sector)*
- ◆ *"Ek wou verbeter" (I wanted to improve)*
- ◆ *"Financial assistance coming from a disadvantaged area managed to study"*
- ◆ *"Geniet wat ek doen, nadatt ek klaar was met hierdie program het ek begin met my tweede program" (I enjoy what I do. After finishing this programme, I started with my second programme)*
- ◆ *"I was able to finish my Diploma in Agriculture with the help of this programme"*
- ◆ *"I was unemployed when I enrolled to the program, the program gave me an opportunity to further my studies and knowledge. With the stipend they provided me with I could provide for my family while focusing on my studies"*
- ◆ *"It was a big change and a difference in my life"*
- ◆ *"I've learnt how to work under pressure"*
- ◆ *"Learn a lot, experience in things I never knew"*
- ◆ *"Learned a lot of agriculture"*
- ◆ *"Motivation to further studies"*
- ◆ *"My interest in agriculture grew very fast"*
- ◆ *"Not much changed perspective"*
- ◆ *"Nothing"*
- ◆ *"Om baie te leer en mekaar aan te moedig en te motiveer" (To learn a lot, and encourage and motivate each other)*
- ◆ *"Om 'n vaste werk te kry" (To get a permanent job)*
- ◆ *"To work with people. Team work"*
- ◆ *"Understanding the broadness of the agriculture sector. Realisation of the career choice was that the right one"*
- ◆ *"Was good for gaining experience, got a diploma"*

Do you know what opportunities are available for young people in the agriculture sector?

Responses include:

- ◆ *"A lot of opportunities, if they are willing"*
- ◆ *"A lot of opportunities for young people"*
- ◆ *"Baie suksesvol wanneer jy baie daarmee maak" (Very successful when you do a lot with it)*
- ◆ *"Daar is baie geleenthede, die maniere van werk is nie van toepassing vir ons as studente nie" (There are many opportunities. The various jobs not applicable to us as students)*
- ◆ *"Daar is 'n loopbaan daar in" (There is a career in agriculture)*
- ◆ *"Dit kan baie mense se lewe verander" (It can change a lot of people's lives)*
- ◆ *"Dit is beperk, maar nie almal weet daar is geleenthede beskikbaar nie" (It is limited, but not everyone knows that there are opportunities available)*
- ◆ *"Dit sal baie jongmense help" (It will help a lot of youth)*
- ◆ *"Ek sien nie geleenthede nie" (I don't see opportunities)*
- ◆ *"Geleenthede is maar skaars vir mense met skill training" (Opportunities are scarce for people with skills training)*
- ◆ *"I don't know"*
- ◆ *"Iets wat met 2 hande gergryp moet word deur jongmense ek sien dat as positief"*
- ◆ *"Kan baie leer van die landbou" (Can learn a lot about agriculture)*
- ◆ *"Natuurlik die geleenthede is daar" (Of course, the opportunities are there)*
- ◆ *"Nie almal hou daarvan nier, maar ek sien dit as positief, dit kan deure oop maak vir mense" (Not everyone likes it, but I see it as positive, it can open doors for you)*
- ◆ *"No"*
- ◆ *"Not really"*
- ◆ *"There is a lot of opportunities for young people, they were a great opportunity for me"*
- ◆ *"There are a lot of opportunities, there are people who are part of it"*
- ◆ *"There is lots of opportunities available for young people. The department offers internship programs and after completing the studies the department considers students for possible placements"*
- ◆ *"Yes"*
- ◆ *"Yes, but young people are unsure to study agriculture and at the end they are unemployed or are doing hard labour"*
- ◆ *"Yes there are many opportunities, not only farming, accounting, engineers, there are broad opportunities"*
- ◆ *"Yes there are more opportunities for people"*

What would you say are the key successes of the APFYD Project?

The skills development and training component, including the opportunity for further studies and bursaries, has been identified as the most significant success of the APFYD project. This is closely followed by exposure to agriculture and the work environment (26%). Respondents also indicated that opportunities for personal growth and development, and the motivation to succeed, is a key success of the programme (16%).

Table 3.9: Key successes of the APFYD Project

	Number	%
Skills development & training component/ Allowing further studies/ bursaries	14	32.6%
Exposure to agriculture and work environment	11	25.6%
Opportunities for personal growth and development/ motivation to succeed	7	16.3%
Programme design, working with- and support from the Department	4	9.3%
Mentorship	2	4.7%
Going to campus	1	2.3%
Fun and exciting	2	4.7%
Ability to improve livelihood/ better future	2	4.7%
Total	43	100.0%

Responses include:

- ◆ "The many courses we have done"
- ◆ "Allowing youth to go study further"
- ◆ "Baie geleer oor landbou" (Learned a lot about agriculture)
- ◆ "Baie geleer uit die program" (Learned a lot through the programme)
- ◆ "Baie uitgegaan, baie lekker op kampus" (Went out a lot, is very nice on campus)
- ◆ "Building confidence and working with different parts of agricultural components"
- ◆ "Die blootstelling in die landbou sektor" (The exposure in the agricultural sector)
- ◆ "Die program gee jou breë visie van wat jy kan bekom. Hulle kleur die groot prent vir die wat jou sal inspireer" (The program gives you a broad vision of what you can acquire. They colour the big picture for those who will inspire you)
- ◆ "Dit motiveer my en dit sal so maak vir die ander mense" (It motivates me, and it will do the same for other people)
- ◆ "Dit was 'n goeie geleentheid vir my" (It was a good opportunity for me)
- ◆ "Dit was uitstekend vir die jongmense" (It was excellent for the youth)

- ◆ *“Ek het baie geleer en wil in die landbou bedryf wees” (I learned a lot and want to be in the agricultural industry)*
- ◆ *“Ek het kans gekry om iets te doen met my lewe” (I received an opportunity to do something with my life)*
- ◆ *“Every day is a learning day”*
- ◆ *“It assisted me with completing my studies”*
- ◆ *“It was inclusive of everyone from different backgrounds (rich or poor)”*
- ◆ *“Taught us, we grew a lot”*
- ◆ *“Leer verskillende mense en om as ‘n span te werk” (Get to know different people and learn how to work as a team)*
- ◆ *“Lots of preparation”*
- ◆ *“Mense meer bewus te maak van landbou” (Making people more aware of agriculture)*
- ◆ *“Mentors het jou onder hul vlerke geneem, gee jou perpektief” (Mentors took you under their wings, it gives you perspective)*
- ◆ *“Om kans te kry om te leer” (To get the opportunity to learn)*
- ◆ *“Om te kan leer” (To learn)*
- ◆ *“Ons het baie geleer, baie uitgegaan en baie ander mense ontmoet” (We learned a lot, went out a lot and met a lot of people)*
- ◆ *“Opwindend” (Exciting)*
- ◆ *“Patience with participants”*
- ◆ *“People will be able to improve their livelihood. People will be able to understand more about the agriculture sector”*
- ◆ *“Personally, they were able to fund your studies”*
- ◆ *“Quality courses provided (that are recognised in many places)”*
- ◆ *“Successful students in studying”*
- ◆ *“The introduction of bursaries to rural children”*
- ◆ *“The program opens doors, it gives opportunities to work further to contribute in the knowledge frontier”*
- ◆ *“Their intake of graduate interns to gain exposure”*
- ◆ *“They are doing a good job”*
- ◆ *“This programme creates a better future for the youth”*

What would you say are the key failures of the APFYD Project?

Many of the respondents (38%) indicated that the APFYD project had no failures. While 19% of the respondents identified issues and concerns with Departmental communication and

processes as one of the key failures of the programme, and 16% of the respondents identified the fact that they struggle to find work after completing the programme as a key failure.

Table 3.10: APFYD Project Survey Responses - Key Failures

Key failures	Number	%
No failure	12	38%
Struggle to find work after completing the programme	5	16%
Issues and concerns with Departmental communication and processes	6	19%
Issues and struggles with the farm work	3	9%
Coursework quality can be improved	1	3%
Department not providing support after completing the programme	3	9%
Lack of commitment from a mentor	1	3%
Placement at a relevant mentor	1	3%
Total	32	100%

Responses include:

- ◆ *“As mens klaar is met die program sukkel mens om werk te vind”*
- ◆ *“Die ure en vir my wat ashma het, was die 'chemicals' te sterk, maar verder het ek dit geniet”*
- ◆ *“Favouritism”*
- ◆ *“Hulle het gese hulle gaan self werke voorsien, maar dit het nie gebeur”*
- ◆ *“In die reen gewerk”*
- ◆ *“In terms of competition with other students who have done or have more modules, the curriculum should be at par with other institutions”*
- ◆ *“Lack of communication between the department and yourself”*
- ◆ *“Lacking in providing internships /more opportunities. Youth have to fend for themselves”*
- ◆ *“Mentor was nooit daar nie en werk was vir ons gegee wat nie deur die program behels word nie”*
- ◆ *“Om nie te werk nie”*
- ◆ *“Only in processes, just the nature of the department”*
- ◆ *“Placement with the correct employer to do what you studied”*
- ◆ *“Poor management”*
- ◆ *“Their mentorship, was requested to do stuff but those things won't be followed up for the whole year”*
- ◆ *“Their time lag in employing graduates and the frequent communications between application and appointment”*
- ◆ *“There were no failures and it was awesome”*

- ◆ *“Weereens die werk. Ons as studente moes harder werk as die plaaswerkers”*
- ◆ *“Youth are unsure about employment in the future, the programme must make it clear that you as the youth will have a job in agriculture in future”*

How can the APFYD project be improved?

Many of the respondents (30%) indicated that the APFYD project could be improved by providing more support after completion of the programme. Other recommendations include enhancing awareness of the programme and supporting more people (20%) and providing more courses and skills development opportunities (10%).

Table 3.11: APFYD Project Responses – Improvements

	Number	%
Increase stipend	3	8%
More support after completion of programme (to further studies/ find employment/ mentorship)	12	30%
Provide more courses/ skills development opportunities	4	10%
Improve communication	3	8%
Create a networking platform for agri-graduates	1	3%
Enhance awareness of programme/ Support more people	8	20%
Improve the quality of mentors/ ongoing mentorship throughout the programme	3	8%
Involve beneficiaries/ awareness campaigns	3	8%
Increase Dept. capacity	1	3%
None	2	5%
Total	40	100%

Responses include:

- ◆ *“Provide an allowance to pay for our needs”*
- ◆ *“As die interns klaar is, verwys hulle na poste en om verder te gaan studeer”*
- ◆ *“Bied nog kursusse aan”*
- ◆ *“Communication”*
- ◆ *“Create more jobs for college university students, particularly for those who don't necessarily have experience”*
- ◆ *“Create more platforms for young agri-graduates where participants can grow and make participation in the YPP programme more accessible”*
- ◆ *“Deur meer met die persone in kontak te kan wees”*
- ◆ *“Elke jaar aanbied vir mense”*
- ◆ *“Get more people involved”*

- ◆ *“Guaranteed placements of students after completing the programme. Appoint mentors to track progress of students as the programme sponsors the students”*
- ◆ *“Hulle kan die kinders bewus maak by die skole”*
- ◆ *“It depends - must appoint good quality mentors and the stipend can be increased”*
- ◆ *“Make sure that the youth of this programme are employed and have a future in agriculture”*
- ◆ *“Meer bewusmaking by skole – by skole omgaan en vir hulle verduidelik van die landbou sektor”*
- ◆ *“Meer kursusse aanbied en meer geleenthede te gee vir jong mense”*
- ◆ *“Meer mense aanstel”*
- ◆ *“Meer mense moet aan landbou deelneem”*
- ◆ *“Meer werksgeleenthede beskikbaar te maak”*
- ◆ *“Meer programme aanbied en werk verskaf”*
- ◆ *“Mentors verbeter en interns motiveer”*
- ◆ *“More youth. Those with experience should do an expo for the department, for young people to see that other young people have been included from/in the programme”*
- ◆ *“Om direk na die program werk te gee”*
- ◆ *“Om mense iets te bied - opleiding by die werk”*
- ◆ *“Om vir almal 'n kans te gee om te studeer”*
- ◆ *“Pay attention to people who need it, and communicate and do follow-ups...”*
- ◆ *“Placement of employment after study”*
- ◆ *“Possible organising a meeting between the student and department and see how students are doing, provide support to students”*
- ◆ *“The more they can take the more it will be successful”*
- ◆ *“The way they operated was good maybe they can increase the stipend for others since prices has increased”*
- ◆ *“They should increase their staff, should be able to reach beneficiaries in other areas”*
- ◆ *“To let more people be aware”*
- ◆ *“To place students early after completion of studies”*
- ◆ *“Verlang meer leer as werk. Ons het baie min geleer by die werksafdeling, ek voel ons het net 20% uit 100% geleer”*

3.4.6 Stakeholder Engagement

Interviews with external host employers revealed that youth development programmes, such as the APFYD project, is necessary to attract young people into the agriculture industry and that basic agriculture skills development is essential. Host employers highlighted that attitude and willingness to learn is essential for the success of the beneficiaries – most had a very positive experience but in some cases host employers had challenges. The host employers understand

the importance of programmes such as the APFYD project and most indicated that the benefits of the programme for the youth are worth the effort that they have to put in and that they will gladly continue their relationship with the WCDoA and the programme.

The primary challenge external host employers experienced is that the hierarchy on the farm is relatively horizontal and interns on the farm therefore only could do general agricultural work in most cases. The interns do not have the interpersonal skills to be supervisors on the farm, and there is not necessarily admin or more managerial work for them to do. In some cases, interns did very well and were promoted, only to resign later, which makes the external host employer despondent for trying to uplift the intern. Other challenges include some uncertainty surrounding administration and disciplinary processes since the WCDoA employs the interns and not the external host employer. External host employers also mentioned that if they had structured activities, they had to do with the intern it will relieve some of the pressure as sometimes it is easier to slot them in with the general workers.

External host employers that had beneficiaries doing a learnership on the farm mentioned that the theoretical skills acquired, coupled with the practical skills obtained while working are contributors to the employability and success of the beneficiary, however, after exiting a learnership, there is still more skills to be acquired and continuous learning is essential.

Summary

According to the respondents, the experience of participating in the APFYD project was mostly positive. If it were not for the APFYD project the beneficiaries would never have had the opportunity to learn and grow – not only did the project provide work experience and contributed to their academic development, it also contributed immensely to their personal development.

The application process, the administration of the project, the project design, the support provided by the WCDoA and the host employer met or exceeded the expectations of beneficiaries in most cases. However, approximately 21.6% of respondents indicated that the administration of the programme was below their expectations while 13.5% indicated that the support provided by the external host employer was below their expectations. The majority of respondents indicated that the programme had a strong positive influence on their understanding of the agriculture sector, their understanding of the WCDoA, and their academic and career development.

Respondents identified the skills development and training component, including opportunities for further studies (learnership) and bursaries, as the most significant success of

the APFYD project. Closely followed by exposure to agriculture and the work environment. Although many of the respondents indicated that the APFYD project had no failures, some of the respondents identified issues and concerns with Departmental communication and processes and the fact that they struggled to find work after completing the programme as some of the key failures.

A large proportion of beneficiaries are currently studying (41.7%) while 30.6% are employed and 27.8% are unemployed. Only 12.5% are not employed in the agriculture sector. Of the unemployed respondents, 40.0% have been unemployed for between 6 months to a year while 20% have been unemployed for more than a year.

External host employers acknowledged the programme is necessary for skills development and to attract young people into the agriculture industry. Most of the hosts had a very positive experience. Some of the challenges experienced were caused by the horizontal hierarchy on the farm and uncertainty regarding administration and disciplinary processes. External hosts emphasised that to be successful, it is essential for the beneficiaries to have a positive attitude and willingness to learn.

3.5 Bursary Programme Respondents

This subsection details the results from the responses of 24 bursary holders

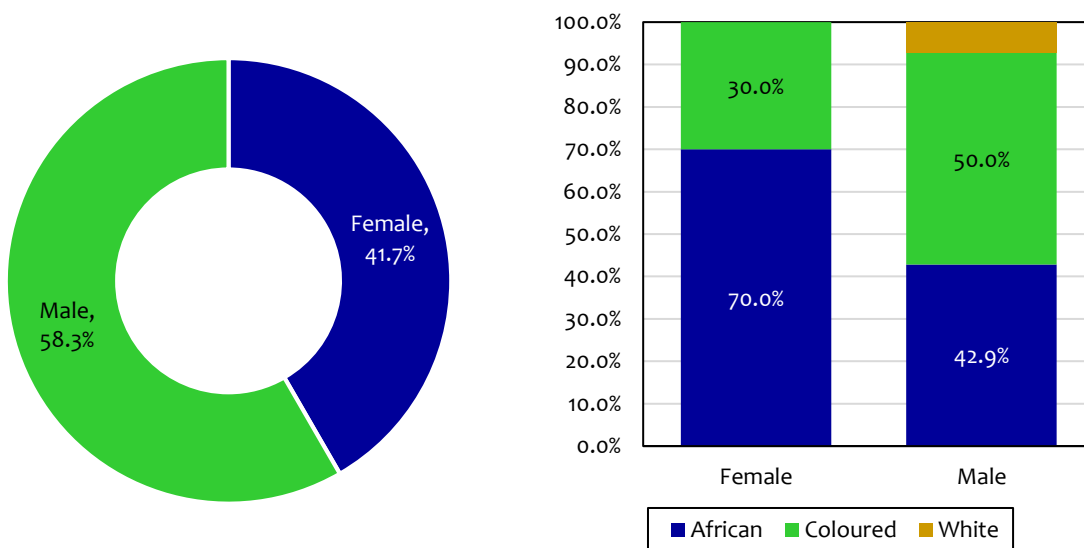
"I acquired a degree which I never thought would happen. I was the top student in my class!"

3.5.1 Profile

This subsection will outline the demographic profile of the Bursary Programme survey respondents. This includes the racial, gender and disability profile, perception of wealth, residential area and whether they are the child of an agri-worker.

Figure 3.29 indicates the gender and racial profile of respondents; 58.3% of the respondents are male and 41.7% are female. In terms of race, approximately 56% of the respondents are African, and 40% are coloured. More specifically, most of the females (70%) are African, while most of the males (50%) are coloured.

Figure 3.29: Bursary Programme Respondents - Racial and Gender Profile



Source: Urban-Econ Bursary Programme Survey, 2018

As illustrated in the Figure below, the majority of the respondents reside in an urban area (54.2%) while 45.8% indicated that they live in a rural area. Additionally, only 4.2% of the respondents are children of agri-workers.

Figure 3.30: Bursary Programme Respondents – Agri-worker Children

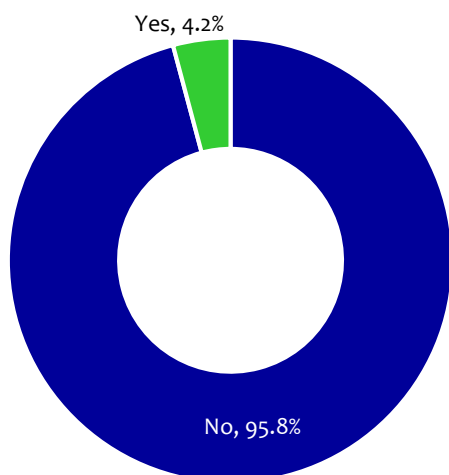
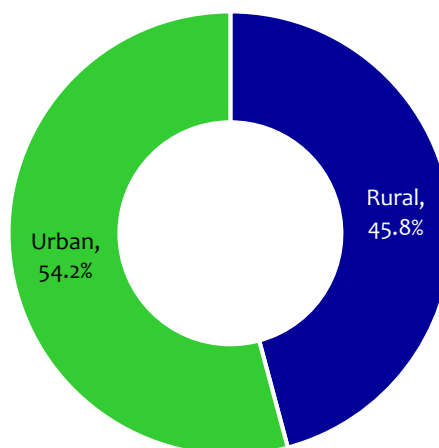


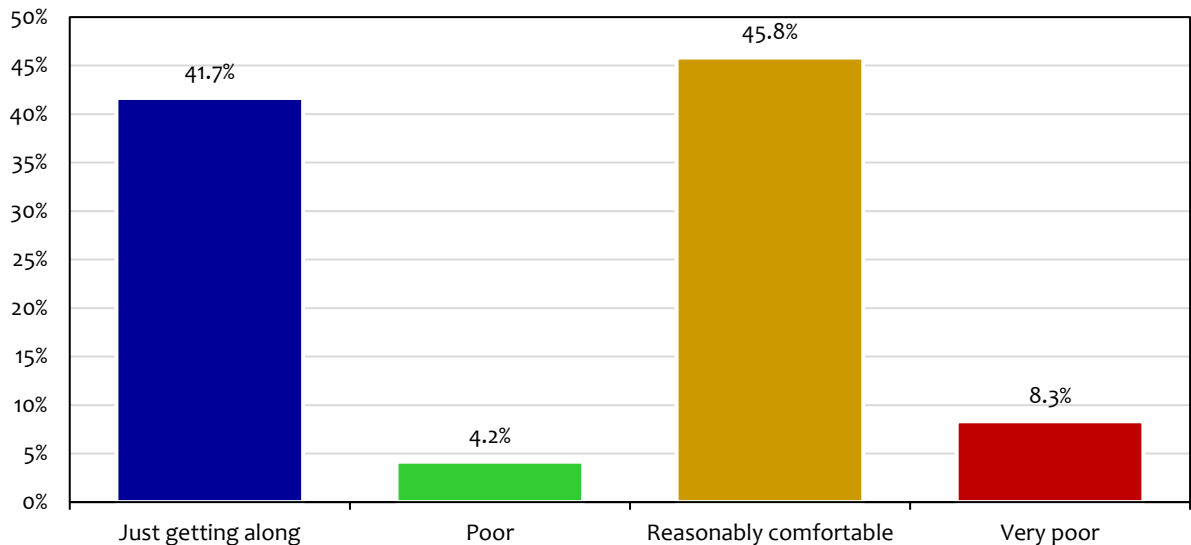
Figure 3.31: Bursary Programme Respondents - Place of Residence



Source: Urban-Econ Bursary Programme Survey, 2018

Figure 3.32 indicates the respondents' perceptions of wealth. The majority of respondents perceive their families to be 'reasonably comfortable' (45.8%) or 'just getting along' (41.7%). Combined, 12.5% of the respondents perceive their families to be 'poor' or 'very poor'.

