



Western Cape  
Government

Agriculture

BETTER TOGETHER.



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

1-3-25 Final Report

17 February 2010

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## Abbreviations

AET	Agriculture Education and Training
AgriSETA	Agriculture Sector Education and Training
APFYD	Agricultural Partnership for Youth Development Project
CSC	Cooperate Service Centre
DAFF	Department of Agriculture, Forestry and Fishing
DHET	Department of Higher Education and Training
FET	Further Education and Training
GET	General Education and Training
HCD	Human Capital Development
HEI	Higher Education and Training Institution
IGDP	Integrated Growth and Development Plan
KZN	KwaZulu-Natal
NDP	National Development Plan
NGO	Non-governmental Organisation
NGP	New Growth Path
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NYP	National Youth Policy
PSC	Project Steering Committee
SAQA	South African Qualifications Authority

SETA	Sector Education and Training Authorities
STEM	Science, Technology, Engineering and Mathematics
TOR	Terms of Reference
WC	Western Cape
WCDoA	Western Cape Department of Agriculture
YDS	Youth Development Strategy
YIA	Youth-in-Agriculture
YPP	Young Professional Persons Programme

FINAL

## Executive Summary

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This Executive Summary details the main findings and recommendations of the evaluation of the youth development programmes of the Western Cape Department of Agriculture (WCDa). The key findings of the evaluation include the following:

- ◆ There is a significant need for youth development initiatives in South Africa as well as in the Western Cape, particularly in essential sectors such as agriculture. The support the WCDa provides is therefore in line with policy directives from national and provincial government.
- ◆ The main constraining factors that influence young people from pursuing careers in agriculture include poor secondary schooling (particularly low maths and science scores) and perceptions about the agriculture industry.
- ◆ Over the evaluation period (2014 to 2017), 85 beneficiaries graduated from their course of study (success rate of 86.4%) and 314 beneficiaries obtained work experience as an intern at the WCDa.
- ◆ The programmes have successfully targeted women, youth from previously disadvantaged backgrounds and youth from rural areas.
- ◆ Career awareness initiatives reached 12 235 learners through 57 events over the 2014 to 2017 period.
- ◆ All the bursaries awarded are in line with the scarce and critical skills needs as outlined in the HCD Strategy, however, a large proportion was geared towards primary agriculture.
- ◆ The majority of respondents (60.6%) to the beneficiary survey indicated that the programme they participated in met their expectations and 30.7% noted that it exceeded their expectations. Overall, the programmes, therefore, made a positive impression on the beneficiaries and had a positive impact on their lives.
- ◆ The main challenges that have been identified include communication with beneficiaries and external host employers and beneficiaries being unemployed after completing their programme.
- ◆ The WCDa has successfully created a working relationship with the private sector through the signing of MOUs for entities to be external host employers. This has broadened the reach of the WCDa in terms of supporting rural youth in the Western Cape.
- ◆ The inputs and actions of the Theory of Change do lead to the intended outputs, and the outcomes have been positive leading to the programmes contributing towards the desired impact of positively influencing the employee pool of the WCDa, the sector and empowering the youth of the Western Cape.

Based on the findings of the evaluation, the following broad recommendations are made:

- ◆ Develop overarching goals and targets for all Programmes with youth development initiatives and strengthen record-keeping capabilities for improved future monitoring and evaluation;
- ◆ Re-evaluate the current programme design, the job descriptions of interns and communication strategies;
- ◆ Expand the network of external host employers and provide training (similar to mentor training);
- ◆ Create opportunities for beneficiaries to network and build relationships with the private sector.

## Findings and Recommendations

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This summary report provides the findings of the key evaluation questions:

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 were created by investments in youth development projects?

The following sections provides a summary of the findings relating to each of the research questions as outlined above as well as the recommendations based on the findings of the study.

### Quality of Initiatives

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The majority of bursary beneficiaries (APFYD, EDI and YPP) graduated from their courses. The bursary programmes have a completion rate of 86.4%. 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. However, employment after the completion of the programme is still a key concern for many of the beneficiaries – 29.5% of respondents indicated that they are unemployed, while 43.2% are still studying and only 16.4% are employed by either the WCDoA or in the agricultural sector.

Over the evaluation period (2014 – 2017), on average, interns constituted 7.3% of the staff of the WCDoA, which is above the prescribed rate of 5%.

## Categorisation and Conceptualisation

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The programmes are aligned with the strategic goals within the Department, as well as broader Provincial and National goals for youth development. The youth development initiatives across the various Programmes of the WCDoA are grouped or categorised as:

1. Skills development initiatives
2. Career development initiatives
3. Career awareness initiatives
4. Promoting youth involvement in agriculture

Various Programmes in the WCDoA also contribute to the Department's catalogue of youth development initiatives. For example, there are other bursary programmes, such as Agrifutura and the Western Cape Agriculture Research Trust bursaries, that are not grouped under the same Programme as the youth development initiatives under evaluation. Outcomes related to these candidates are therefore also not included with the youth development initiatives' monitoring and evaluation activities; this influences the reporting on the overall support the WCDoA provides for the youth of the Western Cape.

## Development and Economic Value

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The evaluation period (2014 – 2017) 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 future employment, indicating potential future gains from investment.

## Outcomes

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Over the evaluation period, 85 beneficiaries have graduated from their degree or diploma course, and 314 interns obtained work experience (APFYD, PAY, graduate, student and vacation interns). Twenty-two interns have also continued with a learnership after their internship year. Marginally more females (51.3%) have been supported by the various programmes, which is positive as the agriculture sector has been a 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. 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 are mostly related to primary agriculture activities. Bursaries in more specialist and technologist fields are mostly one or two bursaries per specialised fields Addressing scarce and critical skills needs through bursaries is therefore skewed towards only one component of the broad spectrum of scarce and critical skills as outlined by the HCD Strategy.

## Success and Constraints

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The key successes of the programmes include 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 attend a tertiary education facility. Career awareness initiatives have also been successful in informing learners about the various careers in agriculture.

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 as this is one of the key challenges. Another constraint is the lack of work for interns in some Programmes as well as uncertainty around work expectations amongst interns.

## Theory of Change

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All of the intended outputs have been achieved, but a gap has been identified. A proposed indicator 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. 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.

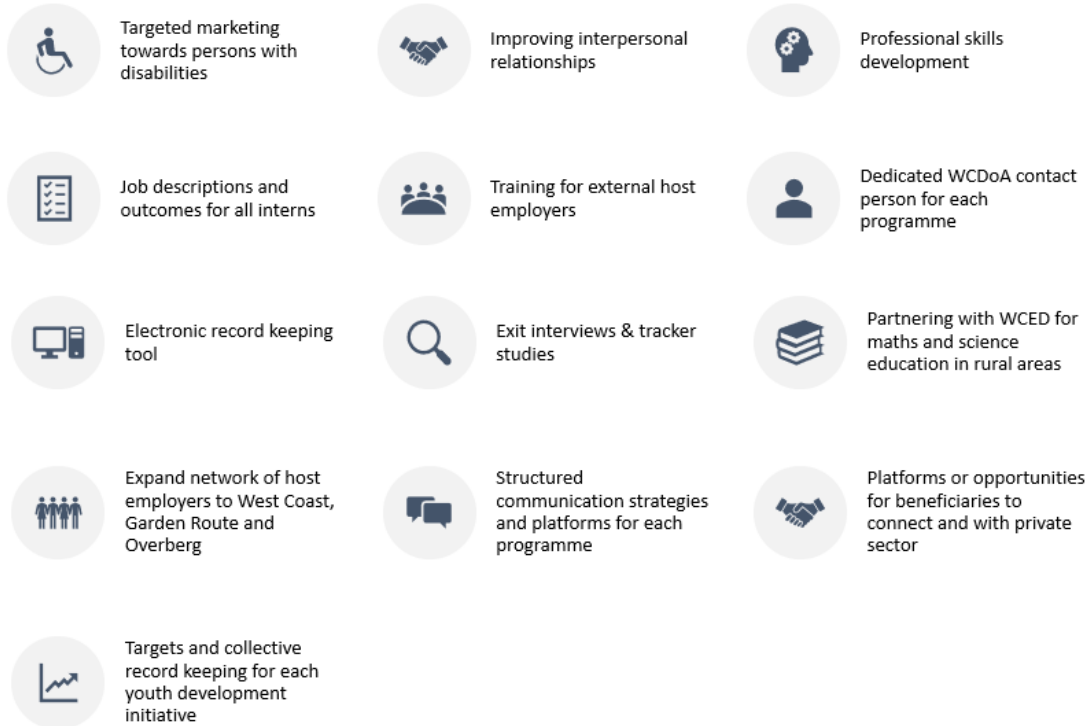
## Recommendations

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The diagram below summarises the recommendations based on the findings of the evaluation. If implemented, these recommendations can increase the efficiency of implementing the youth development programmes and enhance the impact of the youth development programmes.