Figure 3.32: Bursary Programme Respondents - Perceptions of Wealth

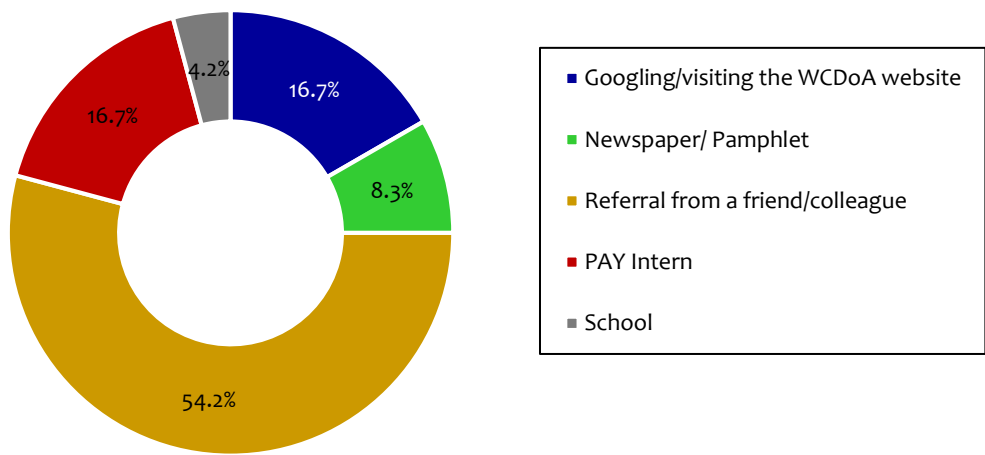


Source: Urban-Econ Bursary Programme Survey, 2018

3.5.2 Participation

The Figure below indicates how the respondents became aware of the Bursary programme. A friend or colleague referred the majority of respondents (54.2%). Followed by 16.7% of the respondents who were informed about the programme by Googling or visiting the WCDoA website, or from being a beneficiary of the PAY project, respectively.

Figure 3.33: Bursary Programme Respondents – Programme Awareness

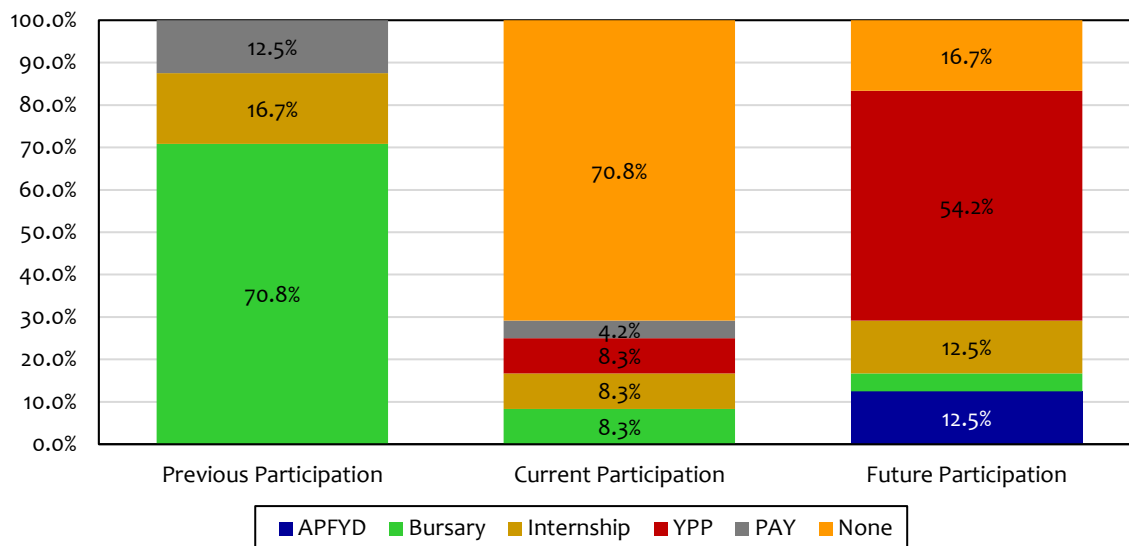


Source: Urban-Econ Bursary Programme Survey, 2018

Respondents were asked if they would like to participate in another programme in future. The majority of respondents (70.8%) are not currently participating in any WCDoA youth

development programme. However, most of the respondents (83.3%) would like to participate in a programme in the future, particularly in the YPP programme (54.2%).

Figure 3.34: Bursary Programme Respondents – Current & Future Participation



Source: Urban-Econ Bursary Programme Survey, 2018

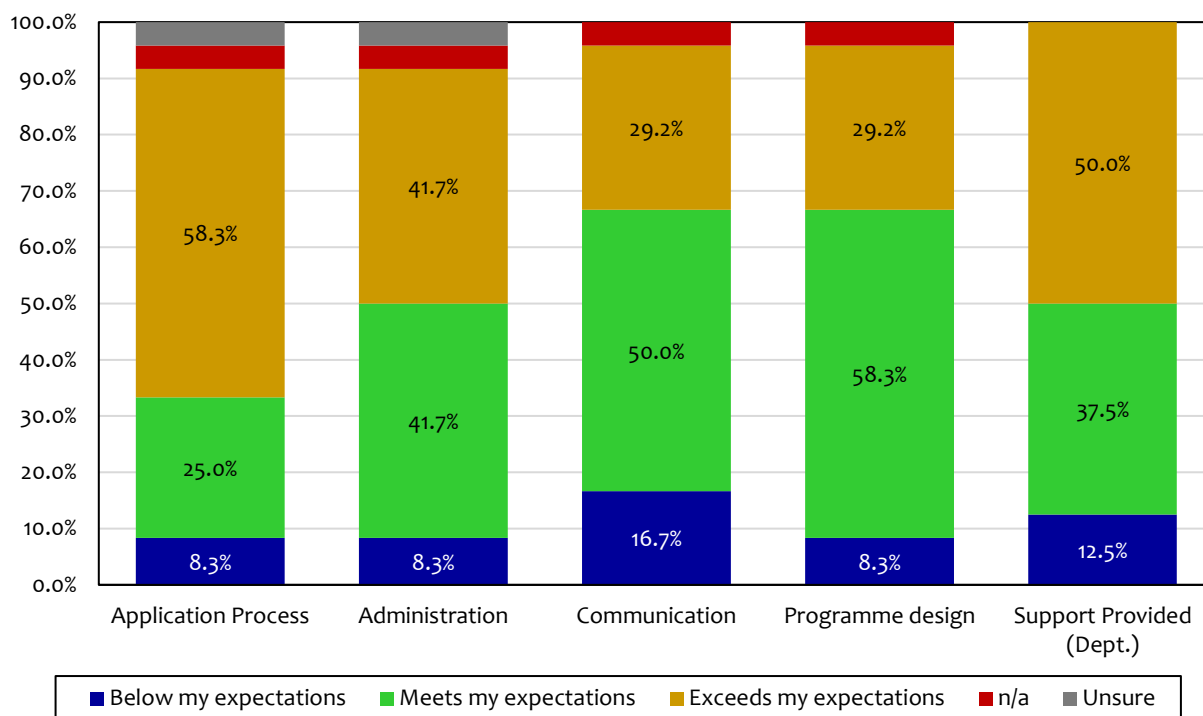
3.5.3 Experience

This subsection will outline the respondents' views on their expectations of the programme as well as the respondents' perception of the influence of the programme on their lives.

3.5.3.1 Expectations

The Figure below indicates the responses relating to the expectations of the Bursary programme relating to the application process, the administration of the programme, the programme design, the support provided by WCDoA staff and the overall impression of the programme.

Figure 3.35: Bursary Programme Respondents – Expectations



Source: Urban-Econ Bursary Programme Survey, 2018

Across all the categories, the majority of respondents indicated that the category met or exceeded their expectations. More specifically, a vast majority of the respondents (83.3%) stated that their overall impression of the Bursary Programme met or exceeded their expectations. Communicating with bursary holders had a higher proportion of respondents reporting that is very their expectations (16.7%), followed by 12.5% of the respondents stated that the support provided was below their expectations, 8.3% who noted that the application process, administration as well as the programme design was below their expectations.

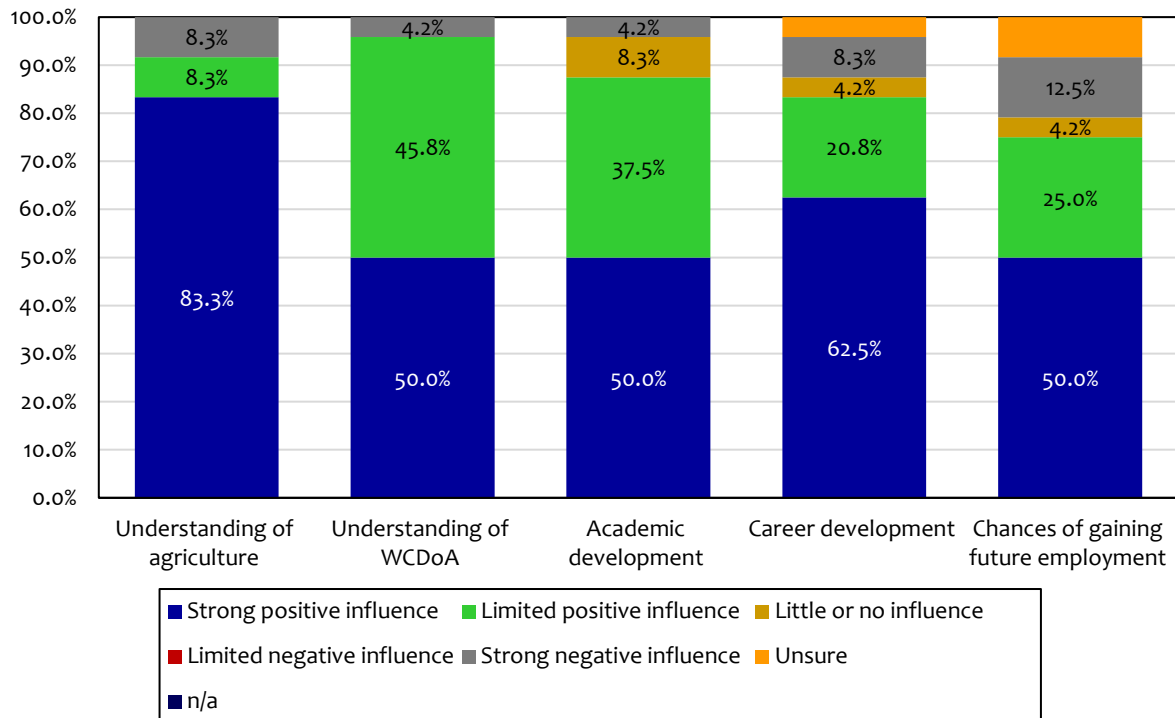
Comments received on this question include:

- ◆ *There really needs to be better and faster turn around times with regards to communicating with students and making funds available to students that qualify for the bursaries. Some students are far away with nothing them they end up waiting months. Really not good for the students.*

3.5.3.2 Influence

The respondents were asked to indicate if the programme had a positive or negative influence on their understanding of agriculture, their understanding of the WCDoA, their academic development, the career development and their chances of gaining future employment.

Figure 3.36: Bursary Programme Respondents - Perceptions of the Influence of the Programme



Source: Urban-Econ Bursary Programme Survey, 2018

As illustrated in the Figure above, most respondents indicated that the Bursary programme had a strong positive influence across all the various categories. Most significantly, 83.3% of the respondents indicated that the programme had a strong positive influence on their understanding of agriculture, and on their career development (62.5%). However, the Bursary programme had a limited positive influence on respondent's understanding of WCDoA (45.8%) and their academic development (37.5%).

Comments received on this question include:

- ◆ "Poor mentorship"

3.5.4 Current Activities

This subsection will detail the respondent's current activities.

As illustrated in Figure 3.37, most of the respondents (50%) are currently studying, while 29.2% of the respondents are unemployed and 20.8% are employed.

If respondents indicated that they are unemployed, they were asked for how long they have been unemployed. The majority of the respondents (57.1%) indicated that they have been unemployed for less than a year, followed by 42.9% who have been unemployed for more than a year.

Figure 3.37: Bursary Programme Respondents - Current Activities

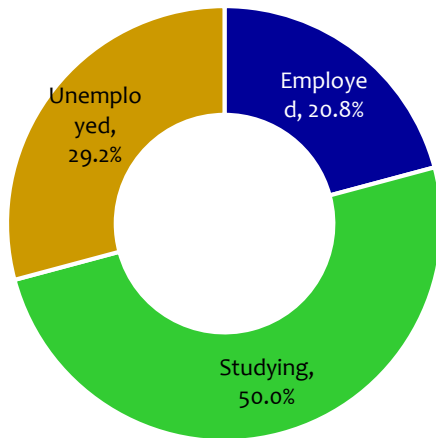
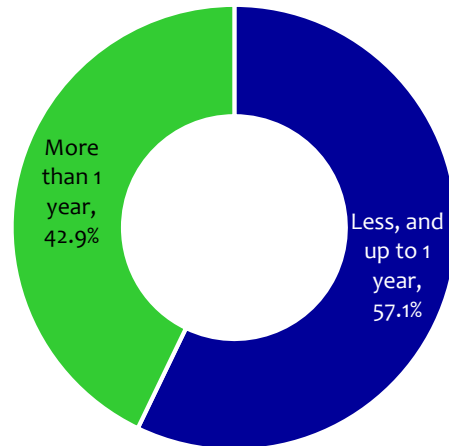


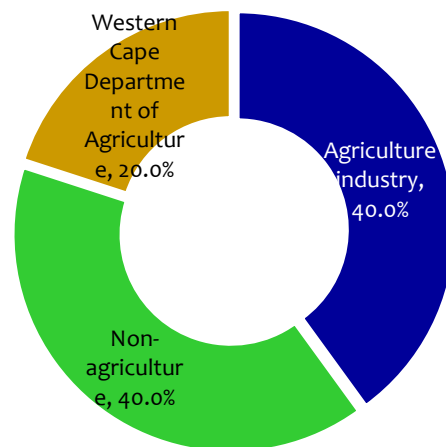
Figure 3.38: Bursary Programme Respondents – Duration of Unemployment



Source: Urban-Econ Bursary Programme Survey, 2018

Respondents were asked if they are employed in the agriculture or non-agriculture industry, or by the WCDoA. Most respondents (40%) are either employed in the agriculture industry or the non-agriculture industry while 20% of the respondents are employed by the WCDoA.

Figure 3.39: Bursary programme survey responses - Sector of Employment



Source: Urban-Econ Bursary Programme Survey, 2018

3.5.5 Key Success and Failures

This subsection provides the responses to the following open-ended questions:

1. What are some of the important changes that have happened in your life as a result of participating in the programme?
2. Do you know what opportunities there are for young people in the agriculture sector?
3. In your opinion, what would you say are the key success of the bursary programme?

4. In your opinion, what would you say are the key failures of the bursary programme?
5. How can the bursary programme be improved?

Where possible, responses were grouped for ease of analysis, but some of the individual responses will be provided for each of the questions.

What are some of the important changes that have happened in your life as a result of participating in the programme?

Many of the respondents (26.7%) indicated that participating in the Bursary programme contributed to their personal development, gave them a better perspective and motivated them. It also contributed to skills development and education (23.3%), as well as career development and employment opportunities (23.3%). However, 13.3% of the respondents indicated that there had been no change as a result of participating in the programme.

Table 3.12: Bursary Programme Survey Responses - Important Changes

	Number	%
Personal Development/ Enhanced Perspective/ Motivation	8	26,7%
Skills Development/ Education	7	23,3%
Employment Opportunities/ Career development/ Exposure	7	23,3%
Financial assistance	1	3,3%
Positive view and knowledge of the agriculture industry	3	10,0%
No Change	4	13,3%
Total	30	100,0%

Source: Urban-Econ Bursary Programme Survey, 2018

Responses include:

- ◆ *“After the programme I fell in love with agriculture”*
- ◆ *“Different ways I look at nature”*
- ◆ *“Experience”*
- ◆ *“Exposure and opportunities”*
- ◆ *“Focusing on both work and studies at the same time”*
- ◆ *“Gained experience”*
- ◆ *“Gaining a bursary and being able to study because of the financial support, has really been one of the hugest helps and changes to my life. Other than that, the fact that I was able to actually first handily experience the processes and things done at WCDoA help me to gain an understanding about the types of jobs I would like to pursue one day”*
- ◆ *“Helped me be more comfortable around people’*

- ◆ *"I acquired a degree which I never thought was going to happen, I was top student in my class"*
- ◆ *"I got to study, got a qualification"*
- ◆ *"I have a good job and am able to contribute to society and animals in a meaningful way"*
- ◆ *"I have grown as a person, and want to explore even further and have a career in agriculture one day"*
- ◆ *"If it wasn't for the department I wouldn't be where I am, it gave me skill development as well"*
- ◆ *"I've gained quite a lot of experience as an intern at the department of agriculture. I have broadened my knowledge and it has made me see things clearer"*
- ◆ *"Knowledge of agriculture"*
- ◆ *"Motivated me"*
- ◆ *"No changes rather than acquiring qualifications"*
- ◆ *"Nothing much"*
- ◆ *"Nothing much than being a general worker"*
- ◆ *"Sal nie my werk kan doen as ek nie die program bygewaan het nie"*
- ◆ *"Self confidence in agriculture, learned to be responsible and gained a lot of experience"*
- ◆ *"Very positive increase, learned a lot"*
- ◆ *"Was more focused on studies and to grow in life"*

Do you know what opportunities there are for young people in the agriculture sector?

- ◆ *"I am aware of some, yes"*
- ◆ *"I don't have much knowledge"*
- ◆ *"I know"*
- ◆ *"I only know about internship and Learnership"*
- ◆ *"No"*
- ◆ *"No, I don't know anything"*
- ◆ *"No not quite yet"*
- ◆ *"No not really"*
- ◆ *"Not yet"*
- ◆ *"Yes"*
- ◆ *"Yes, but there is a lack of opportunities for rural youth"*
- ◆ *"Yes, a lot of opportunities"*
- ◆ *"Yes, giving the workshops to equip them, start farming, providing mentors for them. That's how the Department can fulfil the development of South African citizens, then to*

give them bursary and employ them. That will create more jobs for those who never got an opportunity to further their studies, then to equip and develop individuals”

- ◆ “Yes, internships and bursaries”

What would you say are the key successes of the Bursary programme?

Responses include:

- ◆ “Communication”
- ◆ “Education, motivation and support”
- ◆ “Gives more support to the beneficiaries”
- ◆ “Good exposure, very supportive”
- ◆ “If I had a bursary from the department, I would say much but I was given a loan sugar coated by the word bursary and due to desperation and the fact that I cannot afford to pay for myself I took it. Maybe some who got bursaries will say their opinion in this part. For all I know bursary is a grant, and a grant is not paid back by any means necessary, it's only NSFAS or a loan that has obligations to be paid back. The department of agriculture are supposed to be giving services, not take advantage of the poor and milk the poor”
- ◆ “Income to be able to learn”
- ◆ “It gives students a lot of peace of mind”
- ◆ “It had made me eager to work hard and I'm grateful for the support that has led me to do my final year which I am currently doing and is almost over”
- ◆ “Learning”
- ◆ “Overall youth development and giving those who are not financially able to pay for their studies an opportunity to prove themselves”
- ◆ “People that cannot afford to study, the program opens doors for them”
- ◆ “The ability to study”
- ◆ “The fact that I got payed”
- ◆ “The fact that you study and are exposed in the field of study at the same time says a lot”
- ◆ “The program stays with the student until they qualify in terms of financing the student's studies”
- ◆ “They cover everything”
- ◆ “They see to everything”
- ◆ “They supply you, they develop you, provide for and guide you”
- ◆ “To be fair and square, they cover everything”
- ◆ “To get people interested in agriculture”

What would you say are the key failures of the Bursary programme?

Approximately 33.3% of the respondents indicated that the Bursary programme had no failures. However, 12.5% identified issues and concerns with Departmental communication and processes, as well as the fact that it is a loan and not a bursary, as key failures of the programme.

Table 3.13: Bursary Programme Survey Responses - Key Failures

Key failures	Number	%
No failure	8	33.3%
Struggle to find work after completing the programme	2	8.3%
Issues and concerns with Departmental communication and processes	3	12.5%
Poor ongoing support through the duration of bursary (emotional, life-skills etc.)	2	8.3%
Loan not a bursary	3	12.5%
Department not providing support after completing the programme	1	4.2%
Don't know	2	8.3%
The stipend is not enough	1	4.2%
Transport and travelling to Elsenburg	2	8.3%
Total	24	100%

Responses include:

- ◆ *"Admin mistakes and internship mistakes"*
- ◆ *"Afterwards the department didn't offer job opportunities and language caused problems"*
- ◆ *"All I can say is that they need to constantly check the progress of student to find out if they are still coping"*
- ◆ *"Communication"*
- ◆ *"Is to lie and say loan is bursary, they must state it clear that they are not offering a bursary or grant"*
- ◆ *"It is a loan not a bursary"*
- ◆ *"Lack of communication"*
- ◆ *"Lack of job placements"*
- ◆ *"Most probably maintenance I receive quarterly, because the maintenance is used for transport to campus and is not enough"*
- ◆ *"No support in terms of asking if we are doing fine or if there is any assistance needed in terms of support. Constant communication and help will help us stay motivated through the hard struggle of university"*
- ◆ *"The bursary is a loan they give you that you must pay back"*

- ◆ *"There is no follow up on students after the bursary, if they are working or what they are going to do"*
- ◆ *"Transport is a lot of money that I give out to get there"*
- ◆ *"Travelling"*

How can the bursary programme be improved?

The respondents provided the following recommendations on how the bursary programme can be improved:

- ◆ *"1) Only withdraw when one failed a certain threshold of modules. 2) Enable one to work elsewhere, if they don't offer opportunities on time. 3) Allow one to work for a minimum of 5 years after successful completion of the qualification. 4) Provide a relevant position to the student, by doing so they will be growing their own timber, and the risk of poor procurement will be dealt with and mitigated. The intention is to rationalize resources"*
- ◆ *"Better communication"*
- ◆ *"Better relationship between bursary holders and students"*
- ◆ *"By making sure that the individual is doing what is expected of them and vice versa"*
- ◆ *"Communication between supervisors and the department"*
- ◆ *"Completely be a bursary not a loan"*
- ◆ *"Follow up on students and get involved"*
- ◆ *"I think it's doing great thus far. There just a few things a student needs that the bursary doesn't cover. Overall, I am grateful"*
- ◆ *"I was happy with the programme, I followed my dream"*
- ◆ *"Improvement by providing ads on TV and Radio for exposure"*
- ◆ *"More bursaries must be available for more people to learn to pay back"*
- ◆ *"More communication, better application system for applying for a vacation internship"*
- ◆ *"They don't pay back when a student fails a module, they should give them a second chance to redo it"*
- ◆ *"When a person comes out of university, they must provide you with work"*
- ◆ *"When the student is half way with their studies the process of creating a position for the student in the department should start. So that when the student qualifies, they have a job"*

Summary

Most of the respondents who participated in the Bursary programme had an overall positive experience. They perceive that participating in the programme contributed to their personal development, gave them a better perspective and motivated them.

The majority of respondents indicated that the application process, administration, programme design, the support provided met or exceeded their expectations. However, 12.5% of the respondents stated that the support provided by the Department was below their expectations.

Regarding the influence of the programme; 83.3% of the respondents indicated that the programme had a strong positive influence on their understanding of the agriculture sector, and their career development (62.5%). Half of the respondents also indicated that the programme had a strong positive influence on their understanding of WCDoA, their academic development and chances of gaining future.

The respondents identified the following elements as some of the key successes of the Bursary programme; providing an opportunity for students to learn/study, supportive and the bursary "covers everything". On the other hand, respondents have identified the following elements as some of the key failures; issues and concerns with Departmental communication and processes as well as the fact that it is a loan and not a bursary.

Most of the respondents are currently studying while 29.2% of them are unemployed. Going forward, the majority of the respondents indicated that they would like to participate in a programme again, with a particular interest in the YPP programme.

3.6 Internship Programme Respondents

This subsection details the responses from 24 internship programme beneficiaries.

"Now am able to help my siblings and my mother financially and I can pay for further studies"

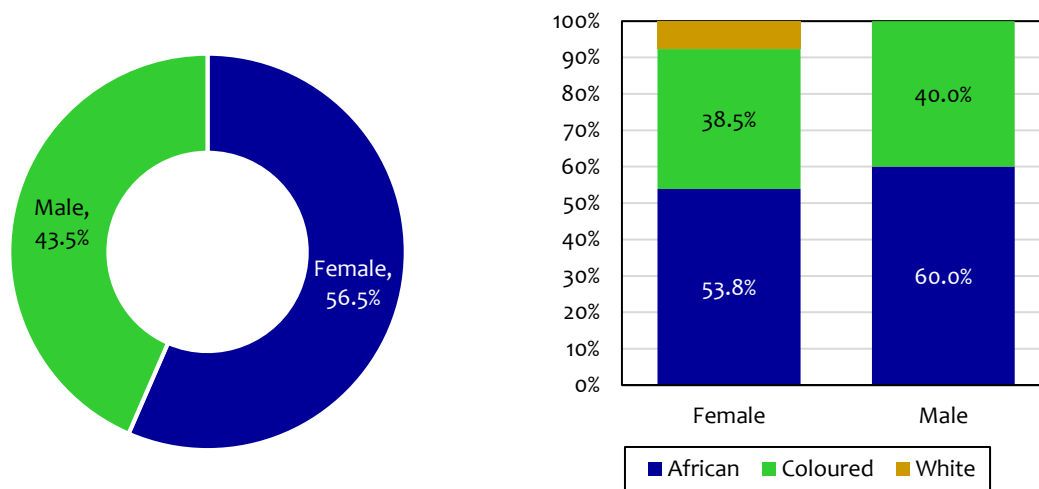
"Ability to provide for my family. Able to save a certain amount every month. Increased working experience. Knowing the do's and don'ts in the workplace. Time management. Self-management"

3.6.1 Profile

This subsection will outline the demographic profile of the Internship programme survey respondents. This includes the racial and gender profile, perception of wealth, residential area and whether they are the child of an agri-worker.

As illustrated in the Figure below, more females (56.5%) responded to the survey than males (43.5%). In terms of race, the majority of the respondents are African (53.8% of the males are African, and 60% of the females are African).

Figure 3.40: Internship Programme Respondents - Racial and Gender Profile



Source: Urban-Econ Internship Programme Survey, 2018

Figure 3.41 and 3.42 indicate the proportion of respondents that reside in rural areas as well as those that are children of agri-workers. The majority of respondents (66.7%) reported that they live in urban areas while 33.3% live in rural areas. Furthermore, most of the respondents (79.2%) are not children of agri-workers.

Figure 3.41: Internship Programme Respondents – Agri-worker Children

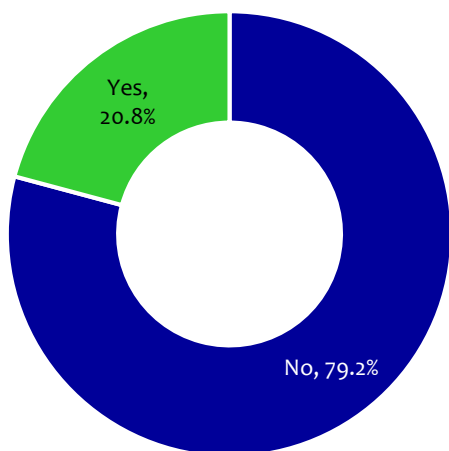
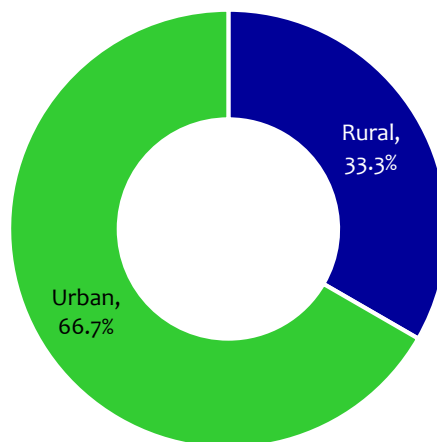


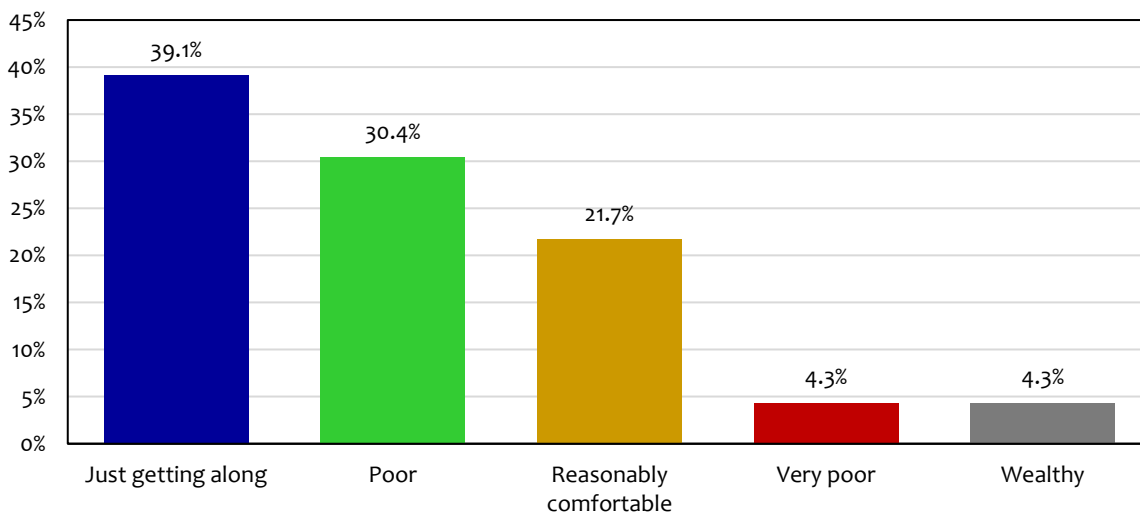
Figure 3.42: Internship Programme Respondents - Place of Residence



Source: Urban-Econ Internship Programme Survey, 2018

When asked about their perceptions of wealth, the majority of the respondents (39.1%) perceive their family to be 'just getting along'. Followed by 30.4% who perceive their families to be 'poor' and 21.7% who perceive their families to be 'reasonably comfortable'.

Figure 3.43: Internship Programme Respondents - Perceptions of Wealth

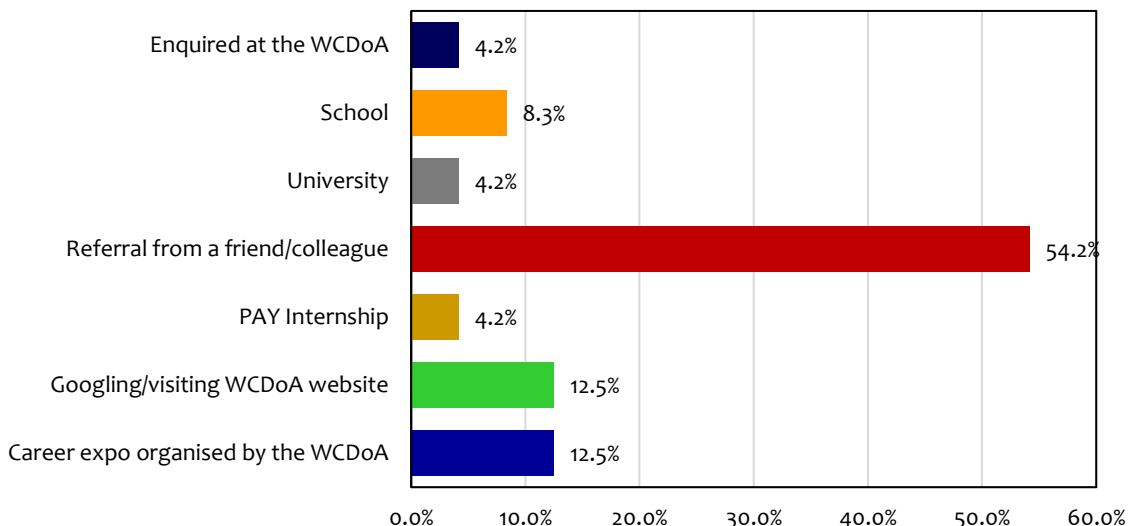


Source: Urban-Econ Internship Programme Survey, 2018

3.6.2 Participation

The Figure below indicates how the respondents became aware of the Internship programme. The majority of the respondents (54.2%) heard about the programme from a friend or colleague. Many of the respondents (12.5%) heard about the programme by either Googling or visiting the WCDoA website, or from a career expo that was organised by the WCDoA, respectively.

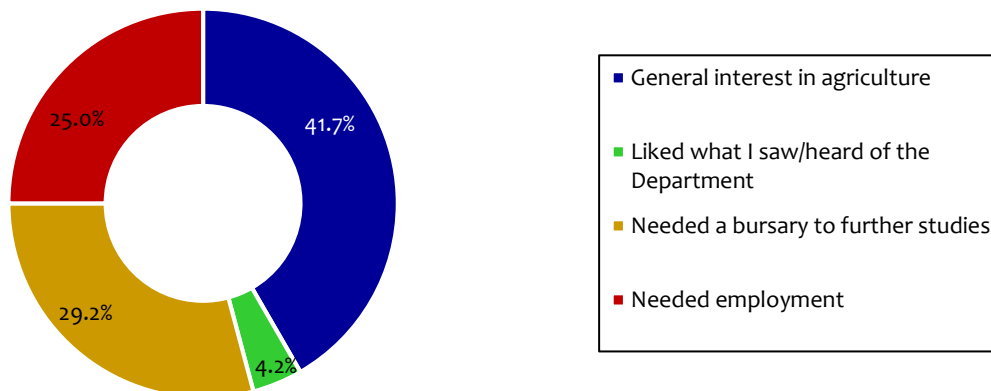
Figure 3.44: Internship Programme Respondents – Programme Awareness



Source: Urban-Econ Internship Programme Survey, 2018

When asked why they applied for the Internship programme, the majority of the respondents (41.7%) identified their general interest in agriculture as the main reason for applying. Followed by 29.9% who applied because they needed a bursary to further their studies and 25.0% who needed employment.

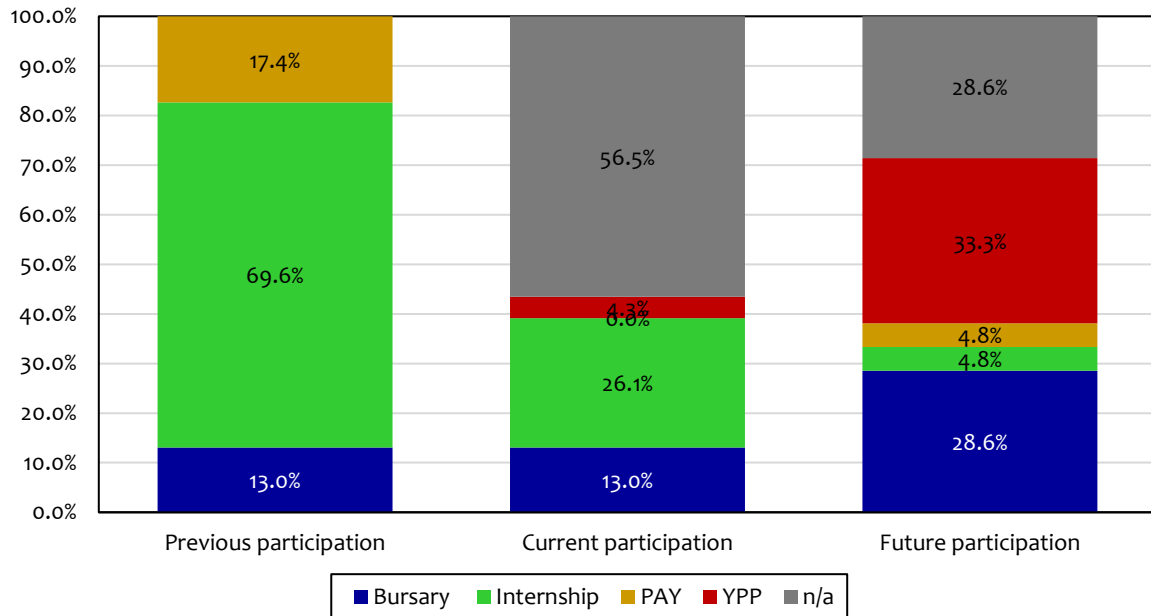
Figure 3.45: Internship Programme Respondents – Reason for Application



Source: Urban-Econ Internship Programme Survey, 2018

Respondents were asked about their previous and current participation in the WCDoA youth development programmes, as well as their interest to participate in a programme in the future.

Figure 3.46: Internship Programme Respondents – Current & Future Participation



Source: Urban-Econ Internship Programme Survey, 2018

A large proportion of respondents (56.5%) are not currently participating in a WCDoA youth development programme. When asked about future participation, 33.1% indicated that they would like to be part of the YPP programme and 28.6% reported that they would want to be part of the Bursary programme.

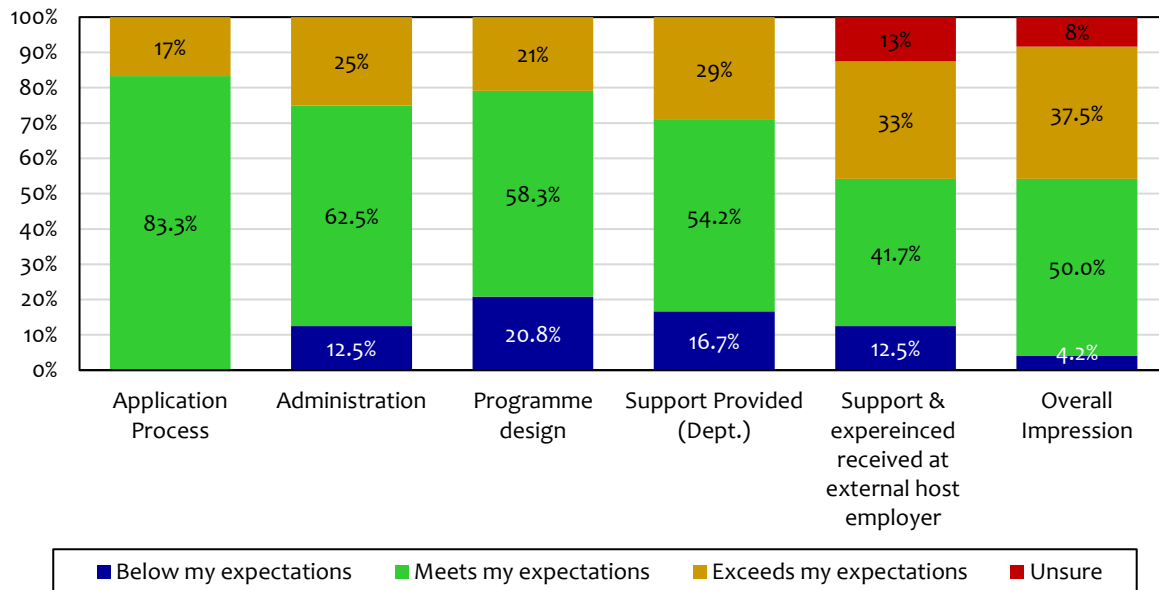
3.6.3 Experience

This subsection will outline the respondent's views on their expectations of the programme as well as the respondents' perception of the influence of the programme on their lives.

3.6.3.1 Expectations

The Figure below indicates the responses relating to the expectations of the Internship programme relating to the application process, the administration of the programme, the programme design, the support provided by WCDoA staff and external host employers, and the overall impression of the programme.

Figure 3.47: Internship Programme Respondents – Expectations



Source: Urban-Econ Internship Programme Survey, 2018

Across all categories, the Internship programme mostly met or exceeded the expectations of the respondents. Categories where some respondents indicated that the experience was below their expectation include the programme design (20.8%), support provided by the department (16.7%) and the external host employer (12.5%), and administration of the programme (12.5%).

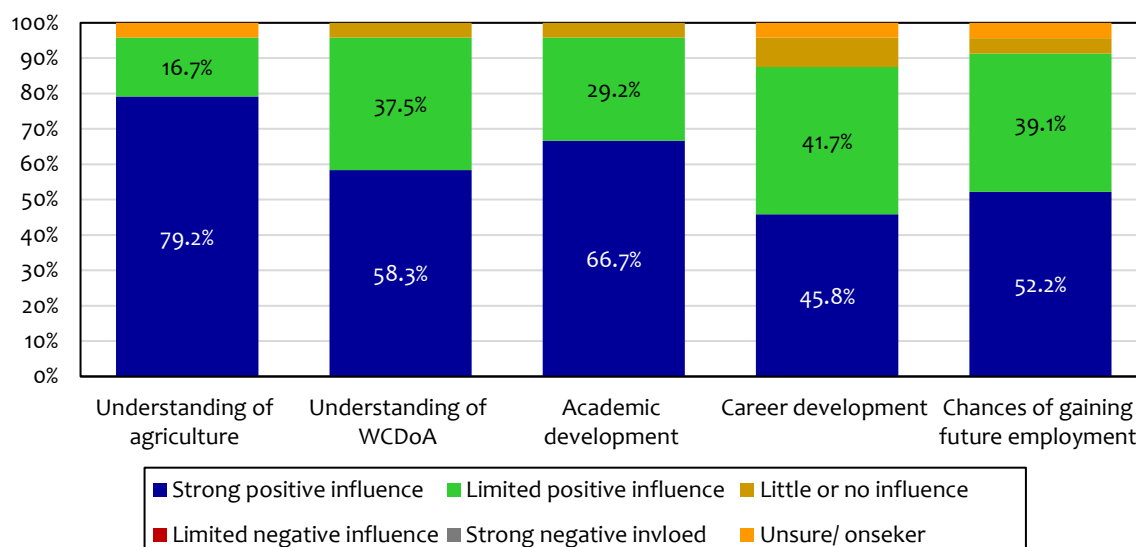
Comments received on this question include:

- ◆ *“It would be very good exposure if we can be introduced to short courses like processing processes”*
- ◆ *“Can do better in terms of organisation. Day to day activities must be clearly stated. At this point in time, the programme lacks these aspects. Ensure that you assign mentors that are willing to assist graduates”*
- ◆ *“The program was perfect in so many ways. I am not regretting the decision that I took”*

3.6.3.2 Influence

The respondents were asked to indicate if the programme had a positive or negative influence on their understanding of agriculture, their understanding of the WCDOA, their academic development, their career development and their chances of gaining future employment.

Figure 3.48: Internship Programme Respondents - Perceptions of the Influence of the Programme



Source: Urban-Econ Internship Programme Survey, 2018

The majority of respondents indicated that the programme had a strong positive influence on their understanding of the agriculture sector (79.2%), their understanding of the WCDoA (58.3%) and their academic development (66.7%).