## Diagram A: Summary of Recommendations



# 1 Background & Introduction

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## 1.1 Introduction

Urban-Econ Development Economists was appointed by the Western Cape Department of Agriculture (WCDa) to evaluate its various youth development initiatives. The evaluation period was from 2014 to 2017, although 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"*.

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 WCDa 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 were created and should be built on with other Government Departments and other partners?

5. What gains, in terms of developmental and economic value, were created by investments in youth development projects?

This report provides a condensed version of the results of the evaluation. Reports that can be read in conjunction with the condensed Evaluation Report include the:

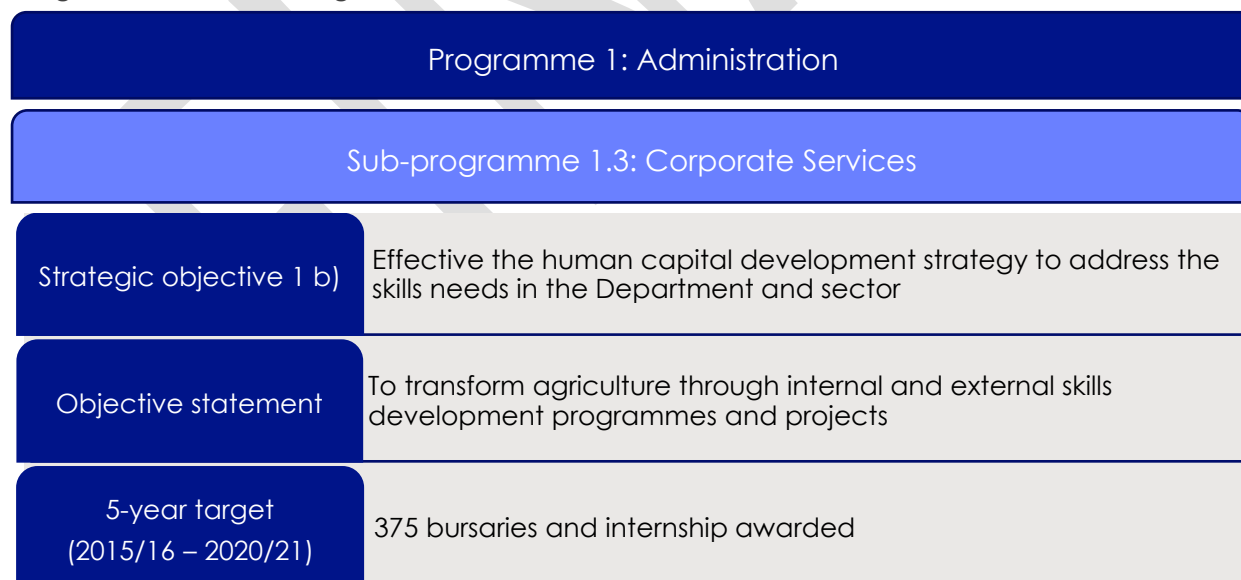
- ◆ Inception Report | Contextual Review | Evaluation Framework combined report;
- ◆ Fieldwork report;
- ◆ Annexure A: Research Findings.

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. **Annexure A** details the finds from the surveys and interviews with beneficiaries and stakeholders while **Annexure B** provides an overview of the youth the Western Cape (WC), the different youth development programmes under evaluation as well as a literature review that informed the evaluation framework.

## 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: Outline of Programme 1**



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;
- ◆ Addressing scarce and critical skills in the sector; and

- ◆ Strengthening 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.

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 relatively large number of youth who have obtained Grade 12 (34.0%), there is a very small proportion who have received tertiary education. Poor secondary schooling performance, particularly in subjects such as mathematics and science, as well as poverty, limit 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 specifically aims 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 priority for the 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

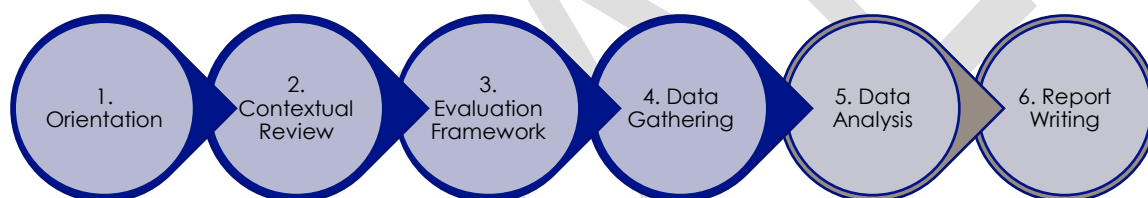
The Literature Review highlights that agriculture is not as attractive as other career fields to young people and is often not the first choice of study due to certain perceptions about the agriculture sector. Besides, pursuing a career in agriculture starts from a young age and family. Perceptions on career opportunities as well as career guidance or exposure to some form of education in the agriculture sector before enrolling at a university are key 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 as discussed in the project proposal and the *Revised Draft Submission #1: Inception Report | Contextual review | Evaluation Framework* (dated 14 September 2018).

**Diagram 2: Project Evaluation Methodology**



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

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

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

**Diagram 3: 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: Evaluation Framework**

Research purpose	Key research question	Indicators
Gauge quality of initiatives	What has been the impact on Western Cape youth? What has been the impact on WCDoA? Work exposure and employment opportunities in the agricultural sector/Department?	Availability of an educated workforce
		Availability of experienced workforce
		Transformation
		The progress of beneficiaries after initiatives
		Number of former beneficiaries employed within the WCDoA
How to categorise & conceptualise the programmes	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 Multiplier on education investments
Assess if yielding desired outcomes	Did the initiative achieve its stated objectives?	% of WCDoA who are interns Number of graduates
	Are the programmes reaching rural youth	% of beneficiaries from rural backgrounds
	Are the programmes reaching PDI youth	% of beneficiaries who 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 studying in identified fields
Areas of excellence & shortfalls	What successes resulted from the initiatives?	<ul style="list-style-type: none"> <li>◆ Completion rates (persons that commence and complete participation in various initiatives)</li> <li>◆ Participation (PDI, rural background, etc.)</li> <li>◆ Desired pass-through rate (persons taking part in more than one initiative)</li> <li>◆ Actual pass-through rate (persons taking part in more than one initiative)</li> </ul>
		What synergies were created?
	What constraints limited the initiatives?	Shortfalls identified in implicit Theory of Change

Research purpose	Key research question	Indicators
	What improvements can be made?	Shortfalls identified in implicit Theory of Change
		Mentor rating of programme
		Beneficiary rating of mentors
		Perceived adequacy of other support provided (e.g. financial)

## 1.7 Challenges

The main 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

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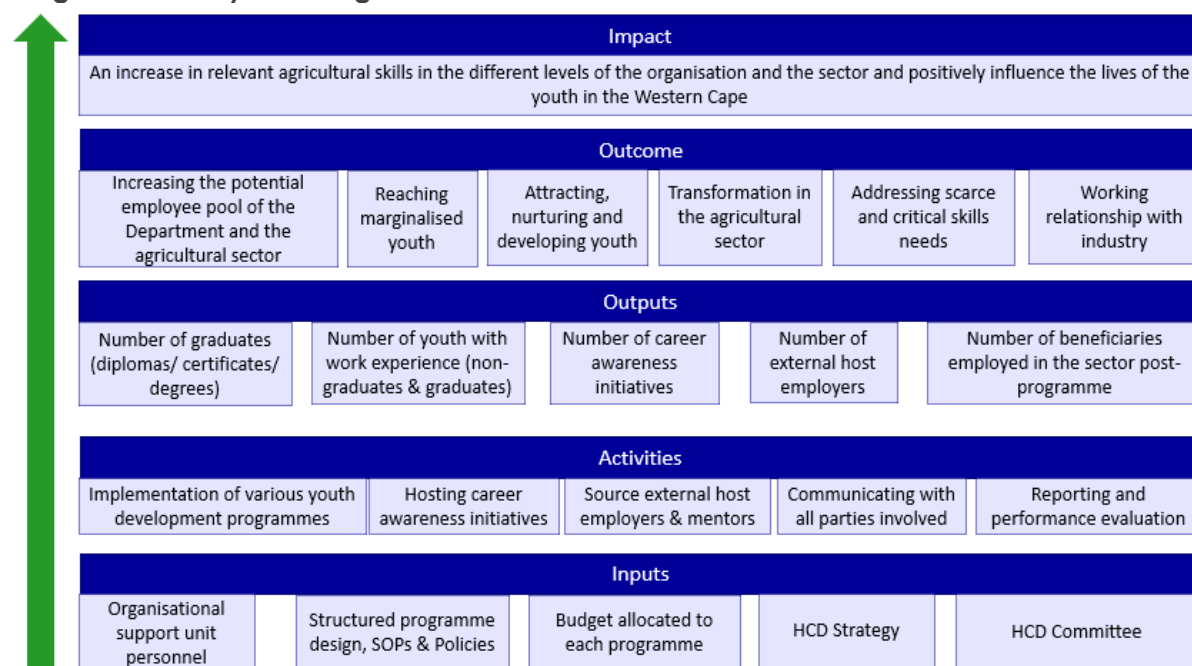
## 2.1 Introduction

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

## 2.2 Implicit Theory of Change

Diagram 4 outlines the implicit theory of change which will be discussed in this section.