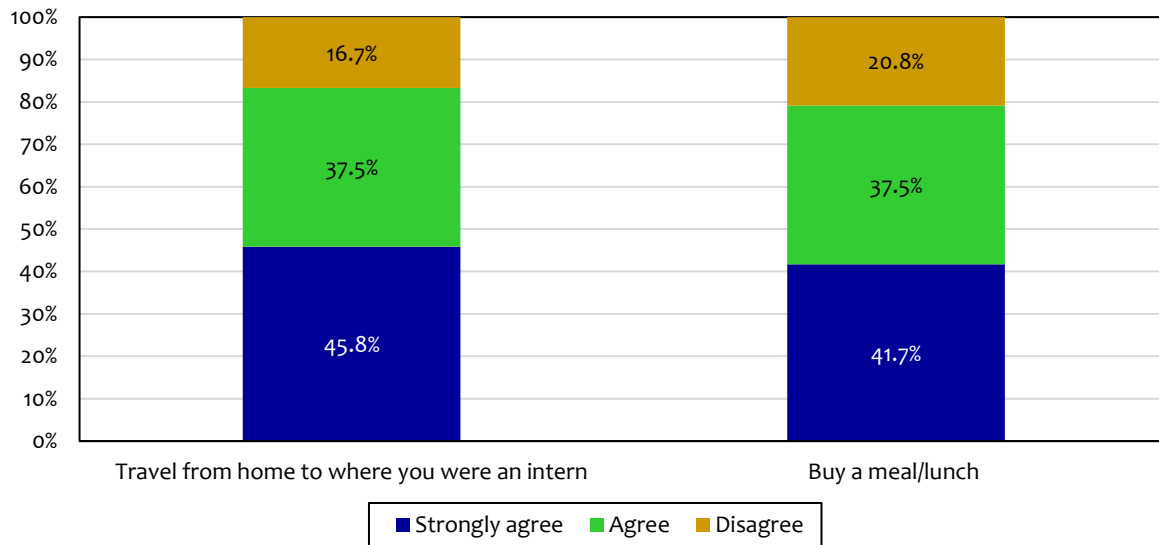
Comments received on this question include:

- ◆ *“As I stated above, the decision of continuing with Agricultural studies I don't regret that. Before being in the program, I thought Agriculture is to get dirty at all times, that's how (through the program) I found out that Agriculture is very broad program”*
- ◆ *“I'm already currently permanently employed at the WCDoA”*

3.6.3.3 Stipend

Internship programme beneficiaries receive a monthly stipend and respondents were asked if the stipend is enough to travel to work and to purchase a meal. The Figure below indicates the responses.

Figure 3.49: Internship Programme Respondents – Stipend



Source: Urban-Econ Internship Programme Survey, 2018

Most of the respondents strongly agree (45.8%) and agree (37.5%) that the stipend is enough to travel to work. Similarly, most of the respondents strongly agree (41.7%) and agree (37.5%) that the stipend is enough to purchase a meal. There are however some students that indicated that the stipend is not enough to travel to work (16.7%) and to buy a meal (20.8%).

Comments received on this question include:

- ◆ *“Since things are now becoming expensive at least if we can get a raise so that we can balance our lives”*
- ◆ *“In 2013 the stipend was good, and even the transport and lunch was affordable. So, I’m not complaining at all”*

3.6.4 Current Activities

This subsection will detail the respondent's current activities. As illustrated in the Figure below, the majority of the respondents (50%) are studying. While 33.3% of the respondents are employed, and 16.7% are unemployed.

The majority of the unemployed respondents (50%), have been unemployed for more than a year while 25% of the respondents have respectively been unemployed since they completed the programme, and between six months and a year.

Figure 3.50: Internship Programme Respondents - Current Activities

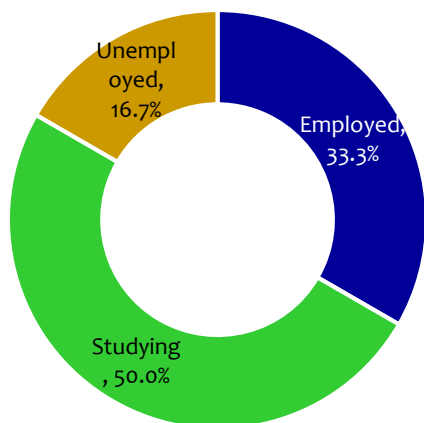


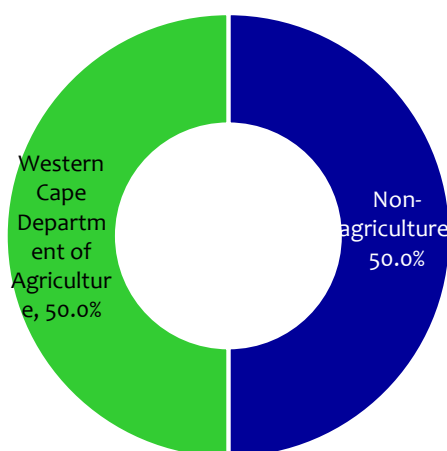
Figure 3.51: Internship Programme Respondents – Duration of Unemployment



Source: Urban-Econ Internship Programme Survey, 2018

If respondents indicated that they are employed, they were asked in which sector they were employed. Half of the respondents are employed in the non-agriculture industry¹⁰, and the other half are employed by the WCDoA.

Figure 3.52: Internship programme survey responses - sector of employment



Source: Urban-Econ Internship Programme Survey, 2018

¹⁰¹⁰ Only 1 respondent who indicated that they were employed in the non-agriculture industry provided an indication of their current position (sales consultant), while other left the current position question blank.

3.6.5 Key Success and Failures

This subsection provides the response to the following open-ended questions:

1. What are some of the important changes that have happened in your life as a result of participating in the programme?
2. Do you know what opportunities there are for young people in the agriculture sector?
3. In your opinion, what would you say are the key success of the bursary programme?
4. In your opinion, what would you say are the key failures of the bursary programme?
5. How can the bursary programme be improved?

Where possible, responses were mostly grouped for ease of analysis, but some of the individual responses will be provided for each of the questions.

What are some of the important changes that have happened in your life as a result of participating in the programme?

Many of the respondents (33%) indicated that participating in the programme contributed to their personal development, gave them a better perspective and motivated them. Respondents also indicated that the programme had a positive impact on their skills and academic development (27.3%), as well as on their career development and work experience (21.2%).

Table 3.14: Internship Programme Survey Responses - Important Changes

	Number	%
Personal Development/ Enhanced Perspective/ Motivation	11	33.3%
Skills Development/ Academic development/ Study opportunity	9	27.3%
Work experience/ Career development/ Exposure	7	21.2%
Financial assistance	4	12.1%
Appreciation for agriculture	2	6.1%
Total	33	100%

Source: Urban-Econ Internship Programme Survey, 2018

Responses include:

- ◆ *“Ability to provide for my family. Able to save a certain amount every month. Increased working experience: knowing the do's and don'ts in the workplace, time management and self-management”*
- ◆ *“Because it helps me help my family and a lot at home”*
- ◆ *“Changed my life for the better”*
- ◆ *“Experience and learn a lot”*

- ◆ *"Gained Quality management skills, Horticultural technician, Managerial skills and many Horticultural greenhouse practical experience"*
- ◆ *"Got my B-TEC"*
- ◆ *"I can do something on my own. Improve my lifestyle on my own"*
- ◆ *"I fell in love with agriculture"*
- ◆ *"I gained a lot of working experience"*
- ◆ *"I gained lots of exposure from the WCDoA as well through my years of studies regarding agriculture. Also personal development"*
- ◆ *"I have been able to get my driver's licence. Paid my outstanding fees"*
- ◆ *"Know how to do administrative work duties and to be responsible"*
- ◆ *"Learned a lot"*
- ◆ *"Motivation"*
- ◆ *"My livelihood has changed, I have been able to put food on the table"*
- ◆ *"Now I am able to help my siblings financially and my mother, and I can pay for my studies further"*
- ◆ *"Obtained valuable experience during the graduate internship and able to augment my knowledge. This has allowed me to grow in my field. Personal growth"*
- ◆ *"Opportunity to study"*
- ◆ *"Personal development accompanied with academic development"*
- ◆ *"Really reaching (turning) my goals into reality"*
- ◆ *"There are so many things that has changed because of getting in to the program helped me to continue with my studies. I had a bursary from the WDoA. So, I appreciate every single opportunity that I had"*
- ◆ *"To be able to study"*

Do you know what opportunities there are for young people in the agriculture sector?

- ◆ *"There are opportunities, but they are rare "*
- ◆ *"No"*
- ◆ *"No, not aware of them"*
- ◆ *"Not really"*
- ◆ *"Scientists"*
- ◆ *"There are certainly opportunities for graduates in the scarce and critical skills side of Agriculture"*
- ◆ *"There are internships for people"*
- ◆ *"Yes"*
- ◆ *"Yes"*
- ◆ *"Yes, I think so"*

- ◆ *"Yes, one can actually work as an Agricultural adviser, work for private companies such as BKB, become a farmer"*
- ◆ *"Yes, there is a lot to learn in agriculture"*
- ◆ *"Yes, there is a graduate internship for 2 years that I know"*
- ◆ *"Yes"*
- ◆ *"You get experience and expand your knowledge"*

What would you say are the key successes of the Internship programme?

Responses include:

- ◆ *"I was able to study and learn more"*
- ◆ *"Better mentors than I had"*
- ◆ *"Communication"*
- ◆ *"Communication. Hard work. Team work and being an intern that can be trusted"*
- ◆ *"Equipping young people with the skills needed in the agricultural sector for employment"*
- ◆ *"Expose students from the industry and gain the understanding of what has been thought in University"*
- ◆ *"Exposure to the working environment in the career you would like to see yourself in"*
- ◆ *"Gained a lot of experience, doing theory and now I am doing practical"*
- ◆ *"Gaining experience in the different agriculture programme(s)"*
- ◆ *"Internship helps us understand what the industry is about. Gives us direction in which to go within the Agricultural industry and learning different people and personalities"*
- ◆ *"It grooms you for the working sector"*
- ◆ *"It was well managed in terms of mentorship. The frequent engagement with the various role players that managed the programme and they were always approachable"*
- ◆ *"Just be clear with your expectations and know what you want in life"*
- ◆ *"Responsibility, honesty, hardworking and love what you are doing"*
- ◆ *"Strong mentorship. Funding for further studies"*
- ◆ *"There is a lot of opportunities, but you need to qualify"*
- ◆ *"They provide work exposure, whereas many employers require work experience"*
- ◆ *"To be able to grow"*
- ◆ *"To be educated"*
- ◆ *"To have learned more of agriculture"*
- ◆ *"To learn"*
- ◆ *"To see what agriculture is all about"*
- ◆ *"To work closely with resourceful people (mentor)"*

What would you say are the key failures of the Internship programme?

Many of the respondents (35.3%) indicated that the Internship programme had no failures. Some of the key failures that were identified include issues and concerns with Departmental communication and processes, lack of commitment from a mentor, and distance to travel to the office.

Table 3.15: Internship Programme Survey Responses - Key Failures

Key Failures	Number	%
No failure	6	35.3%
Struggle to find work after completing a programme	1	5.9%
Issues and concerns with Departmental communication and processes	2	11.8%
Lack of commitment from a mentor	2	11.8%
More admin work than field work	1	5.9%
Distance to travel to the office	2	11.8%
Other	3	18%
Total	17	100%

Responses include:

- ◆ *“Proper work suits for students, as they do more practical work than office work”*
- ◆ *“From my point of view, and I was personally affected, the distance you have to travel to the office”*
- ◆ *“I wouldn't say failure but there was more administration work than field work”*
- ◆ *“Lack of communication. And not interested to get to learn new products and not working hard to achieved what you want”*
- ◆ *“Lack of general interest by the internship participants”*
- ◆ *“Lack of general professional skills. Termination of the internship”*
- ◆ *“Lack of support from the mentors as some believe we (interns) are imposed on them, which makes it difficult to get the required information”*
- ◆ *“Loved the programme”*
- ◆ *“Many graduates who were involved in the internship programme are still unemployed”*
- ◆ *“Mentor”*
- ◆ *“Not vetting properly”*
- ◆ *“The bursary only applies if you want to study agriculture”*

How can the Internship programme be improved?

The main area where intervention is needed is employment after completing the programme; 23.5% of the respondents indicated that the Internship programme could be improved by providing jobs and more support after completion of the programme. Other recommendations include expanding the programme and increasing the stipend.

Table 3.16: Internship Programme Responses – Improvements

	Number	%
More skills development	2	11.8%
Provide jobs after programme/ support to get a job	4	23.5%
Clear structure with goals	1	5.9%
Better feedback on performance	1	5.9%
Expand the programme	3	17.6%
Better communication	1	5.9%
Increase stipend	2	11.8%
Improve support	1	5.9%
Extend the duration of internship	1	5.9%
The balance between field and office work	1	5.9%
Total	17	100%

Responses include:

- ◆ *“Introduce short courses. Help us to achieve our licenses. Create permanent posts - at least 50 percent of us should be employed after this”*
- ◆ *“Outline a clear structure for the program. Give interns real tasks. Give interns feedback. Offer full-time jobs to your best interns”*
- ◆ *“There should be more internship programs for other people”*
- ◆ *“By motivating more students to take part in the programme so that they can study towards an agri-degree. And make sufficient funds available for assistance”*
- ◆ *“Do vetting properly on the interns before employing them”*
- ◆ *“Enhanced information spreading to interns as well as future employment after completing studies”*
- ◆ *“Ensure that mentors know what is expected of them. Stipend can also be better. Visits from time to time is necessary so interns don't feel neglected. There must be budget to ensure that we as interns are capacitated computers, ppe, gg allowances, exposure to symposiums etc,”*
- ◆ *“Extending the graduate internship from 6 months to 12 months”*
- ◆ *“Give us more internships”*

- ◆ *“Going to other schools and learn more of agriculture”*
- ◆ *“Have a better understanding of each other and better communication”*
- ◆ *“Internship must be for a longer period”*
- ◆ *“It must be known in schools”*
- ◆ *“Make sure that after the programme graduates are able to get work opportunities and open their own business”*
- ◆ *“Mentor should expose you to more activities on the farms, because you want to learn”*
- ◆ *“More opportunities to young people”*
- ◆ *“Provide jobs after the internship”*
- ◆ *“Students should be equipped with more managerial experience during the program as they study to become young professionals, not general workers”*
- ◆ *“To provide jobs after the internship”*
- ◆ *“Try to balance office work and field work so that if any participant shows an interest in continuing with the program, they can know what to expect”*

Summary

Many of the respondents indicated that the Internship programme had a positive impact on their personal development, as well as on their skills and academic development, career development and work experience.

Across all categories, the programme mostly met or exceeded the expectations of the respondents. Categories, where some respondents indicated that the experience was below their expectation, include the programme design, support provided by the Department and the external host employer and administration of the programme.

The respondents identified the following elements as some of the key successes of the Internship programme; providing an opportunity to learn, exposure to better understand the agricultural sector and working environment, and mentorship. Although many of the respondents (35.3%) indicated that the programme had no failures, some of the key failures that were identified include; issues and concerns with Departmental communication and processes, lack of commitment from a mentor, and distance to travel to the office.

Many of the students are currently studying while 33.3% of the students are employed. Of which, half are employed in the non-agriculture industry, and the other half are employed by the WCDoA.

3.7 YPP Programme Respondents

This section details the responses from 6 YPP beneficiaries.

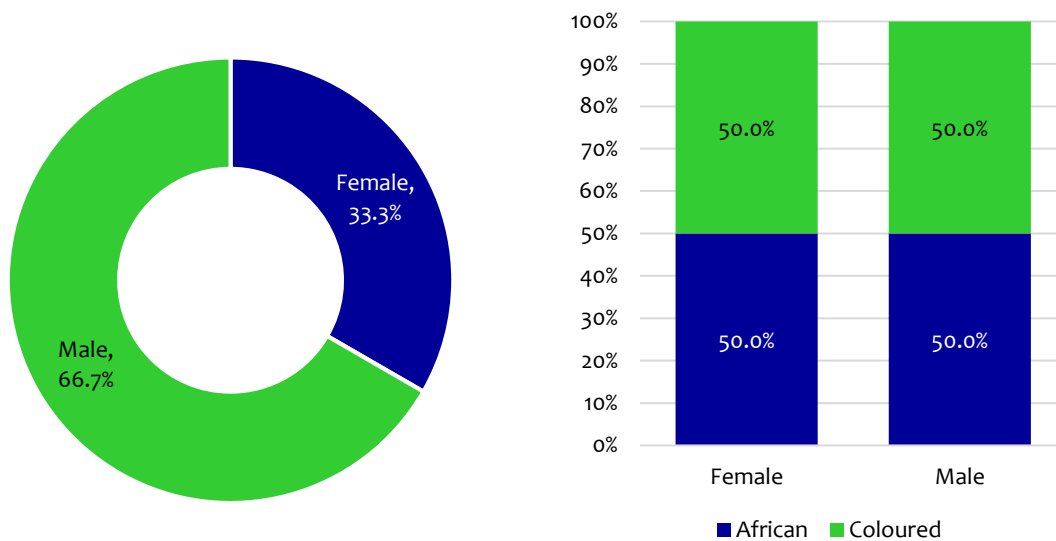
"I have more confidence and am not scared to speak in front of people. I also see the bigger picture when looking at things. My view/perception of the world has changed"

3.7.1 Profile

This subsection will outline the demographic profile of the YPP programme survey respondents. This includes the racial, gender and disability profile, perception of wealth, residential area and whether they are the child of an agri-worker.

Figure 3.53 indicates the gender and racial profile of respondents; 66.7% of the respondents are male, and 33.3% are female. The race distribution of respondents is equal, 50% of the respondents are African, and 50% are coloured.

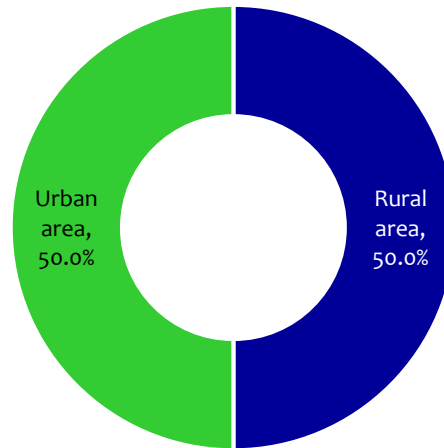
Figure 3.53: YPP Programme Respondents - Racial and Gender Profile



Source: Urban-Econ YPP Programme Survey, 2018

Approximately half of the YPP programme respondents indicated that they are from a rural area. Additionally, none of the respondents are children of agri-workers.

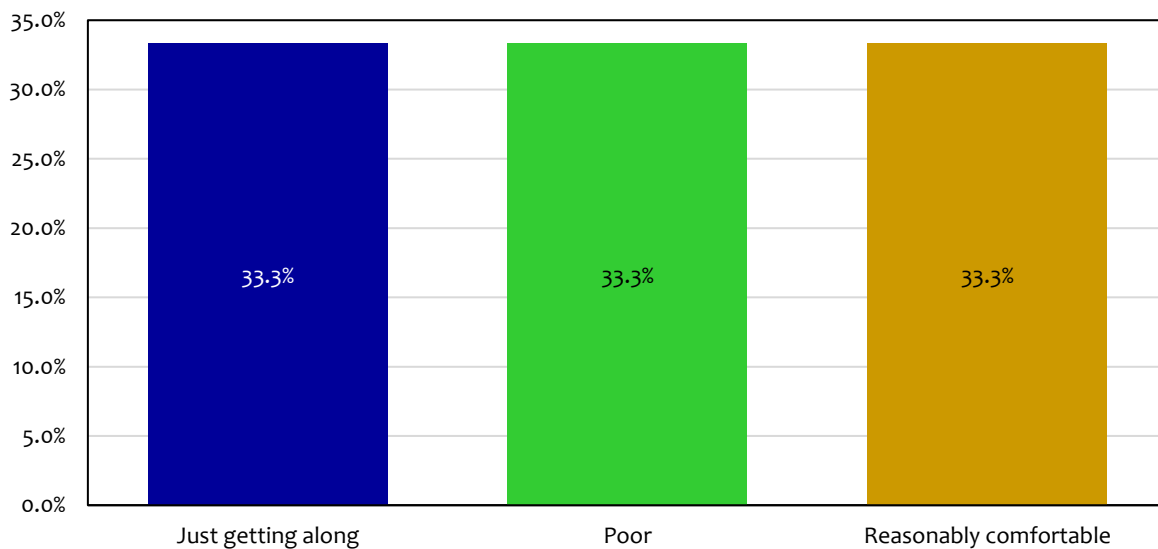
Figure 3.54: YPP Programme Respondents - Place of Residence



Source: Urban-Econ YPP Programme Survey, 2018

As illustrated in Figure 3.55 below, there is an equal distribution in the respondents' perceptions of wealth. The respondents perceive their families either as 'just getting along', 'poor' or 'reasonably comfortable'.

Figure 3.55: YPP Programme Respondents - Perceptions of Wealth

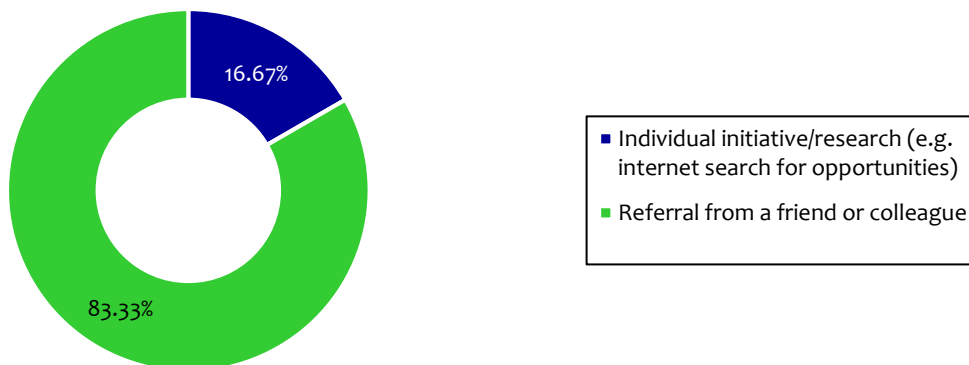


Source: Urban-Econ YPP Programme Survey, 2018

3.7.2 Participation

The Figure below indicates how the respondents became aware of the YPP programme. A friend or colleague referred a vast majority of the respondents (83.33%). While 16.67% of the respondents found out about the programme through individual initiative or research.