**Diagram 4: Theory of Change**



A comprehensive overview of each component is provided in the full Evaluation Report.

## 2.3 Findings

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 element of the theory of change has led to the desired outcome.

### 2.3.1 Inputs

Table 2 outlines the inputs as well as the findings related to the inputs.

**Table 2: Revised Theory of Change – Inputs**

Inputs	Findings
<b>Organisational support personnel</b>	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, 6 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.
<b>Structured programme design, SOPs and policies</b>	<ul style="list-style-type: none"> <li>Most beneficiaries indicated that the design of the programmes met their expectations.</li> <li>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”.</li> <li>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</li> </ul>



Inputs	Findings
	admin work and not field work is a contributing factor to the programme design being considered below expectations.
<b>Budget allocated to each programme</b>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ 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 intended, many beneficiaries have used the stipend to contribute to their household income.</li> </ul>
<b>Human Capital Development Strategy</b>	The HCD Strategy guides the decision-making process regarding 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 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.
<b>Human Capital Development Committee</b>	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.

### 2.3.2 Activities

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

**Table 3: Revised Theory of Change – Activities**

Activities	Findings
<b>Implementation of youth development programmes</b>	<p>Approximately 60.6% of beneficiaries indicated that overall, the programme had met their expectations and 30.7% noted that it exceeded their expectations. Only 3.6% of beneficiaries (mainly in the PAY and APFYD projects) showed that overall, the programme was below their expectations. Therefore, in broad terms, programmes have been implemented successfully, and the inputs utilised have led to this intended action. Components that formed part of the implementation of each programme include:</p> <ul style="list-style-type: none"> <li>◆ <b>PAY</b> – Orientation programme, extra classes and driving lessons; <ul style="list-style-type: none"> <li>○ 100% of respondents indicated that the programme was useful in preparing them for the work environment; however, there were suggestions that it can be made more practical. Mentors have also indicated that the enthusiasm and interest from interns decline as the year progresses.</li> </ul> </li> </ul>

Activities	Findings
	<ul style="list-style-type: none"> <li>◆ <b>Interns</b> – 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</li> <li>◆ <b>YPP</b> – 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.</li> <li>◆ <b>Mentors</b> – Training; the training that mentors have received prepared them well for working with the interns. This, however, could also be made more practical.</li> </ul>
<b>Hosting career awareness initiatives</b>	<ul style="list-style-type: none"> <li>◆ The various career awareness initiatives are sufficiently showcasing the multiple careers available in agriculture to learners since many learners are under the impression that agriculture addresses only primary farming activities<sup>1</sup> .</li> <li>◆ 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.</li> <li>◆ As a marketing tool to promote the awareness of the youth development programmes available from 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.</li> <li>◆ 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.</li> <li>◆ 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.</li> </ul>
<b>Source external host employers and mentors</b>	<ul style="list-style-type: none"> <li>◆ 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 helping young people in their communities.</li> <li>◆ 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 in terms of the relationship building between 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.</li> <li>◆ 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</li> </ul>

<sup>1</sup> 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	Findings
	<p>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><b>Communicating with all parties involved</b></p>	<ul style="list-style-type: none"> <li>◆ 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 need to be improved upon and this should be explored further.</li> <li>◆ The WCDoA creates schedules for the activities that are to occur throughout the year with the different programmes. This information is 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 noted a similar experience with interns. Communication channels and the frequency of communication can, therefore, be strengthened.</li> </ul>
<p><b>Record-keeping, reporting and performance evaluation</b></p>	<ul style="list-style-type: none"> <li>◆ The WCDoA keeps records and reports on the annual number of beneficiaries per programme. 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.</li> <li>◆ 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).</li> <li>◆ 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.</li> </ul>

### 2.3.3 Outputs

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

**Table 4: Revised Theory of Change – Outputs**

Outputs	Findings
<b>Number of graduates</b>	<ul style="list-style-type: none"> <li>◆ Over the evaluation period, the bursary programme, the APFYD project and the YPP programme have enabled 85 young people to graduate from their respective studies (success rate of 86.4%), which is significantly above the industry average of 20%<sup>2</sup>.</li> <li>◆ 18 APFYD interns have also continued with a learnership programme after completing their internship while four PAY interns have even gone on to the learnership.</li> </ul>
<b>Number of youth with work experience</b>	<ul style="list-style-type: none"> <li>◆ 314 interns (APFYD, PAY, internship programme) have obtained work experience at or through the Department over the evaluation period.</li> <li>◆ 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.</li> <li>◆ Regarding 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.</li> </ul>
<b>Number of career awareness initiatives</b>	<p>Career awareness initiatives are hosted across the Province, targeting and reaching both urban and rural youth. Over the 4-year evaluation period, 12 235 learners have attended 57 career awareness initiatives.</p>
<b>Number of external host employers</b>	<ul style="list-style-type: none"> <li>◆ Between 2014 and 2017, the WCDoA signed MOUs with 26 external host employers, and in 2018, the WCDoA signed MOUs with 17 more external host employers.</li> <li>◆ The increasing number of external host employers and the positive attitude of those interviewed is one of the key successes of the youth development programmes.</li> </ul>

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.

### 2.3.4 Outcomes

Table 5 details the findings on the outcomes as listed in the theory of change.

<sup>2</sup> According to AgriSETA (2017), an average of 20% of learners enrolled for agriculture related qualifications in 2014 graduated.

**Table 5: Revised Theory of Change – Outcomes**

Outcomes	Findings
<b>Increasing the potential employee pool of the Department and the agricultural sector</b>	<ul style="list-style-type: none"> <li>◆ The potential employee pool of the Department and the agriculture sector has been increased through the number of bursaries and internship programme beneficiaries reached through the different programmes.</li> <li>◆ 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.</li> </ul>
<b>Reaching marginalised youth</b>	<ul style="list-style-type: none"> <li>◆ The youth development programmes have been successful at targeting youth from rural areas, with more than 50% of beneficiaries being from rural areas.</li> <li>◆ 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.</li> <li>◆ 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'.</li> </ul>
<b>Attracting, nurturing and developing the youth</b>	<p>The youth development programmes have been successful in attracting, nurturing and developing the youth. 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>
<b>Transformation in the agricultural sector</b>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ 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.</li> </ul>
<b>Addressing scarce and critical skills needs</b>	<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), BAgri (7), National Diploma in Agriculture Extension (6), and a National Diploma in Agricultural Management (6). Bursaries in more specialist and technologist fields are mostly one or two bursaries per specialised fields. 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 HCD Strategy.</p>

### 2.3.5 Expected Impact

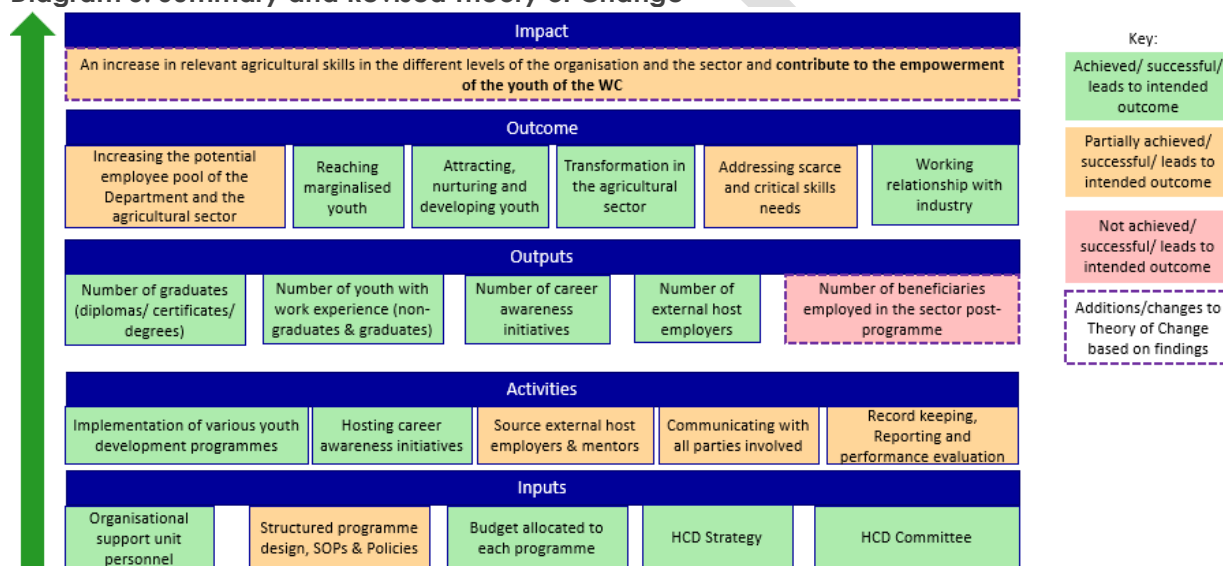
The expected impact of the youth development programme is to increase the relevant agricultural skills in the different levels of the organisation and the sector and positively influence the lives of the youth in the Western Cape.

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 the scarce and critical skills list.

## 2.4 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. The diagram also includes additions where the research findings have identified shortcomings in the theory of change as presented in Diagram 4.

**Diagram 5: Summary and Revised Theory of Change<sup>3</sup>**



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 impact in the revised theory of change, therefore, highlights that youth in the WC have been empowered through the youth development programmes.

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

<sup>3</sup> Human Capital Development (HCD)

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. In the revised theory of change, 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 or have created their own employment. 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 exit interviews and tracer-study 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.

## 2.5 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 met. 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. 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.

## 3 Research Questions

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### 3.1 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?

### 3.2 Categorisation and Conceptualisation

#### 3.2.1 Alignment with Broader Initiatives

The main objectives of the youth development programmes (supporting youth, promoting skills development and youth in agriculture) of the WCDoA are aligned with the key national and strategies relating to youth and skills development. These include the National Development Plan, New Growth Path, National Youth Policy, National Skills Development Strategy, Western Cape Youth Development Strategy and the Western Cape HCD Strategy.

#### 3.2.2 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 6: 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 concerning 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.

### 3.3 Successes and Constraints

The table below outlines the key successes and constraints of the youth development programme.

**Table 6: Success and Constraints**

	Successes	Constraints
<b>Awareness and career interest</b>	<ul style="list-style-type: none"> <li>Successful promoting of careers in agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>Even though career awareness initiatives is a good marketing tool, it does not necessarily attract youth to study a career in agriculture (many have already decided on a career, or don't perceive the careers in agriculture to be a lucrative as other careers).</li> <li>School performance is a primary determinant if learners pursue a career in agriculture.</li> <li>Limited awareness of opportunities after participation in a programme .</li> </ul>
<b>Administration and communication</b>	<ul style="list-style-type: none"> <li>The application process, administration, communication and programme design met or exceeded the expectations of most respondents.</li> </ul>	<ul style="list-style-type: none"> <li>Communication with beneficiaries can be improved (APFYD, Interns, Bursary).</li> <li>Programme design can be improved (Interns &amp; PAY).</li> </ul>
<b>Impact on the youth</b>	<ul style="list-style-type: none"> <li>Perceived positive influence on academic development, career development and chances of future employment.</li> <li>Significant perceived personal development.</li> <li>Successfully targeting PDIs and rural youth.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of persons with disabilities</li> <li>Unemployment after completing the programme.</li> </ul>
<b>Impact on the WCDoA</b>	<ul style="list-style-type: none"> <li>Number of interns exceed the target of 5% of staff.</li> <li>YPPs are employed in the WCDoA.</li> </ul>	<ul style="list-style-type: none"> <li>Very few other beneficiaries employed by the WCDoA – require technical skills and experience and that is not necessarily provided through programmes (long-term).</li> </ul>
<b>Impact on the sector</b>	<ul style="list-style-type: none"> <li>Fostering a good working relationship with industry partners (positive synergies created).</li> </ul>	<ul style="list-style-type: none"> <li>Few beneficiaries employed in the sector.</li> <li>Those that are employed are in primary agriculture, general workers or in packhouses.</li> </ul>

Successes		Constraints
<b>Record-keeping</b>		<ul style="list-style-type: none"> <li>◆ The WCDoA keeps separate records per programme. This increases the probability of human error when capturing information.</li> <li>◆ The current method of record-keeping is not user-friendly in terms of tracking individuals who may move between programmes or evaluating changes between years.</li> </ul>

### 3.4 Development and Economic Gains

A large proportion of beneficiaries are still studying, and many have indicated that they would like to continue to be beneficiaries of the youth development programmes in future. 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 Summary and Recommendations

### 4.1 Summary of Findings

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

**Table 7: Summary of Findings**

Research purpose	Findings
<b>Gauge quality of initiatives</b>	<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>
<b>How to categorise &amp; conceptualise the programmes</b>	<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>

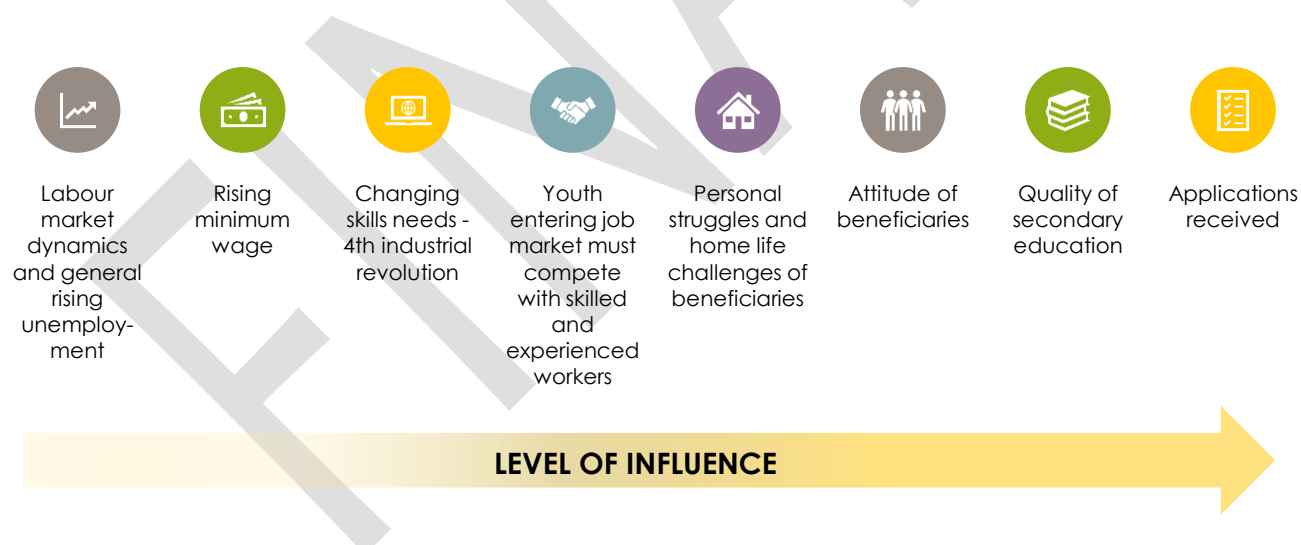
Research purpose	Findings
	<ol style="list-style-type: none"> <li>1. Skills development initiatives</li> <li>2. Career development initiatives</li> <li>3. Career awareness initiatives</li> <li>4. Promoting youth involvement in agriculture</li> </ol> <p>Targets and reporting can be done for each category which will ensure collective goals for youth development initiatives, even if the activities are not performed by one Programme. This will ensure alignment and linkages between Programmes which have linkages to youth development initiatives and can assist in removing the potential for duplicating activities.</p>
<b>Developmental &amp; economic value gained from investments</b>	<p>The evaluation period is too short to determine true economic gains. However, based on the survey respondents, approximately 16.4% of respondents 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, noting potential future gains from investment.</p> <p>A large proportion of survey respondents (43.2%) are still studying (either with or without the support of the WCDoA) while 29.5% are not employed.</p>
<b>Assess if yielding desired outcomes</b>	<p>Marginally more females (51.3%) have been supported by the various programmes, which is positive as the agriculture sector has been a 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 programme application criteria for bursaries are in line with the scarce and critical skills list, as outlined in 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>
<b>Areas of excellence &amp; shortfalls</b>	<p>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 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 an exit strategy for beneficiaries who tend to look towards WCDoA for a permanent position, which is not feasible. The</p>

Research purpose	Findings
	Department has incorporated entrepreneurial training for interns to encourage self-employment.
<b>Theory of change</b>	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. Real 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.

## External Factors Influencing Impacts

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

**Diagram 7: External Factors**



## 4.2 Recommendations

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

**Table 8: 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 targets. This will ensure collective goals for youth development initiatives,

Risk/ Area of Concern	Recommendations
	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	<ul style="list-style-type: none"> <li>◆ 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 assist the WCDoA to monitor and track beneficiaries who move between programmes as well as simplify future evaluation processes.</li> <li>◆ 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 plans<sup>4</sup>. 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.</li> </ul>
Career awareness targets learners who may have already decided on a career or have the wrong subject choices	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.
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	<ul style="list-style-type: none"> <li>◆ Develop communication strategies for programmes to ensure regular check-ins and feedback. Electronic communication would be sufficient.</li> <li>◆ Create platforms (electronic or in person) for improving communication and relationship-building with beneficiaries.</li> </ul>
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)	<ul style="list-style-type: none"> <li>◆ Expanding network of external host employers to other areas such as the West Coast, Garden Route and Overberg Districts.</li> <li>◆ Ensure sufficient staff capacity in the WCDoA to enable the expansion of programmes.</li> </ul>
Lack of employment opportunities after completing the programme and beneficiaries then expect employment from the Department	◆ 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.