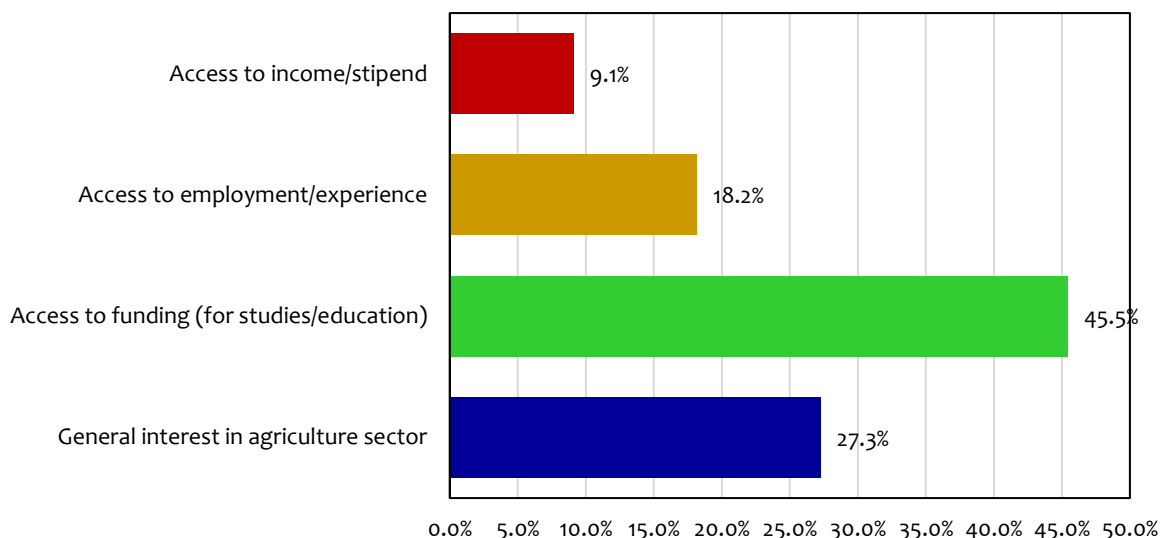
Figure 3.56: YPP Programme Respondents – Programme Awareness



Source: Urban-Econ YPP Programme Survey, 2018

Respondents were asked why they applied for the YPP programme. Most of the respondents (45.5%) indicated that they applied to gain access to funding for their studies. Followed by 27.3% of the respondents who applied because they have a general interest in the agriculture sector and 18.2% applied to gain access to employment and experience.

Figure 3.57: YPP Programme - Reason for Participation



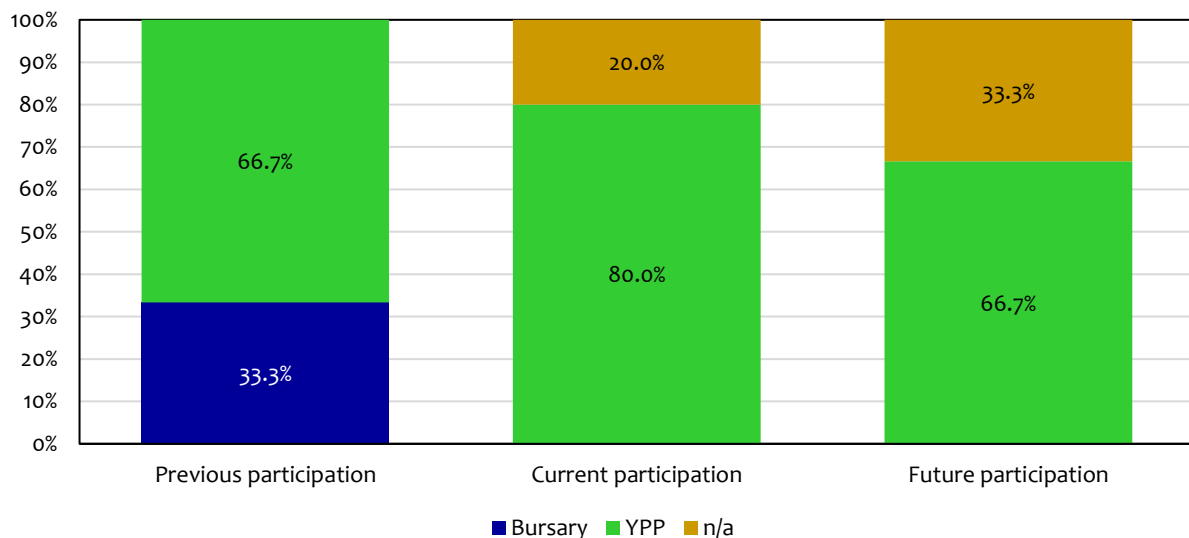
Source: Urban-Econ YPP Programme Survey, 2018

Comments received on this question include:

- ◆ *"It's a valuable sector for our community and nation. To be involved in valuable sectors/industries of our country's economy is of my most interest. There are many challenges and I hope that I may use my unique set of innovative skills and knowledge to provide solutions where I get involved."*
- ◆ *"Love of agriculture"*
- ◆ *"Career opportunities and growth. Bringing new ideas and perspectives to the industry."*
- ◆ *"It was different and seemed exciting at the time"*
- ◆ *"Few black winemakers in the agricultural sector"*

Respondents were asked if they would like to participate in another programme in future. As illustrated in the Figure below, most of the respondents (80%) are currently participating in the YPP programme. Regarding future participation, 66.7% of the respondents would like to continue to participate in the YPP programme again while 33.3% of the respondents would not want to participate in any programme in future.

Figure 3.58: YPP Programme Respondents – Current & Future Participation



Source: Urban-Econ YPP Programme Survey, 2018

'Previous participation' was perceived as being a beneficiary prior to 2018 by respondents, which explains the large proportion of beneficiaries indicating that they previously participated in the YPP programme. Master's studies can span up to 3 years, which also explains the continued interest in the YPP programme.

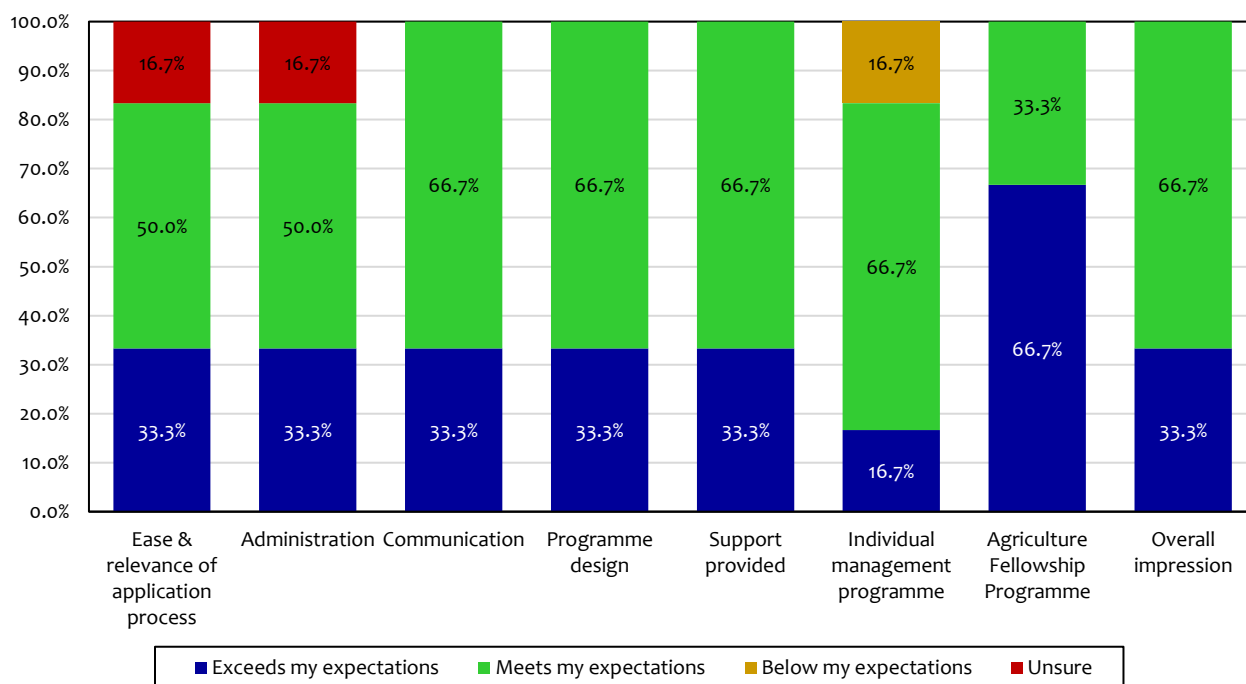
3.7.3 Experience

This subsection will outline the respondent's views on their expectations of the programme as well as the respondents' perception of the influence of the programme on their lives.

3.7.3.1 Expectations

The Figure below indicates the responses relating to the expectations of the YPP programme pertaining to various categories such as the application process, the administration of the programme, communication from the WCDoA, the programme design, the support provided by WCDoA staff and external host employers and the overall impression of the programme.

Figure 3.59: YPP Programme Respondents – Expectations



Source: Urban-Econ YPP Programme Survey, 2018

Across all the categories, the majority of respondents indicated that the category met or exceeded their expectations. Regarding the individual management programme, 16.7% of the respondents stated that it was below their expectations.

Comments received on this question include:

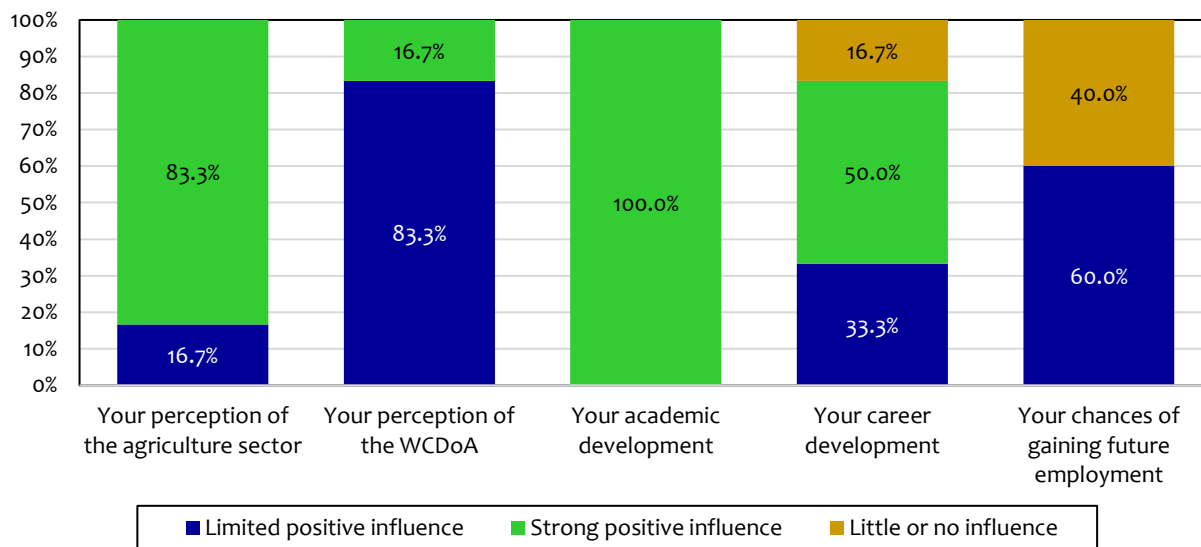
- ◆ “Some of the training courses they didn't do with me, only with the group that was a few years before me”
- ◆ “Renovation of the YPP house”
- ◆ “I have GROWN IMMENSELY due to the programme! Most importantly is the confidence and courage, I have grown to talk with anyone, ask for help when I need

and present myself in a professional manner”

3.7.3.2 Influence

The respondents were asked to indicate if the programme had a positive or negative influence on their understanding of agriculture, their understanding of the WCDoA, their academic development, the career development and their chances of gaining future employment.

Figure 3.60: YPP Programme Respondents - Perceptions of the Influence of the Programme



Source: Urban-Econ YPP Programme Survey, 2018

The YPP programme had a strong positive influence on all of the respondents' academic development and 83.3% of the respondents' perception of the agriculture sector whereas it had a limited positive influence on 83.3% of the respondents' perception of the WCDoA and on 60% of the respondents' chances of gaining future employment. However, some of the respondents indicated that the YPP programme had little or no influence in obtaining future employment (40%) and in their career development (16.7%).

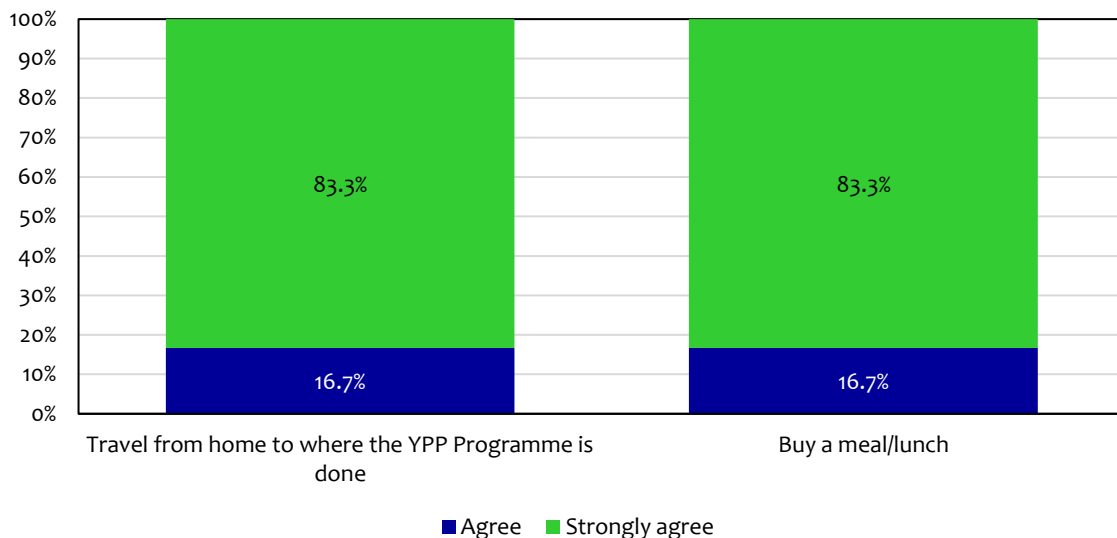
Comments received on this question include:

- ◆ *“In my current position, there is no growth and because I have been part of the YPP colleagues still see me as a student. They also think I was just handed a position”*

3.7.3.3 Stipend

Respondents were asked if the stipend is enough to travel to work and to purchase a meal. As illustrated in the Figure below, the majority of the respondents (83.3%) indicated that the stipend is enough to travel to work and to purchase a meal.

Figure 3.61: YPP Programme Respondents – Stipend



Source: Urban-Econ YPP Programme Survey, 2018

Comments received on this question include:

- ◆ “We were well compensated”
- ◆ “Appreciate the financial assistance”

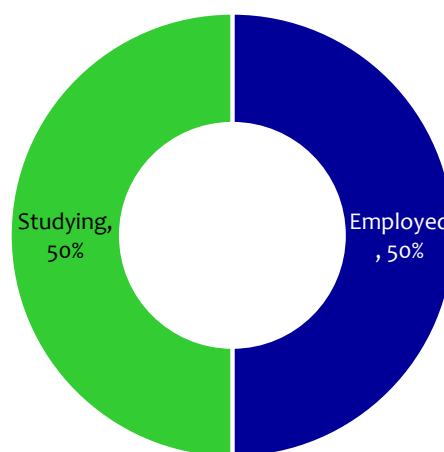
3.7.4 Current Activities

This subsection will detail the respondent’s current activities. Figure 3.62 indicates that half of the respondents are currently studying and that the other half are employed.

The YPP participants that are employed are all employed by the WCDoA in the following careers:

- ◆ Agricultural Economist
- ◆ Wine cellar assistant
- ◆ Specialist scientist

Figure 3.62: YPP Programme Respondents - Current Activities



Source: Urban-Econ YPP Programme Survey, 2018

3.7.5 Key Success and Failures

This subsection provides the response to the following open-ended questions:

1. What are some of the important changes that have happened in your life as a result of participating in the programme?
2. How do you perceive the opportunities that are available for young people in the agriculture sector?
3. In your opinion, what would you say are the key success factors of the YPP programme?
4. In your opinion, what would you say are the key failures of the YPP programme?
5. How can the YPP programme be improved?

What are some of the important changes that have happened in your life as a result of participating in the programme?

Responses include:

- ◆ *"I have more confidence and am not scared to speak in front of people. I also see the bigger picture when looking at things. My view/perception of the world has changed"*
- ◆ *"Been able to travel for the very first time abroad and locally in South Africa"*
- ◆ *"To be able to make good decisions about my life. To have self-confidence. To have opportunities to travel and learn more about other countries' wines"*
- ◆ *"My confidence has been boosted. Fearless. Improved General Perspective. More appreciation for people from different backgrounds. Better team player. Improved reading, comprehension and writing skills. Improved communication and presentation skills. Better networker (I easily start the conversation now, something I use to be scared to do it). Improved understanding of research methods and processes. More familiar with travelling arrangements"*

How do you perceive the opportunities that are available for young people in the agriculture sector?

- ◆ *"Limited"*
- ◆ *"Today, there are more opportunities than when I was busy with my undergrad. Students have choices to study abroad or do exchange programmes. They get more hands-on and technical experience as well"*
- ◆ *"Lot of opportunities in the agricultural sector for young people to choose from. As long they are committed, doors will open"*
- ◆ *"I think in the Western Cape there are loads of opportunities. I believe the department is also doing its best to try and reach out to the young people, but obviously they can't reach to everyone"*

What would you say are the key successes of the YPP programme?

Responses include:

- ◆ *“Build character, help boost confidence, help with networking skills and presentation skills. Enable us to work on our research skills. Enable us to make a contribution towards the agricultural sector”*
- ◆ *“Hosting carrier exposure for schools to show students opportunities in agriculture. Funding the YPP students and supporting them with monetary expenditures related to their degrees”*
- ◆ *“The great supporting personnel managing the programme and the mentors we get allocated to are the key success factors. They are the main pillars.”*

What would you say are the key failures of the YPP programme?

Responses include:

- ◆ *“Not exposing us to the outside agricultural sector (getting the private and public feel for our work environment). Not exposing me to managerial skills or project management. As well as creating a feeling of growth career wise and then after two years it doesn't happen, one starts to feel discouraged and depressed. They get you on a hype and then after the program there is no debrief into the real world, so when starting to work with no growth in the horizon one gets heavily depressed. And all the nice ideas one had to change the agricultural sector goes out by the window. Not all the YPPs start on the same salary scale when we get permanently employed, that also is a bit discouraging. Other colleagues also form their own opinion and ideas about the YPP programme. Ideas like everything was just handed to us and that we didn't work for what we achieved”*
- ◆ *“Lack of good placement for the YPP's”*

How can the YPP Programme be improved?

Responses include:

- ◆ *“More training and prolong the programme”*
- ◆ *“Maybe adding a private sector experience as well (working at a private place for a few months. Gain experience as well). Making sure all the YPPs get the same training (financial, project management as well as managerial skills). Maybe putting a debrief session in place and one or two follow up sessions when students are done with the program. Just to see how they are doing etc. Also, if YPPs are placed within government, that all of them start at the same salary level (the non OSD levels). Trying to remove the stigma about the YPP programme”*
- ◆ *“Good placement of the students according to what they are studying for”*

- ◆ *“Just communicate with candidates, mentors and their academic supervisors. So that everyone understands what is going on with the candidate. I have come across many clashes where I am expected to do something for someone, while I have to do something else for someone else. In the meeting, the YPP managers must explain to the mentor and academic supervisor what the programme for the student looks like and any clashes should be identified early. This is just to put everyone on the same page”*

Summary

The application process, administration of the programme, communication, programme design, support provided, the agriculture fellowship programme, mostly met or exceeded respondents' expectations. Regarding the individual management programme, 16.7% of the respondents indicated that it was below their expectations. Also, the majority of the respondents (83.3%) reported that the stipend is enough to travel to work and to purchase a meal.

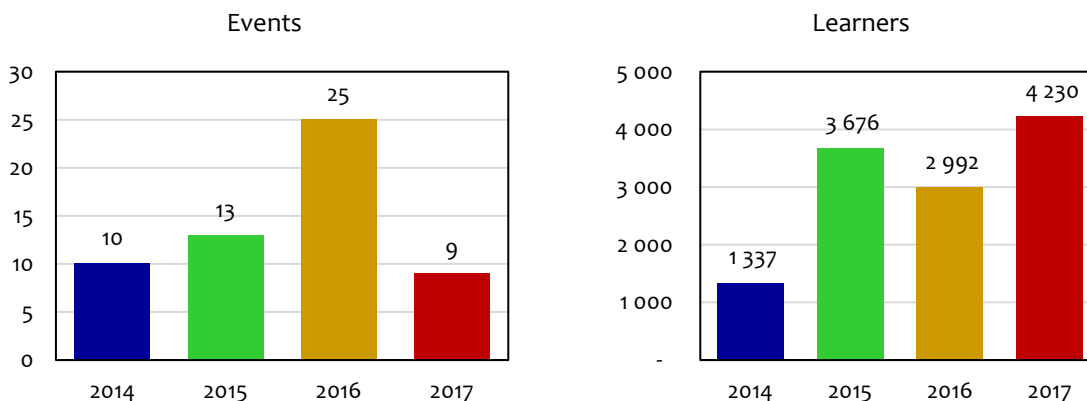
All of the respondents indicated that the YPP programme had a strong positive influence on their academic development and 83.3% indicated that it has a strong positive influence on their perception of the agriculture sector. However, some of the respondents indicated that the programme had little or no influence in gaining future employment (40%) and in their career development (16.7%).

Financial support, mentorship and skills development have been identified as some of the key successes of the YPP programme.

3.8 Career Awareness

The WCDoA hosts and attends a variety of career awareness initiatives annually. The Figure below outlines the number of learners targeted over the evaluation period from 2014 to 2017.