<sup>4</sup> Too be linked with number of employed beneficiaries outcome

Risk/ Area of Concern	Recommendations
	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Develop an exit strategy and follow-up plan.</li> <li>◆ Emphasise opportunities for self-employment in the agricultural sector value-chain during entrepreneurial training currently provided.</li> </ul>

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

**Table 9: 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.
	Strengthening the relationship between WCDoA and host employers	The linkage the WCDoA creates with external host employers is one of the key successes of the youth development programmes. 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.
	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.

Programme	Area of Intervention	Recommendations
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 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 has 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. This increase in external host employers broadened the reach across the Province to some extent and provides some 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.

FINAL

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## Annexure A: Research Findings

This Annexure 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 Annexure can be read in conjunction with the **Field Work Report**.

### A1. Programme Beneficiaries

#### A1.1 Number Supported

Over the 4-year evaluation period, the youth development programmes of the WCDoA supported 375 individuals. Table 1.1 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 1.1: Number of beneficiaries, 2014 – 2017**

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

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 1.2: 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.

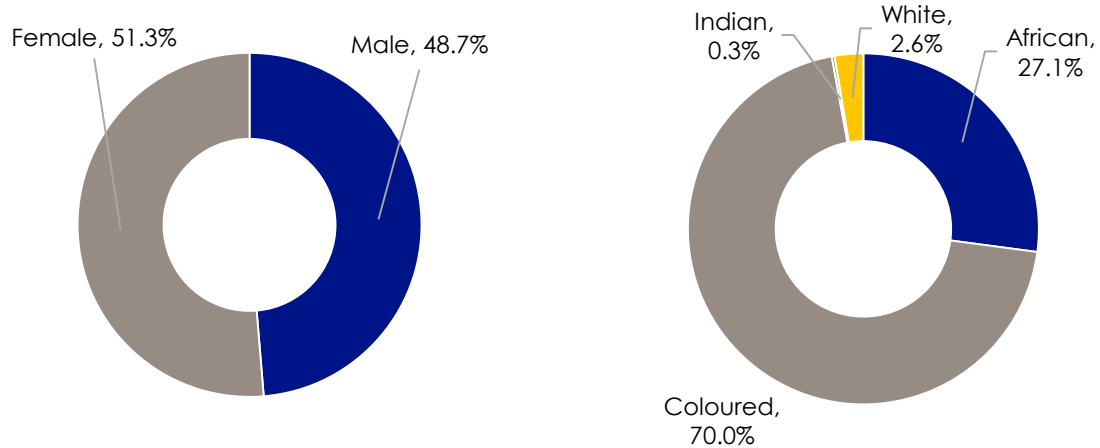
The YPP programme is specifically targeted towards postgraduate studies; two beneficiaries have progressed from being a bursary holder to the YPP programme:

- ◆ 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.

## A1.2 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 illustrate the race and gender of beneficiaries over the evaluation period.

**Figure 1.1: Race and Gender - Total Beneficiaries<sup>5</sup>**



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

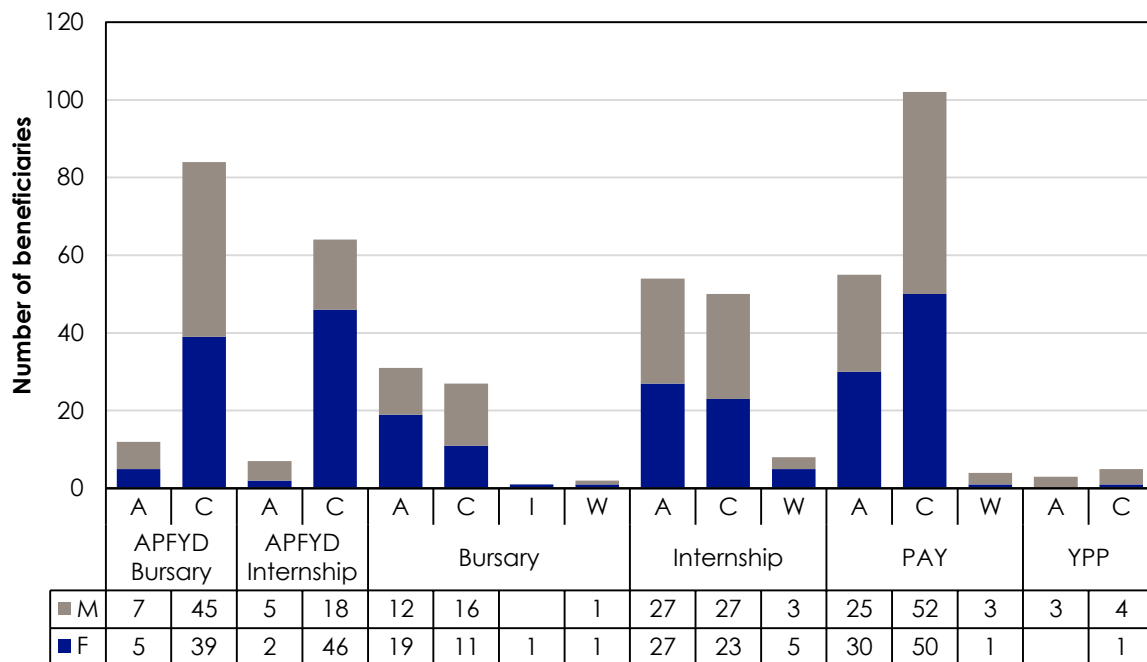
Marginally more females (51.3%) have been supported by the various programmes, which is positive as the agriculture sector has been mostly male-dominated industry. Regarding race, the majority of beneficiaries are coloured (70.0%) followed by African (27.1%).

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.

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

<sup>5</sup> 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.

Figure 1.2: Race and Gender by Programme<sup>6</sup>



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.

<sup>6</sup> Race and gender of beneficiaries are dependent on the applications received

**Table 1.3: 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

### A1.3 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 1.4: 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
BSc Conservation Biology	1
BSc Microbiology	1
BSc Plant and Soil Science	1
Higher Certificate	22



Course	Number
<b>MTech Agriculture</b>	1
<b>MAgric Admin</b>	1
<b>MA Sustainable Agriculture</b>	1
<b>MSc Agriculture</b>	1
<b>Minst. Agrar (Horticulture)</b>	1
<b>Minst. Agrar (Plant Production)</b>	1
<b>MSc. Agricultural Management (Extension)</b>	1
<b>MSc Civil Engineering</b>	1
<b>MSc Genetics</b>	1
<b>MTech Food Technology</b>	2
<b>National Diploma – Horticulture</b>	3
<b>National Diploma – Oenology &amp; Viticulture</b>	1
<b>National Diploma – Agricultural Extension</b>	6
<b>National Diploma – Agricultural Management</b>	6
<b>National Diploma – Animal Production</b>	2
<b>National Diploma – Civil Engineering</b>	3
<b>National Diploma – Farm Management</b>	61
<b>National Diploma – Food Technology</b>	2
<b>National Diploma – Animal Production</b>	2
<b>National Diploma – Biotechnology</b>	1
<b>Postgraduate Diploma – Agronomy</b>	2

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

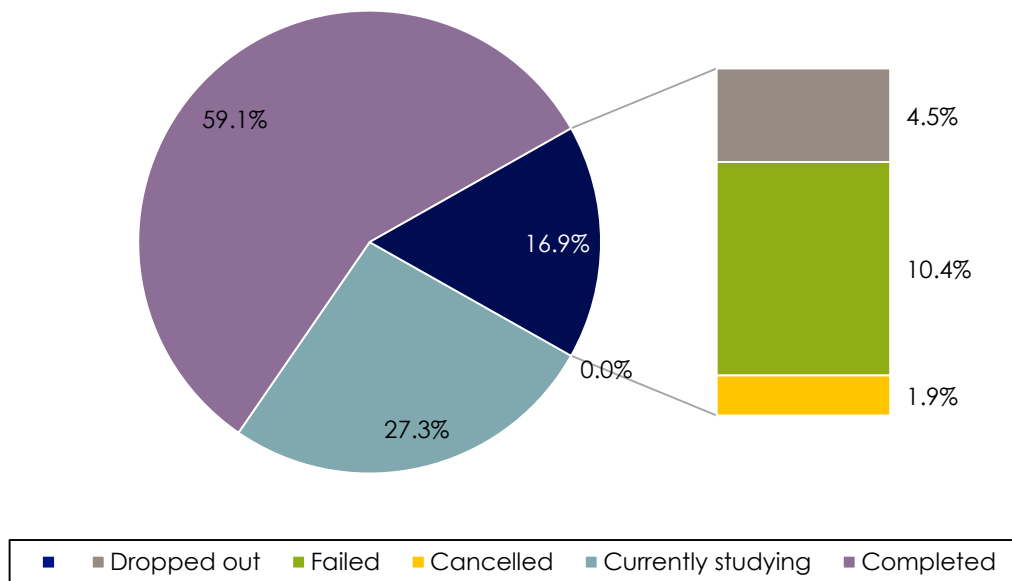
It is evident that bursary holders study a wide range of disciplines; however, the most bursary holders studying the same course include those studying towards a National Diploma in Farm Management as well as those studying towards a Higher Certificate. A National Diploma in Farm Management at the Boland 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.

## A1.4 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)<sup>7</sup> who completed their programme and the percentage of beneficiaries who did not complete their programme over the evaluation period.

**Figure 1.3: Youth Development Programme – Average Success Rate of Bursary Programmes<sup>8</sup>**



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.

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.

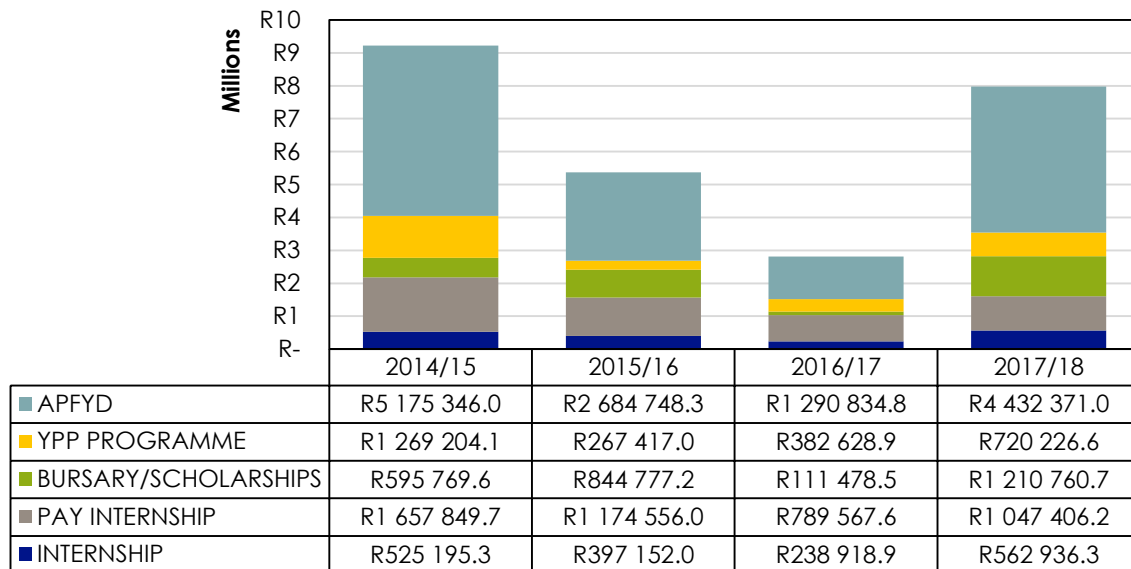
<sup>7</sup> Received databases does not include information on the completion of internship programme beneficiaries

<sup>8</sup> Adds to more than 100% as some beneficiaries graduated from their course and have continued their studies

## A1.5 Expenditure

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

**Figure 1.4: Expenditure, 2014/15 – 2017/18 (Rand)<sup>9</sup>**

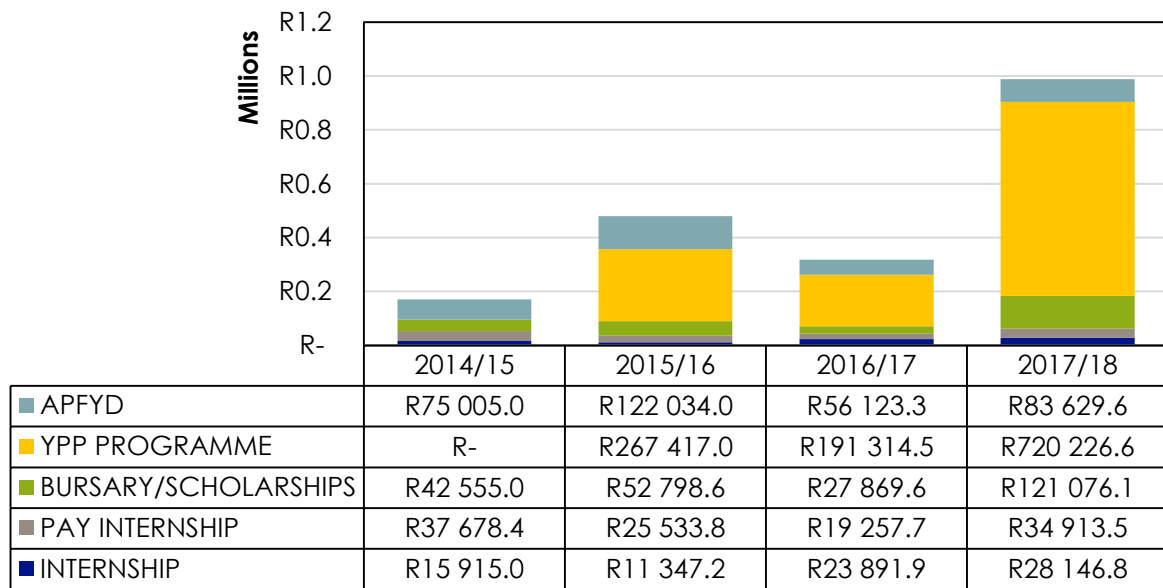


Source: WCDoA, 2018

Over the 4-year evaluation period, the WCDoA invested R23.4 million in the development and support of the youth. Figure 1.5 outlines the average spend per beneficiary in each programme over the evaluation period.

<sup>9</sup> 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 1.5: 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.**

## A2. 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.

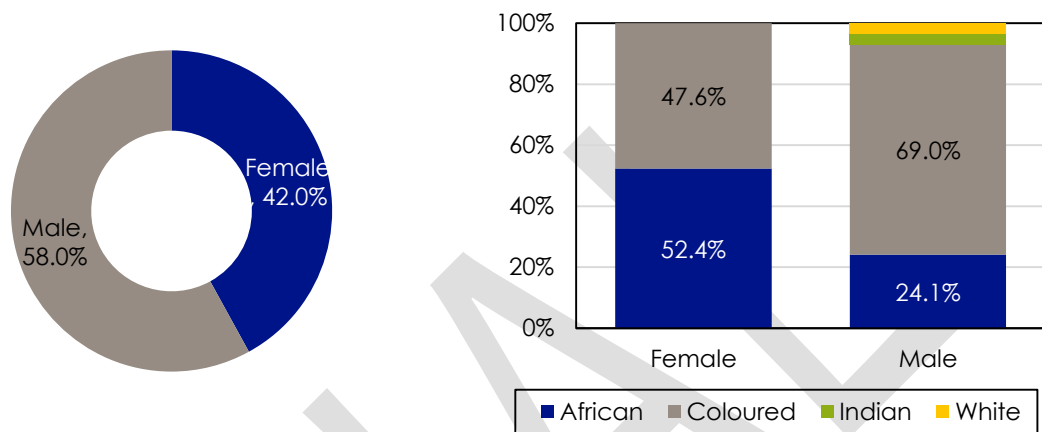
*"The knowledge of knowing the amount of work put in the sector of agriculture. It completely changed the view I had about it. Before it was simply just a sector about farming but since being exposed to the processes and functions within the Agriculture sector, has significantly broadened my horizon. 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."*

### A2.1 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 2.1 indicates the gender and racial profile of respondents. More males responded compared to females. In term 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.