Figure 3.63: Events and Number of Learners at Career Awareness Initiatives



Source: WCDoA, 2018

3.8.1 Attracting Beneficiaries

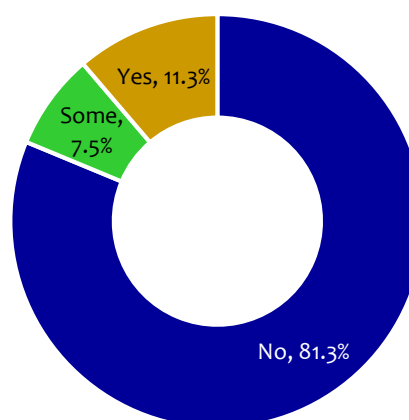
Based on the survey responses, beneficiaries of the APFYD project had the highest proportion of responses indicating that they were made aware of the programme through a WCDoA initiative. The bursary, internship and YPP programme had approximately 25.0%, 20.9% and 27.30% of respondents indicating that they were made aware of the programme through a WCDoA initiative. The majority of respondents, however, indicated that they were made aware of the programmes through friends.

3.8.2 Connect Agri Survey

As highlighted above, the WCDoA hosts and attends various career exhibitions. This subsection details survey responses collected from one such event.

The 80 responses from the Connect Agri expo revealed that before attending the expo, the majority of scholars attending were not aware of the different careers available in the agriculture sector. Many of the respondents indicated that they were under the impression that the only careers available in the agriculture sector were primary crop production.

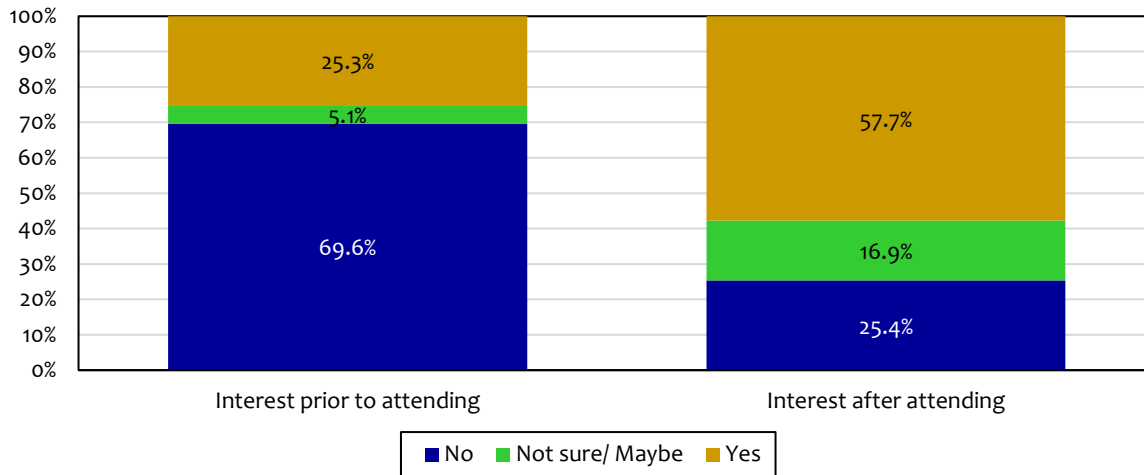
Figure 3.64: Connect Agri Responses - Career Awareness



Source: Urban-Econ Connect Agri Survey, 2018

The Figure below outlines the responses relating to the interest of pursuing a career in agriculture before and after attending the expo.

Figure 3.65: Connect Agri Responses - Career Interest

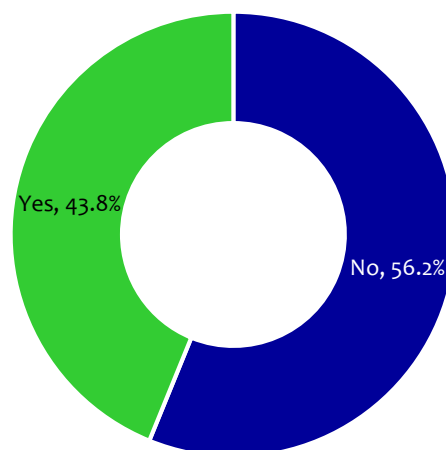


Source: Urban-Econ Connect Agri Survey, 2018

A large proportion of respondents (69.6%) were not interested in a career in agriculture before attending the expo while 25.3% indicated that they had some interest, mainly in veterinary sciences, nature conservation related or winemaking. Most of the respondents (57.7%) stated that they were interested in a career in agriculture after attending the expo. However, 25.4% of the respondents still weren't interested.

Attendees were also asked if they were aware of the various youth development programmes before attending the expo. Some of the respondents (43.8%) indicated that they were aware of some of the youth development programmes, such as the bursary programme, before attending the expo, while 56.2% stated that they were not aware of the various youth development programmes.

Figure 3.66: Connect Agri Responses - Youth Development Programme Awareness



Source: Urban-Econ Connect Agri Survey, 2018

Suggestions from respondents on how the expo can be improved include:

- ◆ *“People should smile more and interact much more”*
- ◆ *“Some of the stands had too little time for visiting and the other had too much time”*
- ◆ *“They should interact more”*
- ◆ *“They should interact more and make it lively and it shouldn't be so demanding”*
- ◆ *“Make it more interesting”*
- ◆ *“The expo is a bit too short and was not informative enough”*
- ◆ *“The expo is actually well planned and managed”*
- ◆ *“Closer to people that can't be there”*
- ◆ *“Provide biodiversity information”*
- ◆ *“Bring to schools. Make schools aware to get more people here”*
- ◆ *“Extend the time at each stand”*
- ◆ *“The expo was good, but most of the exhibitors were tired”*
- ◆ *“It can give us a bit more time”*
- ◆ *“More time spent at each station. Better signal”*
- ◆ *“More visual presentation”*
- ◆ *“More career choices.”*
- ◆ *“Practical examples”*
- ◆ *“More practical examples”*
- ◆ *“More tech”*
- ◆ *“Have more demonstrations and models”*
- ◆ *“Have more models about what they are talking about”*
- ◆ *“Have more demonstrations”*

3.8.3 Stakeholder Engagement

External stakeholders acknowledged the significance of the WCDoA youth development programmes and highlighted the fact that such initiatives can be a good strategy of attracting young people to the sector.

The stakeholders mentioned the importance of explaining and marketing the full agricultural value chain and the different job opportunities within this value chain. This will assist in overcoming the perception that the agriculture industry consists only of primary farming activities, which is not an attractive career for many young people. Some of the main concerns that the external stakeholders mentioned include;

- The delay in exposing young people to the agricultural sector. Skills training programmes focus on secondary school pupils; however, it is essential to expose the youth before they make their subject choices in Grade 10.
- Lack of coordination between industry stakeholders, pertaining to youth skills development and training.

Industry stakeholders have highlighted that technical knowledge, practical skills and 'soft' skills are all equally important to develop the youth and make them employable in the sector.

3.9 Conclusion

Table 3.17: Survey Response Summary

Factor	Description	PAY	APFYD	Bursary	Internship	YPP
Gender	Females	42%	51,40%	41,70%	56,50%	33,30%
Race	PDI	98%	100%	95.8%	95.7%	100%
Area of residence	Rural	38,80%	70,60%	45,80%	33,30%	50%
Family background	Agri-worker children	20%	52,00%	4,20%	20,80%	0%
Perception of wealth	'Poor' & 'Very Poor'	6,10%	28,6%	12,5%	34,7%	33,30%
Programme awareness	Career awareness initiative from WCD0A	2,00%	44,70%	25,0%	20,9%	27,30%
Main Reason for applying	Interested in agriculture	53,10%	65,80%		41,70%	0%
Participation	Not currently a beneficiary	76,90%	29,40%	70,8%	56,50%	20,00%
	Does not plan to be a beneficiary in future	49,00%	21,10%	16,70%	28,60%	33,30%
Overall impression	Met expectations	68%	57,60%	58,30%	50%	66,70%
	Exceeded Expectation	26,00%	36,40%	25,00%	37,50%	33,30%

EVALUATION OF THE YOUTH DEVELOPMENT PROGRAMMES OF THE WCDOA

Factor	Description	PAY	APFYD	Bursary	Internship	YPP
	Category with highest proportion of 'below expectation'	Support provided (18%)	Administration (21,6%)	Support provided (12,5%)	Programme design (20,8%)	Individual management programme (16,7%)
Strong positive influence	Understanding of agriculture sector	67,30%	59,50%	83,30%	79,2%	83,30%
	Chances of gaining future employment	38,00%	42,10%	50%	52,2%	0%
Current activities	Employed	21,40%	30,60%	20,80%	33,30%	50%
	Unemployed	42,90%	27,80%	29,20%	16,70%	0%
	Studying	35,70%	41,70%	50,00%	20,00%	50%
Employment	WCDaA	-	37,50%	20,0%	50,0%	100%
	Agri-industry	6,3%	50,00%	40,0%	0%	-
Key successes		Exposure and work experience	Opportunity to study	Personal development & ability to get a tertiary education	Personal development and skills development opportunities	Personal development Management of programme and mentors
Key constraints		Interpersonal challenges/ negative attitude towards interns	Issues and concerns with Departmental communication and processes &	Issues and concerns with Departmental communication and processes	Issues and concerns with Departmental communication and processes/	Lack of proper placement and not enough exposure to the private sector

EVALUATION OF THE YOUTH DEVELOPMENT PROGRAMMES OF THE WCDOA

Factor	Description	PAY	APFYD	Bursary	Internship	YPP
			struggling to find work after the programme	and having to pay back the bursary	Lack of commitment from mentor & travel to work	
Areas of improvement		Transport provision Making sure interns have actual work to do	More support after completing the programme	Job opportunities after the programme	Provide jobs after the programme and expansion programme to include more interns	More exposure to the private sector

4 Programme Evaluation

4.1 Introduction

This section utilises the information in the previous sections to evaluate the youth development programmes and answer the key questions that formed the basis of the evaluation, including:

1. How can the cluster of youth development programmes be categorised and conceptualised such that they are clearly aligned with key Department Strategic Goals as well as with the developing Provincial Youth Development Strategy?
2. What successes and constraints were experienced in implementing programmes and what strategic and management improvements are necessary to improve performance?
3. What synergies with other Government Departments and other partners were created and should be built on?
4. What gains, in terms of developmental and economic value, were created by investments in youth development projects?

4.2 Categorisation and Conceptualisation

4.2.1 Alignment with Broader Initiatives

The Table below provides an overview in terms of the level of alignment with key national and provincial strategies. A summary of these strategies is provided in the combined Inception and Contextual Overview Report.

Table 4.1: Alignment with National and Provincial Strategies

Strategy	Key Factors/ Objectives	Alignment
National Development Plan	Support for further education, training and development	Yes
	Support for higher education	Yes
	Work integrated learning and experience	Yes
New Growth Path	Agriculture sector as a job creator	Yes
National Youth Policy	Consolidating and integrating youth development in government policies	Yes
	Capacity building of young people	Yes
National Skills Development Strategy	To encourage the linkage of skills development to career paths, career development and promote sustainable employment and work in progress.	Yes
Western Cape Youth Development Strategy	Ensuring that the youth are prepared for work and life	Yes

Strategy	Key Factors/ Objectives	Alignment
	Skills and work intermediation	Yes
Western Cape HCD Strategy	Increase in the number of young people participating and succeeding in post-school studies	Yes

The main objectives of the youth development programmes of the WCDoA are aligned with the key national and strategies relating to youth and skills development.

4.2.2 Internal Categorisation and Conceptualisation

Most youth development programmes originate in Programme 1 (Administration) and Programme 7 (Structured Agricultural Economic Education and Training). However, there are some initiatives aimed at targeting the youth that forms part of other Programmes, such as:

- Programme 2 (Sustainable Resource Management – Engineering Services and LandCare),
- Programme 3 (Farmer Support and Development),
- Programme 5 (Research and Technology Development Services), and
- Programme 6 (Agricultural Economic Services)

The various youth development programmes can be categorised as follows:

Diagram 4.1: Youth Development Initiative Categorisation



1. **Skills development initiatives** – Includes all bursary programmes which enable skills development as well as the structured education and training initiatives. There is some overlap between Programme 1 and Programme 7 in this category, where Programme 1 provides bursaries or learnerships (APFYD) to beneficiaries to further their education at Elsenburg Agricultural Training Institute (EATI) (Programme 7), which also offers bursaries to its students. Programme 5 also has post-graduate bursary holders through the Western Cape Agriculture Research Trust fund. Furthermore, there are various bursary programmes (APFYD, EDI and YPP) within Programme 1.
2. **Career development initiatives** – This includes all programmes where there is practical work experience for beneficiaries (interns and learnerships). Overlaps exist with Programme 1, Programme 2, and Programme 7. Furthermore, there are various internship programmes within Programme 1 (APFYD, PAY, graduate, vacation and student interns) while APFYD and PAY interns also do a learnership (Programme 7) after completing their internship.

3. **Career awareness** – Career awareness programmes include open days on the research farm (administered by Programme 5) for primary school learners, as well as Connect Agri exhibitions. Through the rotational structure, the PAY project (Programme 1) can also be included as career awareness in that the youth who have shown an interest in agriculture by applying to the programme can learn and experience the various career options in the agriculture sector.
4. **Promoting youth involvement in agriculture** – The youth are encouraged to partake in primary agriculture activities through programmes such as Junior LandCare (administered by Programme 2), school gardens and targeted youth support in the CASP, and Ilima Letsema programmes (Programme 3). These activities are a valuable pipeline for attracting the youth to careers in agriculture.

Even though there is some cohesion regarding communication on the various programmes through the HCD Committee, there is a potential for duplication of activities. This will occur if the different programmes are not all administered from one source such as Operational Support Services, or at least an overarching policy is developed which governs youth development initiatives and gives clear direction to the various programmes regarding budget allocation, targets, roles and responsibilities for youth development. If youth development initiatives are grouped as outlined above, targets and reporting can be done for each category which will ensure collective goals for youth development initiatives, even if the activities are not performed by one Programme.

Furthermore, programmes that promote youth involvement in agriculture can be a valuable tool to attract youth to apply for bursaries and internships or attend EATI, thereby securing the agriculture sector workforce for the future. The linkages between such programmes and the skills development and career development initiatives should, therefore, be strengthened.

4.3 Successes and Constraints

4.3.1 Awareness and Career Interest

The career awareness initiatives, such as Connect Agri are valuable tools to inform high school learners about the potential career opportunities in agriculture as well as the support programmes that are available after Grade 12. Many high school learners are under the impression that the agriculture sector is only related to primary agriculture and their perceptions are changed after attending a WCDoA career awareness initiative. Many learners, however, are only interested in the money they can potentially earn in their chosen career, so the main interest in agriculture careers are with veterinary science and winemaking,

as learners are under the impression that these careers will ensure them a high level of income in the future.

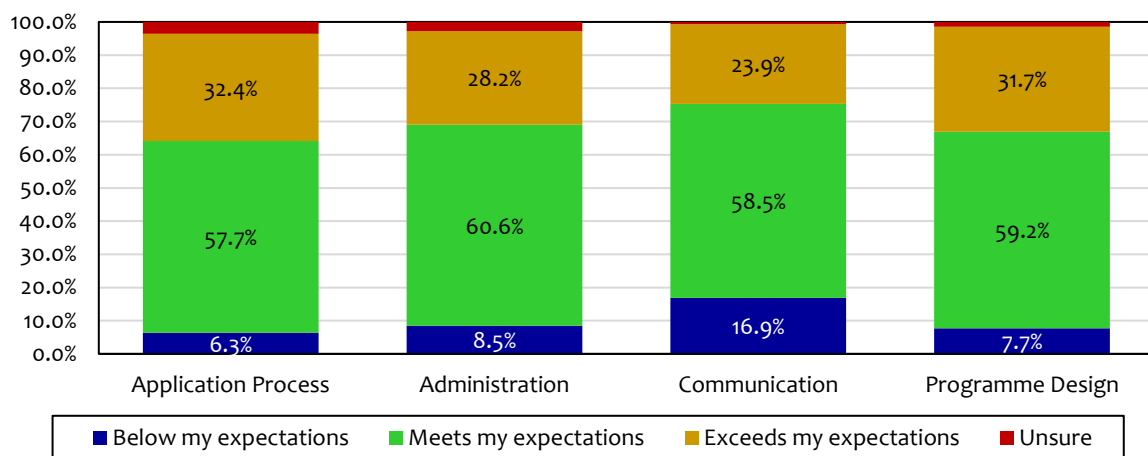
One of the main concerns, as identified in the Literature Review, is the poor pass rates for mathematics and science subjects, which influences the ability to study further in an agriculture or agriculture-related degree. An attempt has been made by the WCDoA to remove this barrier to entry for PAY interns with extra classes. This initiative has had mixed results.

4.3.2 Administration and Communication

The success of the programmes is directly linked to the structure and administration of programmes as well as the communication with all parties involved (external host employers, mentors and beneficiaries). Communication includes not only verbal communication and interactions but also written communication such as notices and schedules.

Based on the survey responses, the application process, administration, communication and programme design met or exceeded the expectations of beneficiaries.

Figure 4.1: Administration and Communication Expectations



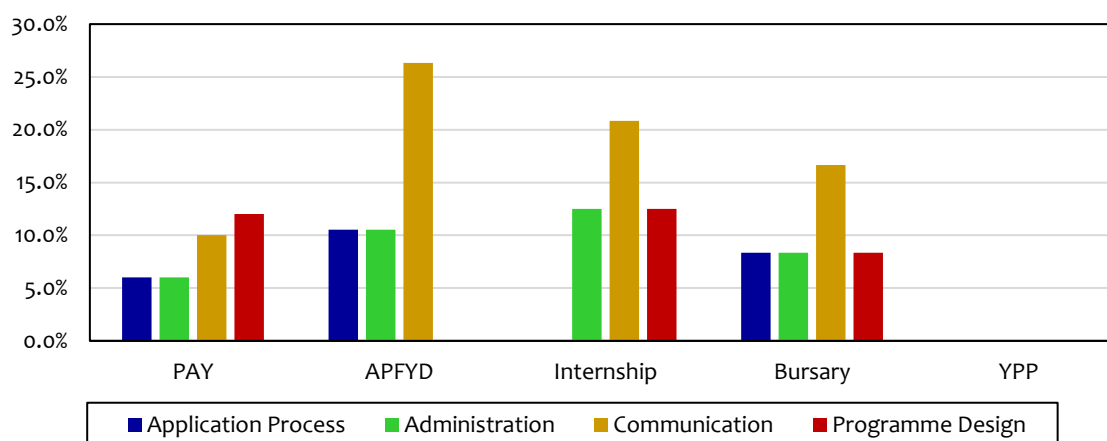
Source: Urban-Econ Beneficiary Surveys, 2018

A higher instance of respondents indicated that communication with beneficiaries was below their expectations while the application process and programme design had a higher proportion of respondents indicating that it exceeded their expectations.

Breakdown of areas that were below expectations

The Figure below provides an analysis according to the different programmes where respondents rated specific components related to administration and communication “below their expectations”.

Figure 4.2: Administration and Communication - Below Expectations



Source: Urban-Econ Beneficiary Surveys, 2018

The Table below further describes the various aspects that were below the expectations of respondents according to the comments from respondents¹¹.

Table 4.2: Administration and Communication - Below Expectations Details

Programme	Aspect	Details
PAY	Communication	There are structures in place, such as quarterly feedback sessions with beneficiaries of the PAY project as well as with mentors, which ensure that there are open channels of communication between all parties involved. However, many of the PAY interns do not always use the available channels and platforms to air grievances. This is also an occurrence in other departments with PAY interns, according to the Department of the Premier. Mentors are also not always clear on where interns are supposed to be, especially when some extra classes or activities are not part of their Programme. This often leads to PAY interns loitering around the office.
	Programme design	The programme design for PAY interns had a higher proportion of respondents indicating that it was below their expectations. This is in line with comments received from respondents that in some Programmes there is no work for them, or work is purely administrative.
APFYD	Communication	For the APFYD, internship and bursary programmes, communication had the highest instance of respondents

¹¹ Many respondents did not outline why an aspect was below their expectations

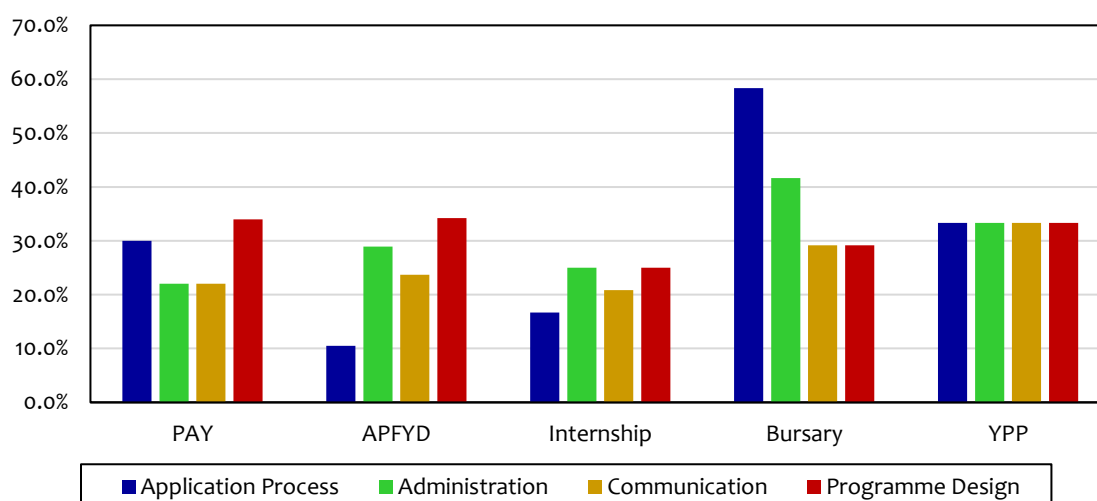
Programme	Aspect	Details
		<p>indicating that it was below their expectations; this can be related to the APFYD interns not working at the Department, and face-to-face communication is not always possible.</p> <p>External host employers have also indicated that they are uncertain at times as to when interns should be working on the farm and when they should be at EATI or the WCDoA for training. Even though there is a schedule available from the WCDoA, the communication of this through to the external host employer may be lacking in some instances.</p>

The YPP programme is the only programme where none of the respondents indicated that the components of administration and communication were below their expectations.

Breakdown of areas that were above expectations

The Figure below provides the detail per programme where administration and communication were above the expectations.

Figure 4.3: Administration and Communication – Exceeding Expectations



Source: Urban-Econ Beneficiary Surveys, 2018

Key strengths of the programmes, where a more substantial relative proportion of respondents indicated that a component was above their expectations, include:

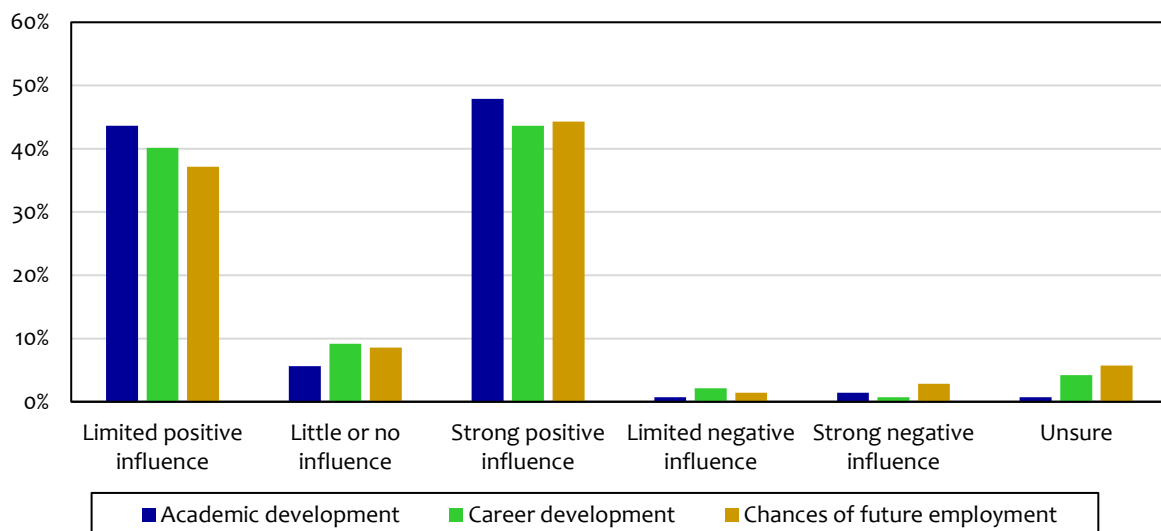
- ◆ The programme design for PAY interns – showing an opposing view as outlined above. Respondents did note that the rotational experience they receive is very good, which may have contributed to this higher instance of respondents indicating that the programme design is above their expectations.
- ◆ The programme design for APFYD interns also had a higher instance of respondents indicating that it was above their expectations. The opportunities that APFYD beneficiaries had to go the WCDoA for training had a very positive on the lives of many of the beneficiaries. Comments from the external host employers echoed this. The opportunity to do a learnership also made a positive impact.
- ◆ The administration and programme design for the internship programme exceeded the expectations of a large proportion of respondents.
- ◆ The application process of the bursary programme exceeded the expectations of 58.3% of bursary holders.

4.3.3 Impact on Youth

4.3.4 Academic and Career Development

The Figure below outlines the perceived influence the programme had on the academic and career development, as well as the changes of future employment of respondents.

Figure 4.4: Perceived Influence on Academic Development, Career Development and Future Employment



Source: Urban-Econ Beneficiary Surveys, 2018

The programmes had a perceived positive influence on the academic and career development of the youth as well as the chances of future employment.

4.3.5 Empowerment

The youth development programmes under investigation generally have a positive impact on the lives of the beneficiaries according to the survey respondents. Many of the beneficiaries would not have had the opportunity to study after Grade 12 if it had not been for the bursary programmes. The APFYD project, in particular, had a very positive impact in this regard due to its target of reaching agri-worker children in rural areas. According to external host employers and stakeholders consulted, there is a lack of job and study opportunities for young people in rural areas, which often leads to hopelessness for young people. Initiatives such as the APFYD project are valuable tools to not only educate rural youth how agriculture operates and provide skills and work experience but also to empower the youth to create economic opportunities for themselves.

Furthermore, the PAY project and the internship programme have contributed significantly to the empowerment of the youth in terms of work experience as well as in self-development. A large proportion of beneficiaries have indicated that their participation in the programmes has motivated them to work hard to be able to succeed in the future. Many of the respondents mentioned that programmes should be expanded to include more beneficiaries, which highlights the positive view that beneficiaries have of the programme.

4.3.6 Transformation

The Table below outlines the 2021 employment equity (EE) targets for the Department (based on the 2016 – 2021 Employment Equity Plan). These targets are for the entire Department and are not the targets specifically for human capital development. This does provide a guideline regarding the needs of the WCDoA in terms of transformation and beneficiary selection should be aligned to these targets so that if beneficiaries are employed in future, it can contribute to transformation in the Department.

Table 4.3: Departmental Employment Equity Target

	Male				Female				Gender	
	A	C	I	W	A	C	I	W	M	F
WCDoA 2021 Target	20.0%	25.6%	0.4%	8.3%	16.0%	22.4%	0.3%	6.9%	54.4%	45.6%
Beneficiaries Profile	14.7%	32.7%	0.0%	1.6%	12.3%	37.4%	0.3%	1.0%	49.0%	51.0%

Source: Urban-Econ, 2018

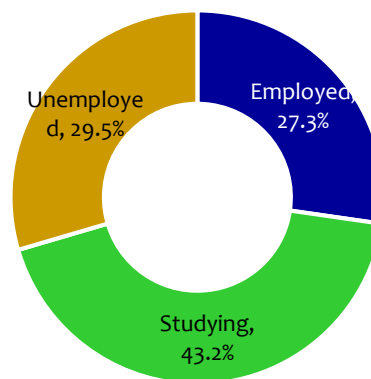
According to the WCDoA databases, only seven beneficiaries have been employed by the WCDoA (in the evaluation period). Of these there were three males and four females, all from

previously disadvantaged backgrounds, indicating that in the long term, the youth development programmes can contribute to transformation in the Department.

4.3.7 Post-programme

Due to the short timeframe of the evaluation (2014 – 2017), many of the beneficiaries surveyed are still pursuing tertiary education. To measure the full impact of the programmes, a longer evaluation period is therefore recommended. The Figure shows the current activities of beneficiaries according to the survey. The majority (43.2%) are still studying, and 29.5% are unemployed.

Figure 4.5: Beneficiary Employment Profile

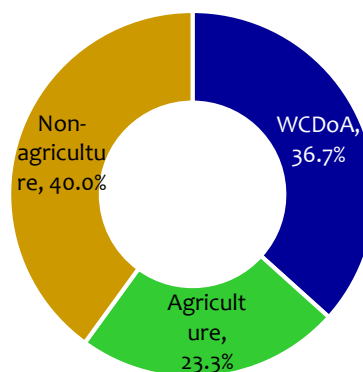


Source: Urban-Econ Beneficiary Surveys, 2018

Survey respondents, mainly PAY interns, indicated that it is a struggle to find employment after completing a programme. This highlights the linkage between higher skills levels and employment levels, as PAY interns only have a Grade 12 certificate.

Another concern is whether the currently employed beneficiaries are employed in the agriculture sector. The Figure outlines the combined employment breakdown per sector based on all the survey responses.

Figure 4.6: Sector of Employment



Of the beneficiaries that have indicated that they are employed, 36.7% are employed by the WCDoA. These are YPP beneficiaries or people currently employed as interns. The YPP beneficiaries that are presently employed by the WCDoA are employed as:

Source: Urban-Econ Beneficiary Surveys, 2018

- Wine cellar assistant
- State veterinarian
- Agricultural Economist
- Specialist scientist

The 23.3% of employed beneficiaries who have indicated that they are employed are employed as general agri-workers, while beneficiaries employed in the non-agriculture industry are employed in occupations such as admin or reception work, data capturing, and sales. The youth development programmes have therefore had mixed results. It has contributed somewhat to the talent pool of the WCDoA (mostly YPP beneficiaries are employed) and indicates the need of the WCDoA for a highly skilled and specialised labour force. The large proportion of respondents stating that they are interested in becoming part of the YPP programme in the future highlights that this programme is highly sought after as it is perceived that this programme leads to employment within the WCDoA.

4.4 Synergies

4.4.1 External Host Employers

By involving external host employers in the programmes, the WCDoA has been able to increase their capacity for support indirectly. Most external host employers are positive about supporting and providing opportunities for the youth, particularly in rural areas. However, many of the external host employers do not always have the capacity to mentor beneficiaries and personally teach them skills, which often leads the beneficiaries being grouped with the general agri-workers, particularly where an external host employer is hosting a large group of beneficiaries. Where external host employers had only one or two beneficiaries, they could generally spend more time with beneficiaries and expose them to all aspects of farming.

Current external employers are mostly located in the Cape Winelands, and Cape Metro areas, which indicates the very limited reach of the initiative since the place of residence of the beneficiary should be close to the external host employer.

External host employers in the De Doorns area highlighted that working on a farm is a new experience for many young people, especially those from urban areas, and it is often very challenging for them to adapt.

4.4.2 Industry Partners

The WCDoA has a good working relationship between the various industry bodies and partners which has resulted in beneficiaries sometimes being referred to these partners when employment opportunities become available. This is, however, done on a “word-of-mouth” basis. The existing working relationship with industry bodies and partners is a valuable tool that can be used to connect beneficiaries to potential employers if the right platforms are created, which is currently not the case.

Other than interns placed at external host employers, the beneficiaries of youth development programmes have limited exposure to the private sector and are therefore looking to the WCDoA to provide employment after the completion of a programme. This is not within the budget capabilities of the WCDoA and also falls outside the main aim of the programmes.

The WCDoA has a good working relationship with the National Youth Development Agency (NYDA), who, over the last two years, have been providing career guidance, life skills, entrepreneurship and co-operative governance training with beneficiaries of certain programmes. However, engagements with NYDA has revealed that the beneficiaries are not interested in becoming entrepreneurs. However, it has been highlighted that employment post-programme is a struggle for many beneficiaries. Entrepreneurial skills training can, therefore, bridge a gap so that beneficiaries can create employment for themselves where feasible.

Lastly, the WCDoA also signed an MOU with the Nelson Mandela Bay Metropolitan University (NMMU), and has a good working relationship between the University of Stellenbosch (Research and Technology Development).

4.5 Development and economic gains

A large proportion of beneficiaries are still studying, (and many have indicated that they would like to be part of the youth development programmes in future), and therefore the development and economic gains of the programmes over the evaluation period cannot always be comprehensively determined.

Current measurable gains are the number of people employed by the WCDoA or within the agricultural sector. Based on the survey respondents, approximately 16.4% of beneficiaries are employed by either WCDoA or in the agriculture sector. Most of the jobs available are elementary jobs, except for the previous YPP participants who are employed by the WCDoA. The talent pool of the WCDoA has therefore only been marginally increased after four years of intervention, and mainly through the specialised YPP programme that is aimed at post-graduate students.

4.6 Revised Theory of Change

This subsection will discuss each component of the implicit theory of change based on the information outlined in the previous section to determine whether the component of the theory of change has led to the desired outcome.

4.6.1 Inputs

Table 4.3 outlines the inputs as well as the findings related to the inputs.

Table 4.4: Revised Theory of Change – Inputs

Inputs	Finding
<p>Organisational Support Personnel</p>	<p>The capacity of the personnel influences the reach of the programmes, particularly the APFYD project where personnel must travel to external host employers and beneficiaries in rural areas. Currently, six staff members are working with the beneficiaries of the various programmes, which is sufficient for the current beneficiary numbers. However, if programmes are expected to be expanded, or if more programmes are added in the future, additional staff will be required.</p>
<p>Structured programme design, SOPs and policies</p>	<p>Most beneficiaries indicated that the design of the programmes met their expectations.</p> <p>The APFYD project is the only programme with a clearly outlined project initiation document – which has contributed to the implementation and administration of the programme. This programme is the only programme where no beneficiaries indicated that the programme design was “below their expectations”.</p> <p>Programmes which had a higher proportion of beneficiaries indicating that the programme design is “below their expectations” are the PAY project and internship programme. The lack of practical work and the tendency towards admin work and not field work is a contributing factor to the programme design being considered below expectations.</p>
<p>Budget allocated to each programme</p>	<p>The budget allocated to each programme is the primary determinant of the support that can be provided to the beneficiaries on the youth development programmes. The budget is determined by external factors. However, without sufficient budget allocations, comprehensive support cannot be provided. The budget varies per programme, and there are different sources of income for the various programmes. Furthermore, the budget is also not consistent from year to year, and this determines the intake numbers that can be accommodated within a particular year.</p> <p>Most beneficiaries indicated that the stipend is sufficient to buy a meal and pay for transport. However, the stipends differ per programme which can result in some conflict between beneficiaries. Also, even though it was not</p>

Inputs	Finding
	intended, many beneficiaries have used the stipend to contribute to their household income.
Human Capital Development Strategy	The HCD Strategy guides the decision-making process in terms of the overarching human capital development goals and objectives of the WCDoA. The youth development programmes form an integral part of achieving Strategic Goal 7: “ <i>facilitating an increase of 20% in relevant skills development at different levels in the organisation and in the sector over the next ten years</i> ”. The Strategy outlines the strategic objectives for human capital development, implementation actions, activities, indicators and the programme responsible for each action.
Human Capital Development Committee	The Human Capital Development Committee ensures the increased integration for the reporting and implementation of the youth development programmes across the various WCDoA programmes. The level of communication through this platform amongst the Programmes on the human capital needs of the Department are deemed sufficient.

4.6.2 Activities

The Table below provides the findings on each of the activities as outlined in the theory of change.

Table 4.5: Revised Theory of Change – Activities

Activities	Finding
Implementation of youth development programmes	<p>Approximately 60.6% of beneficiaries indicated that overall, the programme had met their expectations and 30.7% indicated that it exceeded their expectations. Only 3.6% of beneficiaries (mainly in the PAY and APFYD projects) indicated that overall, the programme was below their expectations. Therefore, in broad terms, programmes have been implemented successfully, and the inputs utilised has led to this intended action.</p> <p>Components that formed part of the implementation of each programme include:</p> <ul style="list-style-type: none"> • PAY – Orientation programme, extra classes and driving lessons; 100% of respondents indicated that the programme was useful in preparing them for the work environment; however, there were

Activities	Finding
	<p>suggestions that it can be made more practical. Mentors have also indicated that the enthusiasm and interest from interns decline as the year progresses.</p> <ul style="list-style-type: none"> • Interns – Skills training with NYDA; the opportunity to attend classes at the WCDoA held immense value for the personal development of the rural youth. Furthermore, entrepreneurial training can be a valuable tool to encourage the youth to create their own employment opportunities • YPP – Agriculture Fellowship Programme, Individual Management Programme; the agriculture fellowship programme has provided YPP participants with the opportunity for international travel, which was a first for many. Also, beneficiaries indicated that the programme had made a significant impact on personal development. • Mentors – Training; the training that mentors have received prepared them well for working with the interns. This, however, could also be made more practical.
<p>Hosting career awareness initiatives</p>	<p>The various career awareness initiatives are sufficiently showcasing the multiple careers available in agriculture to learners since many learners are under the perception that agriculture addresses only primary farming activities¹². Based on survey results at one Connect Agri event, the initiatives are successful in creating an interest in the agriculture sector, with 57.7% of survey respondents indicating that they are more interested in agriculture than before attending the event. However, the interest in agriculture is not enough to persuade many to follow a career in agriculture; only 42.3% indicated that they would like to continue with tertiary studies in agriculture or agriculture-related careers.</p> <p>As a marketing tool to promote the awareness of the youth development programmes available by the WCDoA, the career awareness initiatives are successful with 56.2% of learners attending the Connect Agri event surveyed, indicating that they were not aware of the support programmes available before attending the event.</p>

¹² Of the learners surveyed at one Connect Agri event, 81.3% indicated that they were not aware of the wide range of careers in agriculture.

Activities	Finding
	<p>However, only 16.2% of respondents on the beneficiary surveys indicated that they found out about the programme through a career awareness initiative of the WCDoA, while the majority were referred to the programmes through friends or relatives.</p> <p>Many of the career awareness initiatives are aimed at Grade 11 learners. These learners have often already made subject choices, which may be a potential barrier to entry to agricultural careers.</p>
<p>Source external host employers and mentors</p>	<p>The quality of the external host employer is a critical component of the practical experience a beneficiary will gain. Most external host employers are passionate about developing and supporting the youth, especially in rural areas, as they see the need for supporting young people in their communities.</p> <p>The experience of external host employers has mostly been positive; however, some gaps in communication have occurred. The experience of beneficiaries placed at external host employers has also been mostly positive. However, there is room for improvement between the relationship building of the external host employer and the beneficiaries, as 13.5% of APFYD beneficiaries indicated that the support they received from the external host employer was below their expectations.</p> <p>The active involvement of the mentor is an essential factor contributing to the success of the PAY project and internship programme. Most mentors at the WCDoA are passionate in their role. However, there are some who are disinterested. This has been identified as a key failure by beneficiaries.</p>
<p>Communicating with all parties involved</p>	<p>The communication with beneficiaries can be improved, as 16.9% of respondents indicated that the communication between themselves and the WCDoA has been “below their expectations”. This is particularly prevalent in the APFYD project and internship programmes. Beneficiaries did not indicate which aspects of communication needs to be improved upon and this should be explored further.</p> <p>The WCDoA creates schedules for the activities that are to occur throughout the year with the different programmes. This information is</p>

Activities	Finding
	<p>communicated to the mentors and external host employers, however, mentors have indicated that at times they are uncertain of where a PAY intern should be, while the external host employers have also stated a similar experience with interns. Communication channels and the frequency of communication can, therefore, be strengthened.</p>
<p>Record keeping, reporting and performance evaluation</p>	<p>The WCDoA keeps records and reports on the annual number of beneficiaries per programme.</p> <p>The database of the year's beneficiaries indicates factors such as their demographic profile, the study course, the institution of study, the academic level, the area of residence and notes on whether beneficiaries dropped out, failed or were handed over to debt collection.</p> <p>The record keeping is sufficient for reporting on the annual numbers of beneficiaries and their demographics. However, the records are not sufficient when needing to provide a broader analysis of trends, as different information is available depending on the programmes (for example, the place of residence was missing from 16.9% of beneficiaries, mainly amongst the internship beneficiaries). Upon combining the separate programme databases for beneficiaries, discrepancies were found on the race and gender of the same beneficiaries who were part of different programmes. The number of discrepancies found was only a small proportion of beneficiaries, but accurate reporting is essential.</p>

4.6.3 Outputs

The Table below outlines the findings associated with each of the outputs of the theory of change.

Table 4.6: Revised Theory of Change – Outputs

Outputs	Finding
<p>Number of graduates</p>	<p>Over the evaluation period, the bursary programme, the APFYD project and the YPP programme have enabled 85 young people to graduate</p>

Outputs	Finding
	<p>from their respective studies (success rate of 86.4%), which is significantly above the industry average of 20%¹³.</p> <p>Eighteen APFYD interns have also continued with a learnership programme after completing their internship while four PAY interns have also gone on to the learnership.</p>
<p>Number of youth with work experience</p>	<p>314 interns (APFYD, PAY, internship programme) have obtained work experience at the or through the Department over the evaluation period.</p> <p>PAY interns and graduate interns are employed for 12 months, while bursary holders are employed for the number of years equal to the number of years of study. Some bursary holders also intern at the Department during vacations. Due to capacity constraints, some bursary holders are released of their obligations. This number is, however, marginal (1.2% of bursary holders over the evaluation period), indicating that in most cases the WCDoA can add to their talent pool from beneficiaries of programmes, even if it is only on a temporary basis.</p> <p>In terms of the influence of the programmes on the career development of beneficiaries, 82% of PAY interns, 84.2% of APFYD beneficiaries and 87.5% of interns indicated that the programme had either a limited positive or a strong positive influence on their career development. This is an indicator of the quality of work experience the beneficiaries have received.</p>
<p>Number of career awareness initiatives</p>	<p>Career awareness initiatives are hosted across the Province, targeting and reaching both urban and rural youth. The Boschendal Career Expo is the largest career expo, Connect Agri shows, and mobile Thusong awareness initiatives are also hosted annually across the province. Over the 4-year evaluation period, 12 235 learners have attended 57 career awareness initiatives.</p>
<p>Number of external host employers</p>	<p>Between 2014 and 2017, the WCDoA signed MOUs with 26 external host employers, and in 2018, the WCDoA signed MOUs with 17 external host employers. Not all host employers with whom MOUs have been signed</p>

¹³ According to AgriSETA (2018), an average of 20% of learners enrolled for agriculture related qualifications in 2014 graduated.

Outputs	Finding
	<p>before 2018 have beneficiaries working at their organisations currently. Many of the external host employers have however indicated that they are willing to continue their partnership with the WCDoA in their efforts to empower the youth, mainly rural youth.</p> <p>The increasing number of external host employers and the positive attitude of those interviewed is one of the critical successes of the youth development programmes.</p>

The WCDoA is creating awareness of opportunities and potential access to opportunities. However, external labour market factors determine whether the beneficiaries will be able to benefit from these opportunities. The WCDoA has included some entrepreneurship training for all interns (regardless of the programme) as a mitigation measure to the challenges in the labour market – beneficiaries are therefore equipped with the skills to be able to create their own opportunities for employment as well.

4.6.4 Outcomes

Table 4.6 details the findings on the outcomes as listed in the theory of change.