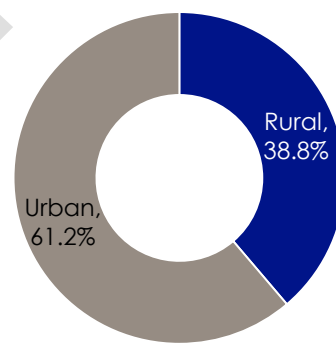
**Figure 2.1: PAY Respondents – Racial and Gender Profile**



Source: Urban-Econ PAY project Survey, 2018

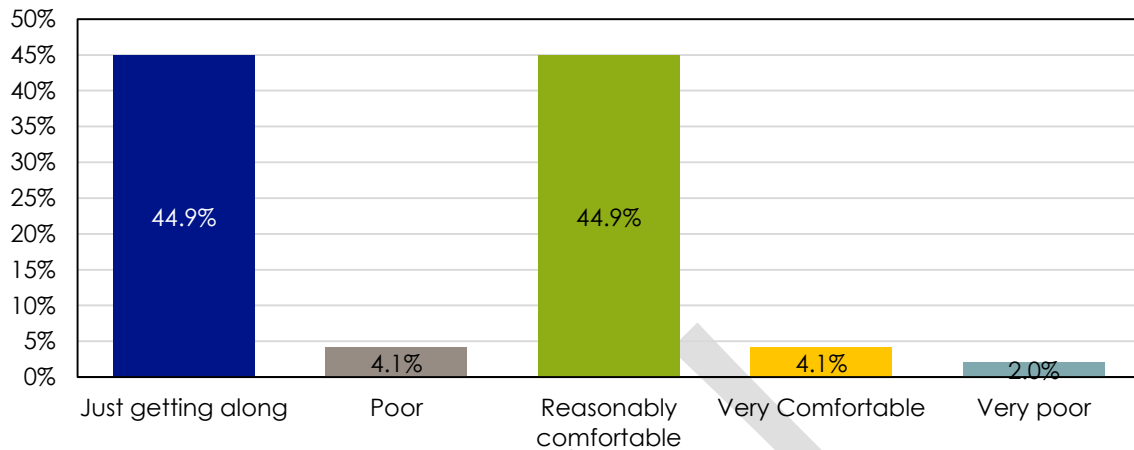
The majority of respondents are from an urban area (61.2%) while 38.8% indicated that they are from a rural area. According to the respondents, 20% are children of agri-workers.

**Figure 2.2: PAY Project Respondents – Place of Residence**



Source: Urban-Econ PAY Project Survey, 2018

**Figure 2.3: PAY Project Respondents – Perceptions of Wealth<sup>10</sup>**



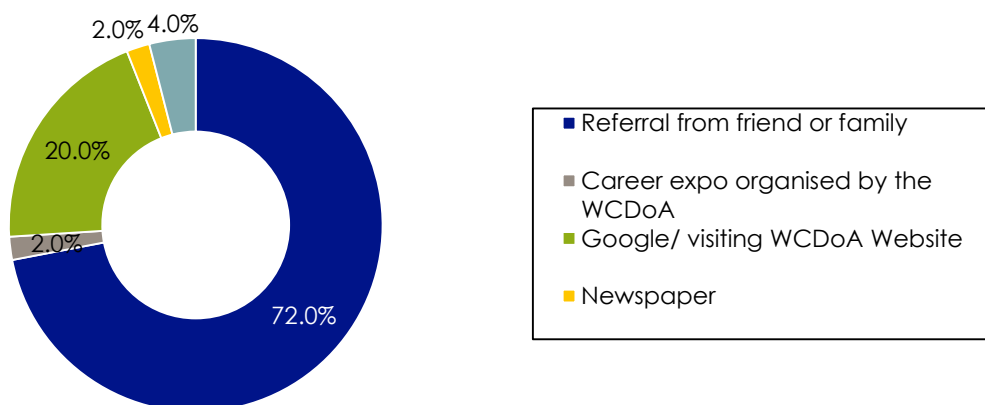
Source: Urban-Econ PAY Project Survey, 2018

As illustrated in Figure 2.3, 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'.

## A2.2 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.

**Figure 2.4: PAY Project Respondents – Programme Awareness**

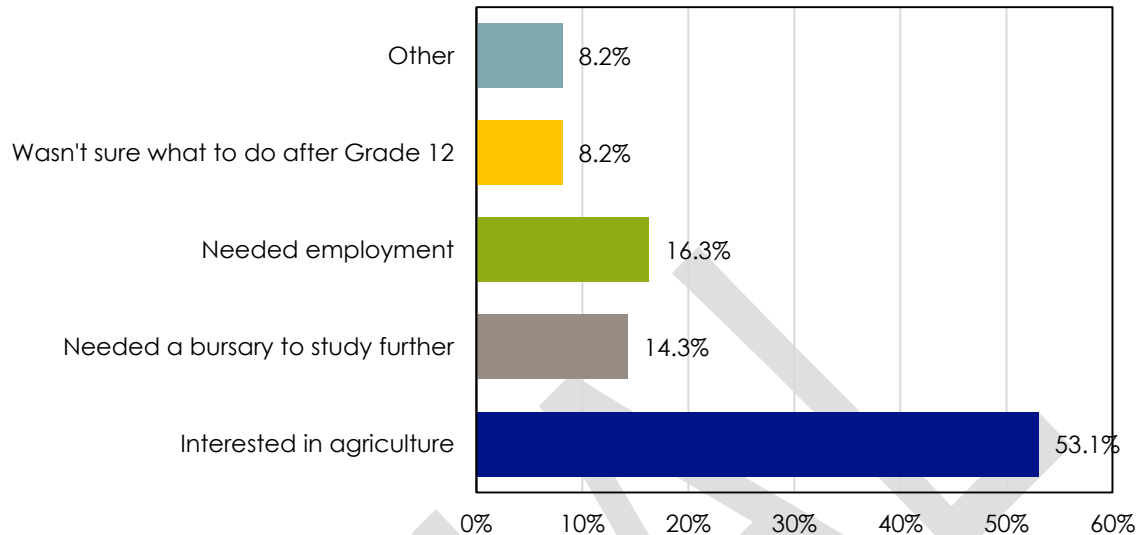


Source: Urban-Econ PAY Project Survey, 2018

<sup>10</sup> 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.

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.

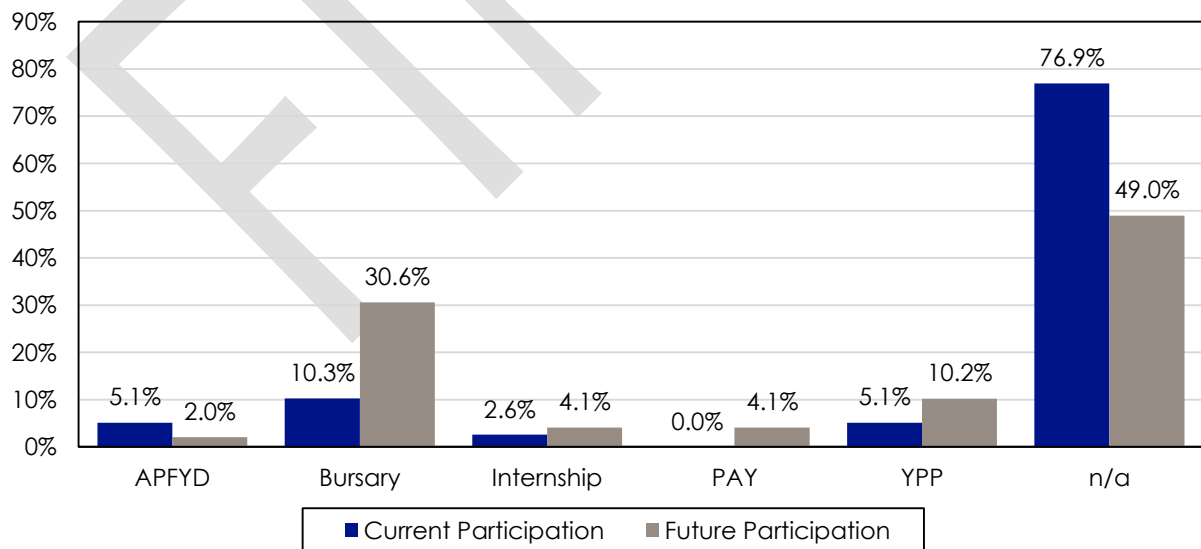
**Figure 2.5: PAY Project Respondents – Reason for Application**



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 2.6

**Figure 2.6: 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.

## A2.3 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.

### A2.3.1 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 noted<sup>11</sup>:

- ◆ *"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."*
- ◆ *"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."*