Table 4.7: Revised Theory of Change – Outcomes

Outputs	Finding
<p>Increasing the potential employee pool of the Department and the agricultural sector</p>	<p>The prospective employee pool of the Department and the agriculture sector has been expanded through the number of bursaries and internship programme beneficiaries reached through the different programmes.</p> <p>Over the evaluation period, on average, interns constituted 7.3% of the staff of the WCDoA which is above the prescribed rate of 5%. However, this proportion has declined from 9.2% in 2014 to 5.6% in 2017 due to the smaller PAY intern intake which is a result of a declining budget.</p>
<p>Reaching marginalised youth</p>	<p>The youth development programmes have been successful at targeting youth from rural areas, with more than 50% of beneficiaries being from rural areas.</p> <p>Persons with disabilities are severely underrepresented amongst the group of beneficiaries. This is however dependent on the applications that are received for the programme, and persons with disabilities are within their rights not to disclose a disability, which influences reporting.</p>

Outputs	Finding
	<p>Programmes have also supported a large group of beneficiaries from poor households; 19% of respondents indicated that they perceive their households to be either 'poor' or 'very poor' while 40.1% indicated that they perceive their households to be 'just getting along'.</p>
<p>Attracting, nurturing and developing the youth</p>	<p>The youth development programmes have been successful in attracting, nurturing and developing the youth. Across all programmes, many beneficiaries have indicated that after participating in the programmes, they have developed a new appreciation for agriculture and understand the value thereof to the country. Many respondents indicated that the programme should be expanded to reach more youth, which is indicative of their view of the value of the programmes.</p> <p>A large proportion of respondents across all programmes have indicated that the key success of the programme is the personal growth and development they experienced while participating in the programme.</p>
<p>Transformation in the agricultural sector</p>	<p>Approximately 97.4% of beneficiaries are within the previously disadvantaged groups while 51.3% are women. If beneficiaries are employed within the sector, the skilled beneficiaries can contribute to transformation in the sector.</p> <p>Of those employed by the Department after completing a programme, the majority are women, and all are from previously disadvantaged backgrounds. The WCDoA has employed only a marginal number of ex-beneficiaries. However, transformation can be achieved in the Department if employment continues, where feasible.</p>
<p>Addressing scarce and critical skills needs</p>	<p>The bursary programme application criteria for bursaries are in line with the scarce and critical skills list, as outlined the HCD Strategy, and beneficiaries are selected in accordance thereof. The largest group of bursaries included National Diploma in Farm Management (61 bursaries), followed by a Higher Certificate (22), Advanced Diploma in Agriculture Extension (8), BAgric (7), National Diploma in Agriculture Extension (6), and a National Diploma in Agricultural Management (6). Bursaries in more specialist and technologist fields are mostly singular. Addressing the scarce and critical skills needs through bursaries are</p>

Outputs	Finding
	therefore skewed towards only one component of the broad spectrum of scarce and critical skills as outlined by the HCD Strategy.

4.6.5 Expected Impact

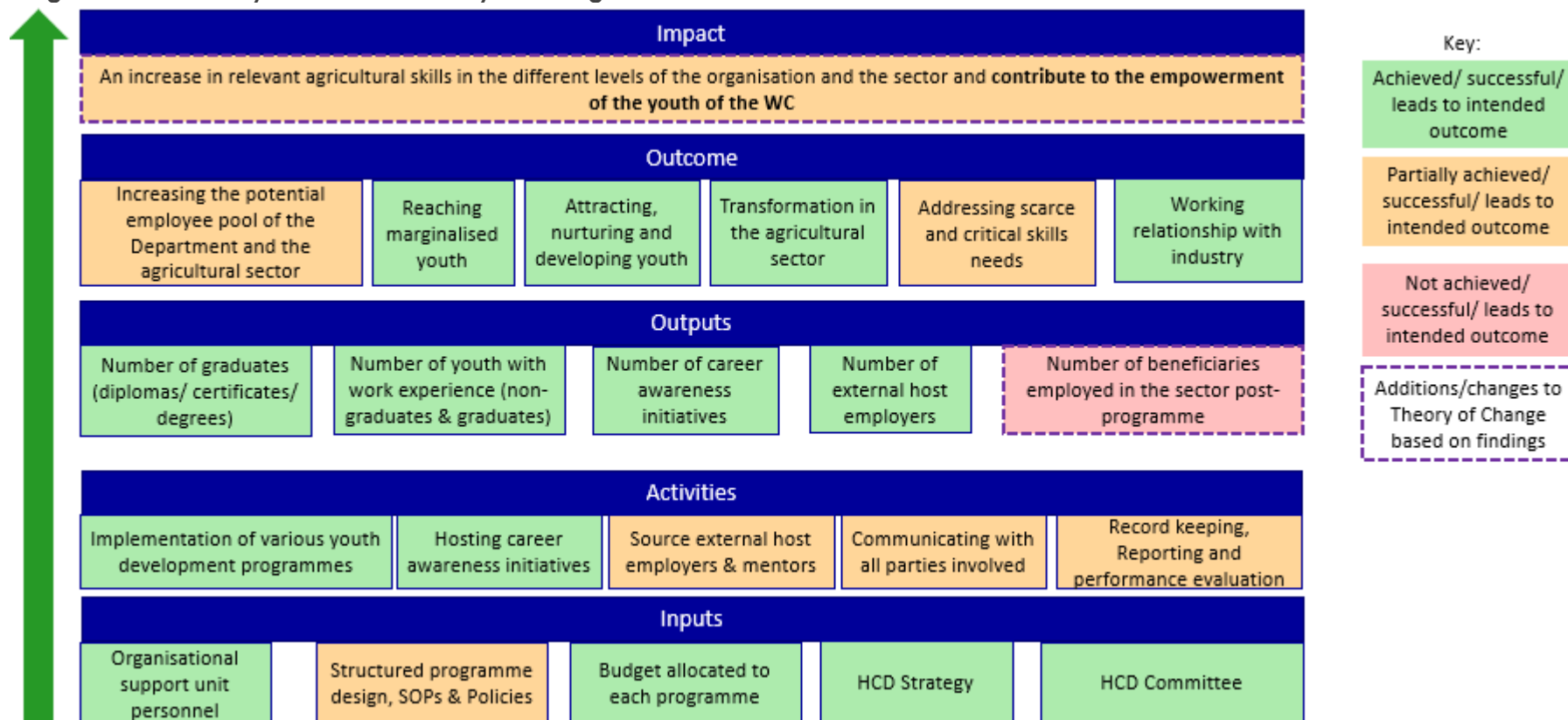
The expected impact of the youth development programme is to increase the relevant agricultural skills in the different levels of the organisation and the sector and positively influence the lives of the youth in the Western Cape.

Based on the findings of the evaluation, the programmes have had a positive influence on the lives of the beneficiaries, and the skills pool of the agriculture sector has been increased. However, a large proportion of the skills are for elementary jobs and entry-level employment and not across the full spectrum of scarce and critical skills list.

4.6.6 Summary

The Diagram below provides a summary of the theory of change based on the findings outlined above. The Diagram illustrates where the components of the theory of change have been achieved/implemented successfully, partially or not at all. Furthermore, unintended outcomes have also been included in the Diagram.

Diagram 4.2: Summary and Revised Theory of Change¹⁴



¹⁴ Human Capital Development (HCD)

The intended impact of the youth development programmes has been partially achieved. There has been an increase in the skills pool, but not on all levels of the WCDoA and the sector. Furthermore, programmes have had a more profound impact on the lives of the youth; not only are their lives improved, but the personal development as a result of being a beneficiary has also had a significant impact.

The outcomes identified do contribute to the intended impact of the youth development programmes. However,

- ◆ Increasing the potential employee pool of the Department and the sector has only been partially achieved. This is because the vast majority of bursaries provided are for National Diplomas and Higher Certificates, which cater only to a fraction of the needs of the sector, while the requirements of the Department are for more specialised skills (which are typically found in YPP beneficiaries). The YPP is the smallest programme regarding the number of beneficiaries due to the extensive cost associated with the programme.
- ◆ Bursaries are skewed towards one component of the scarce and critical skills spectrum, with a lack of beneficiaries studying towards technological and specialist fields.

The outcomes have addressed the intended link to the outputs of the programmes. Furthermore, all intended outputs have been achieved, but a gap has been identified. A proposed output to be included should be the number of beneficiaries employed by the WCDoA (in permanent or contract positions) and in the sector. For the programmes to have a measurable economic impact, beneficiaries must be employed within the sector. Real transformation can only be achieved if previously disadvantaged and marginalised groups are employed. Employment does not necessarily have to be provided by the Department, but to accurately measure the success of the programmes, this should be measured and can be achieved through structured interviews and follow-ups with beneficiaries.

The outputs are all a direct result of the activities performed by the WCDoA. Activities that are partially successful include:

- ◆ Source external host employers and mentors: This has occurred, but it is important to highlight that the quality of the external host employer and mentor is the crux of the success of this activity.
- ◆ Communication with all parties involved: Respondents have indicated that this activity can be improved.
- ◆ Record keeping, reporting and performance evaluation: record keeping, reporting and performance evaluation does occur. However, record keeping is done separately per programme per year, and the same information is not collected across all

programmes, such as place of residence, or whether a person graduated, failed etc. This can, therefore, be strengthened.

4.7 Conclusion

The findings of the research indicate that the implicit theory of change has mostly achieved the desired effect. However, there are some inputs and activities which only partially contributed to the intended outcome, and specific outcomes have only been partly achieved. The overall intended impact of the youth development programme has been partly achieved, in that the youth completing a programme are still at a relative “entry level” in their career and to influence the WCDoA as a whole, a more extended evaluation period is needed. An unintended outcome of the youth development programmes is the relationships the WCDoA is building with its external host employers. Finding employment after completing a programme is a challenge many of the beneficiaries face. Building on existing relationships to facilitate the linkage between a beneficiary and the private sector, the WCDoA can ensure an exit strategy for beneficiaries

5 Summary and Recommendations

5.1 Summary of Findings

The findings of the research are summarised in the Table below in accordance with the Evaluation Framework.

Table 5.1: Summary of Findings

Research purpose	Findings
Gauge quality of initiatives	<p>The majority of bursary beneficiaries (APFYD, EDI and YPP) graduate from their courses. Overall, the programmes met or exceeded the expectations of beneficiaries. Beneficiaries perceived the programmes to have a positive influence on their perception of the agriculture sector, the WCDoA, their academic development, career development and their chances of getting future employment.</p> <p>Employment after the completion of the programme is still a key concern for many of the beneficiaries.</p>
How to categorise & conceptualise the programmes	<p>The programmes are aligned with the strategic goals within the Department, as well as broader Provincial and National goals for youth development. If youth development initiatives across the various Programmes of the WCDoA are grouped or categorised as:</p> <ol style="list-style-type: none"> 1. Skills development initiatives 2. Career development initiatives 3. Career awareness initiatives 4. Promoting youth involvement in agriculture <p>Targets and reporting can be done for each category which will ensure collective goals for youth development initiatives, even if the activities are not performed by one Programme. This will ensure alignment</p>

Research purpose	Findings
	and linkages between Programmes who has ties to youth development initiatives and can assist in removing the potential for duplicating activities.
Developmental & economic value gained from investments	The evaluation period is too short to determine true economic gains. However, based on the survey respondents, approximately 16.4% of beneficiaries are employed by either WCDoA or in the agriculture sector. Most of the jobs available are elementary jobs, except for the previous YPP participants who are employed by the WCDoA. Most survey respondents indicated that they expect the programmes to have a positive influence on career development and their chances of futures employment, indicating potential future gains from investment.
Assess if yielding desired outcomes	<p>Marginally more females (51.3%) have been supported by the various programmes, which is positive as the agriculture sector has been mostly male-dominated industry. Regarding race, the majority of beneficiaries are Coloured (70.3%) followed by African (26.8%). However, there is a lack of disabled beneficiaries. The youth development programmes have been successful at targeting youth from rural areas, with more than 50% of beneficiaries being from rural areas.</p> <p>The bursary programme application criteria for bursaries are in line with the scarce and critical skills list, as outlined the Human Capital Development Strategy, and beneficiaries are selected in accordance thereof. The largest group of bursaries are mostly related to primary agriculture activities. Addressing the scarce and critical skills needs through bursaries are therefore skewed towards only one component of the broad spectrum of scarce and critical skills as outlined by the Human Capital Development Strategy.</p>
Areas of excellence & shortfalls	The key success of the programmes includes the empowerment of the youth through bursaries, work experience and training, reaching women, agri-worker children and rural youth. The programmes have also successfully supported youth who typically would not have had the opportunity to gain work experience or

Research purpose	Findings
	<p>attend a tertiary education facility. Career awareness initiatives have also been successful in informing learners about the various careers in agriculture.</p> <p>The WCDoA can strengthen its communication with beneficiaries, mentors and external host employers, and build on existing relationships with external host employers to facilitate employment creation for beneficiaries after completing their programmes. There needs to be exit-strategy for beneficiaries who tend to look towards WCDoA for a permanent position, which is not feasible. The Department has incorporated entrepreneurial training for interns to encourage self-employment.</p>
Theory of change	<p>Furthermore, all intended outputs have been achieved, but a gap has been identified. A proposed output to be included should be the number of beneficiaries employed in by the WCDoA (in permanent or contract positions) and in the sector. For the programmes to have a measurable economic impact, beneficiaries must be employed within the sector. True transformation can only be achieved if previously disadvantaged and marginalised groups are employed. The Department does not necessarily have to provide the employment but should have an exit study and tracer studies to be able to determine the long-term impacts of beneficiaries.</p>

5.2 External Factors Influencing Impacts

Some factors are beyond the control of the WCDoA that can influence the success of the youth development programmes. The Department can implement some mitigation measures that can minimise the impact of potential constraints resulting from the factors, but they cannot be removed.

South Africa and the Western Cape have a rising level of unemployment. Even though there are many opportunities within the agricultural sector, there is also much competition for jobs, which has led to unemployment, even if the beneficiaries are adequately skilled. Rising minimum wages

and salary expectations put pressure on employers, and only the best candidates typically get employed, as it is too costly, particularly in primary agriculture, to spend time training unskilled or partially-skilled workers. The youth entering the labour market with skills and work experience as provided by the programmes will also have to compete with other candidates with more experience.

The quality of candidates for bursaries and internships is dependent on the quality of secondary education, particularly in terms of mathematics and science subjects. Furthermore, there is a retention rate of 68.3%¹⁵ (2017) of learners between Grade 10 and Grade 12, meaning that 31.7% of high school learners dropped out between Grade 10 and Grade 12. These learners will remain largely unsupported as the minimum requirement for all youth development support programmes under evaluation is a Grade 12.

The attitude of the beneficiary and their willingness to work hard and make the most of the opportunity provided to them is one of the critical factors influencing the success of the programmes. This is, however, outside the control of the WCDoA, mentors or external host employers.

The personal struggles and the conditions at home (poverty, pregnancy, substance abuse, etc.) can also result in drop-outs, failures or sub-par performance of beneficiaries. Cultural and language barriers can cause tension amongst groups and can influence the ability of interns to fully integrate either at the Department or the external host employer.

Lastly, the WCDoA needs to be cognisant of the continuous changes in the industry that will change the skills needs of the future and align its bursary support to such skills. The fourth industrial revolution will influence agriculture in a variety of ways, particularly agro-processing, and the youth needs to train and upskilled to be employable in a future industry that will be more technologically reliant.

¹⁵ Measuring Results Using Key Outcome Indications (March 2018)

5.3 Recommendations

Based on the findings of the evaluation of the programme, the following is recommended.

Table 5.2: Recommendations - Overall Findings

Risk/ Area of Concern	Recommendations
The synchronisation of youth development programmes	The HCD Committee must play a pivotal role in synchronising all the youth development initiatives, irrespective of the Programme under which it falls. Collective targets must be developed for each type of youth development initiative and reporting must occur according to these target. This will ensure collective goals for youth development initiatives, even if the activities are not performed by one Programme of the WCDoA. This will ensure alignment and linkages between Programmes that have ties to youth development initiatives and can assist in removing the potential for duplicating activities.
Record keeping	<p>Develop a single electronic record keeping tool. This will enable the Department to keep detailed records on each beneficiary. This will assist to eliminate data errors. Furthermore, such a tool can support the WCDoA to monitor and track beneficiaries who move between programmes as well as simplify future evaluation processes.</p> <p>It is also recommended that an exit interview be conducted with beneficiaries with a standard questionnaire to record their overall experience, improvement recommendations, key successes and future plans¹⁶. This must also be included in the record keeping tool. Such a tool can then be used as a continuous monitoring and evaluation tool which will eliminate the typical constraints where beneficiaries are unwilling to participate in surveys, are unreachable, or cannot recall enough to provide sufficient input.</p>
Career awareness targets learners who may have	Existing programmes, such as the Junior Land Care programme, can be used as a valuable platform for early interventions, and ways to link such programmes with youth development programmes should be explored.

¹⁶ Too be linked with number of employed beneficiaries outcome

Risk/ Area of Concern	Recommendations
already decided on a career or have the wrong subject choices	
Poor maths and science pass rates influencing the ability to study careers in agriculture	Partnering with the Western Cape Department of Education (WCED) to host winter or summer schools for maths and science, particularly in rural areas. This is also included in the HCD Strategy.
Poor communication	Develop communication strategies for programmes to ensure regular check-ins and feedback. Electronic communication would be sufficient. Create platforms (electronic or in person) for improving communication and relationship-building with beneficiaries.
Misalignment with EE	Targeted career awareness campaigns. This is especially needed to attract more persons with disabilities.
Limited reach across the Province to support rural youth (interns and APFYD)	Expanding network of external host employers to other areas such as the West Coast, Garden Route and Overberg Districts. Ensure sufficient staff capacity in the WCDoA to enable the expansion of programmes.
Lack of employment opportunities after completing the programme and beneficiaries then expect employment from the Department	<ul style="list-style-type: none"> - Having a dedicated platform to assist beneficiaries to connect with employment opportunities can be beneficial. The EATI has such a link available. However, bursary holders studying at other institutions may not be aware of it. The existing platform can potentially, therefore, be strengthened. - The WCDoA can provide more opportunities for beneficiaries to network with the private sector or industry partners so that they can create opportunities for themselves. - Develop an exit strategy and follow-up plan.

Risk/ Area of Concern	Recommendations
	– Emphasise opportunities for self-employment in the agricultural sector value-chain during entrepreneurial training currently provided.

The Table below outlines programme specific recommendations based on the results of the evaluation and the research findings.

Table 5.3: Recommendations - Programme Specific

Programme	Area of Intervention	Recommendations
PAY	The motivation of interns throughout the year	Change structure so that interns have something to work towards in each programme, such as competencies to be achieved; this must be communicated during orientation. This can also strengthen the performance evaluation of interns and ensure that they obtain skills upon exiting the programme. Competencies for each programme must be developed in conjunction with mentors based on the work availability and level of expertise required for the work in their specific Programme. This can also then be utilised as a guideline for the mentor and PAY interns can work more independently as they know what is expected of them in each Programme.
	Rotational cycle	Investigate the potential of changing the rotational cycle so that interns spend more time in Programmes where they can actively contribute and less time where there is little to do. PAY interns indicated that they want to work and sitting around or making photocopies leads to frustration and dissatisfaction.
APFYD	Strengthening the relationship between external host employer and intern	WCDoA mentors commended the training they received and how it assisted them in working with the interns. A similar programme can be developed to give training and guidance to external host employers.

Programme	Area of Intervention	Recommendations
	Strengthening the relationship between WCDoA and host employers	<p>The linkage the WCDoA creates with external host employers is one of the key successes of the youth development programmes.</p> <p>The WCDoA and the external host employer must have a dedicated contact person in order to ensure that a relationship is built between the partners.</p>
	Guidelines for external host employers for APFYD interns	Provide guidelines for external host employers on key activities that interns should be exposed to, or be able to do on completion of the programme, similar to what learnership students are required to do. This will assist external host employers to plan activities for interns, instead of grouping them with general workers. This will ensure that the intern gets a well-rounded experience.
Bursary	Building better relationships with bursary holders to provide better support	Building personal relationships with bursary holders is an important aspect contributing to the success of the bursary holder. Bursary holders should have a dedicated contact person, and there should be open channels of communication between the contact person and the bursary holder.
	Exposing bursary holders to the private sector and industry partners	A key challenge is finding work after the completion of the programme, which puts a burden on the WCDoA as bursary holders expect the Department to provide them with jobs. However, creating opportunities for networking with the private sector through industry partners such as Hortgro and its members, or the Western Cape Agri Employers Organisation, can enable bursary holders to create opportunities for themselves.
Internship	Professional skills development	Provide additional training to interns on professional skills so that they are well rounded regarding academic, practical and professional skills when completing the programme. Professional skills to be developed include report writing, project management skills, presentation skills, time management skills, written and verbal communication skills, working in teams etc.
	Job description	Ensure that interns get equal exposure to administration work as well as field work, as far as practical. This can be achieved by developing job descriptions for interns. This can then be used

Programme	Area of Intervention	Recommendations
		as a guideline for mentors and interns on what must be achieved and be useful for interns to measure their achievements.
YPP	Expanding the programme	The YPP programme is a very sought after programme as beneficiaries see the value and benefits of this programme. Increasing the support for postgraduate education can increase the pool of potential workers in more specialised and technologist fields – which is currently a need of the WCDoA and the sector. Budgetary constraints will be the primary constraint in achieving this – developing a partnership with industry role players to increase funding and support can be a mitigation measure for this.

Changes in 2018

The evaluation period for the study was 2014 to 2017. Some of the challenges and recommendations have already been internally identified, and addressing some of these challenges have commenced in 2018. The WCDoA signed MOUs with 17 additional external stakeholders for the placement of interns in 2018. These include farms in the Stellenbosch, De Doorns, Hex Rivier, Saron, Paarl, Beaufort West and Cape Metro areas as well as organisations such as Casidra and Topfruit. Thereby broadening the reach across the Province to some extent and providing exposure to the private sector as recommended in this report.

Furthermore, the Operational Support Services unit has already commenced relooking at its processes, policies and SOPs relating to the various programmes and projects to develop a framework for each project/programme as alluded to in this report.

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