### A2.3.2 Expectations

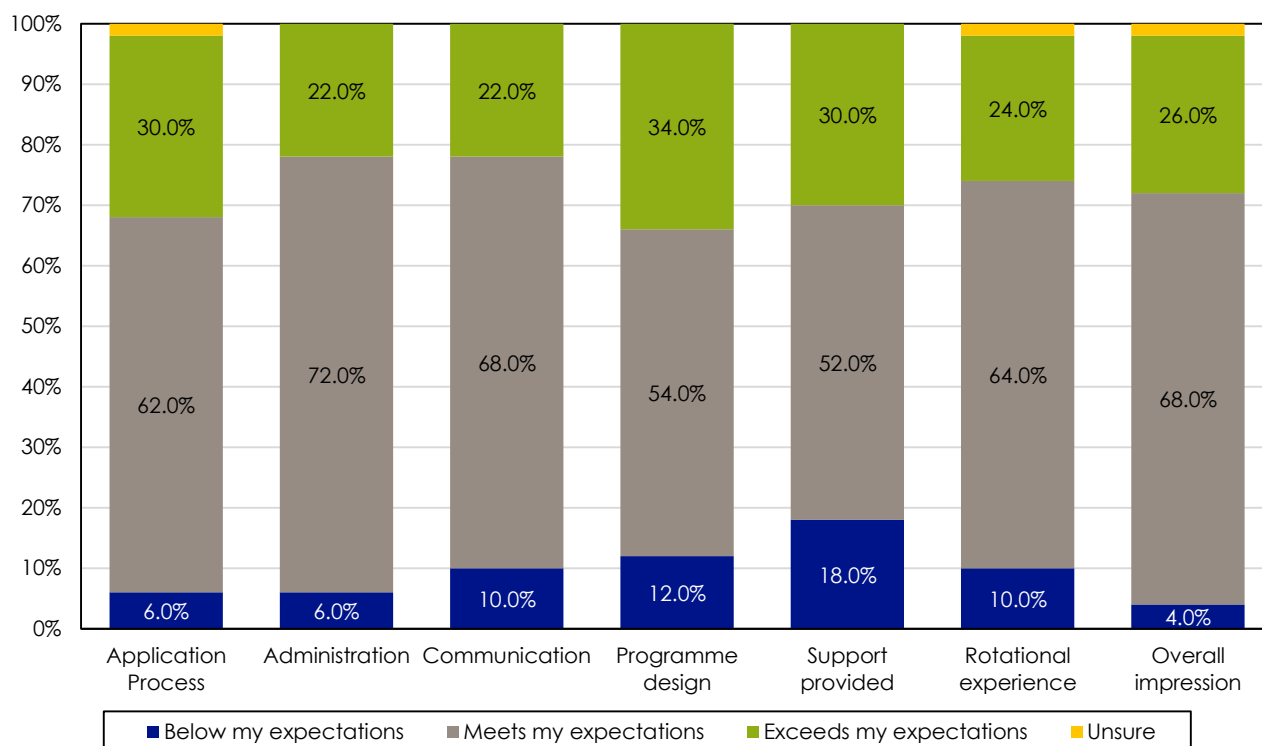
Figure 2.7 indicates the responses relating to the expectations of the PAY interns regarding the application process, the administration of the programme, communication from the WCDoA, the programme design, the support provided by WCDoA staff, the rotation between Programmes and the overall impression of the PAY project.

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<sup>11</sup> 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.



**Figure 2.7: 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 the 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*

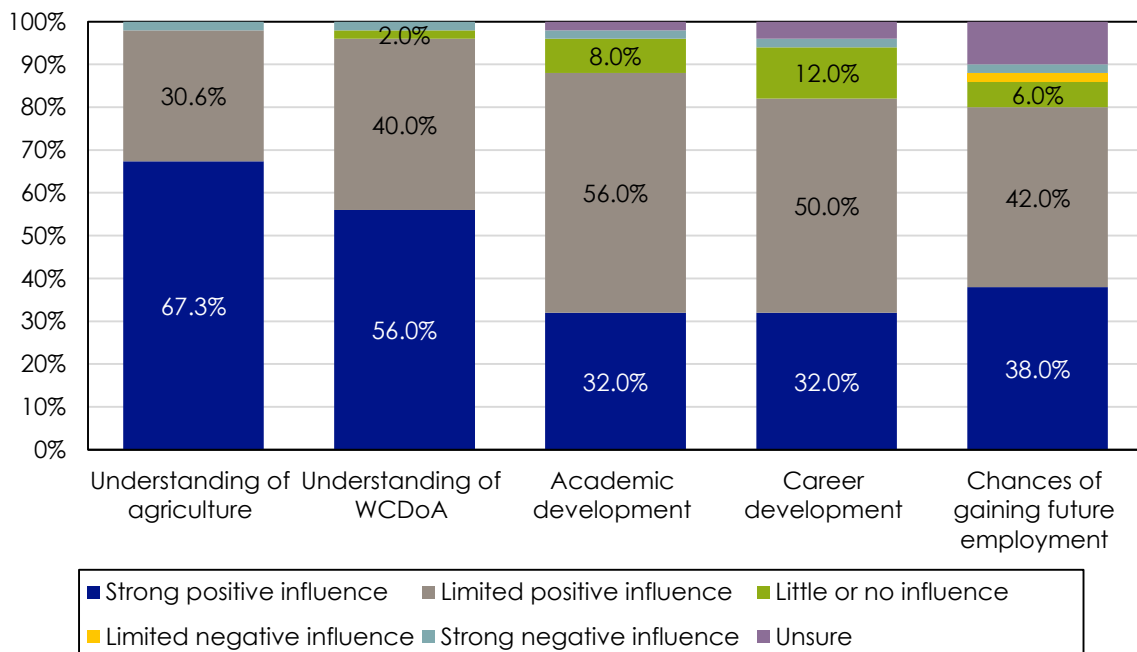
for bursaries for next year and the people who have to decide my future due to me getting a bursary or not are the same individuals who gave me trouble and now hate me because they gave me trouble. I really hope these issues can somehow be resolved as there are MANY STUDENTS BEING TREATED AS BADLY AS 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"

### A2.3.3 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 2.8: PAY Project Respondents – Perceptions of the Influence of the Programme**



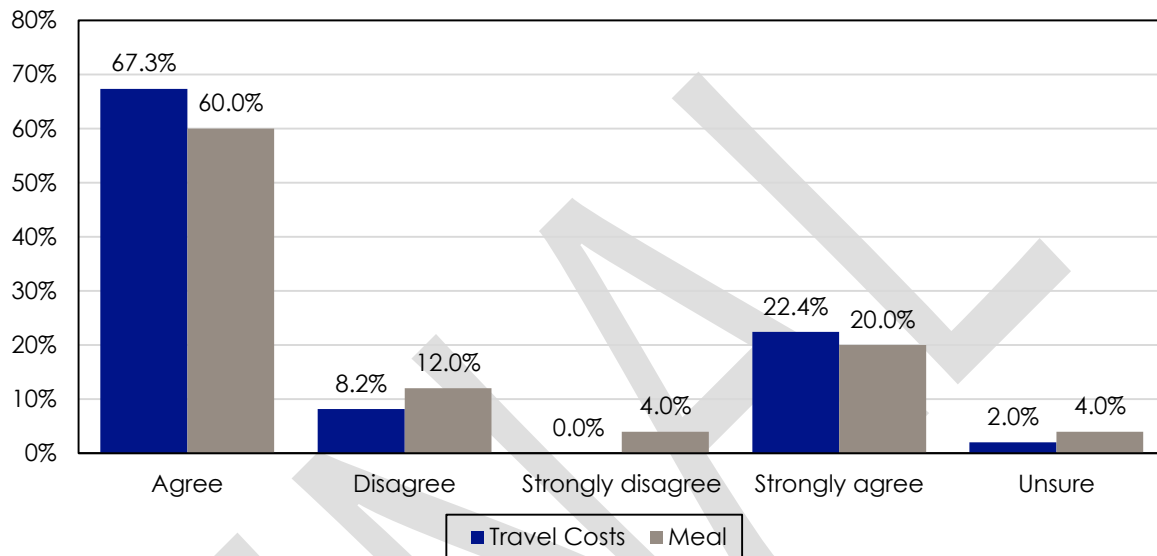
Source: Urban-Econ PAY Project Survey, 2018

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%).

### A2.3.4 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 2.9: 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.”*

## A2.4 Current Activities

This subsection will detail the respondent's current activities.

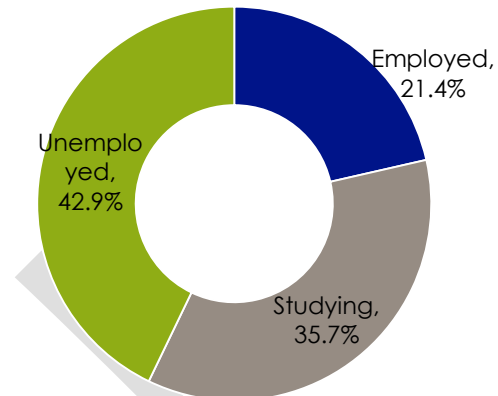
The figure indicates the proportion of respondents who are employed, unemployed or studying. Most of the respondents are either unemployed (42.9%) or studying (35.7%) while 21.4% are employed.

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.

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.

**Figure 2.10: PAY Project Respondents – Current**



Source: Urban-Econ PAY Project Survey, 2018

## A2.5 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 2.1: PAY Survey Responses - Important Changes**

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

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 2.2: PAY Survey Responses – Key Successes**

	Number	%
<b>Exposure and work experience</b>	18	38.3%
<b>Well-structured</b>	2	4.3%
<b>Good communication</b>	1	2.1%
<b>Good mentors</b>	3	6.4%
<b>Motivation to pursue a career/ Study further</b>	5	10.6%

	Number	%
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%
<b>Total</b>	<b>47</b>	<b>100%</b>

Source: Urban-Econ PAY Project Survey, 2018

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 2.3: PAY Survey Responses – Key Failures**

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

Source: Urban-Econ PAY Project Survey, 2018

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"*

## A2.6 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 the 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 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.

### A3. APFYD Project Respondents

This subsection details the responses from 37 APFYD project beneficiaries.

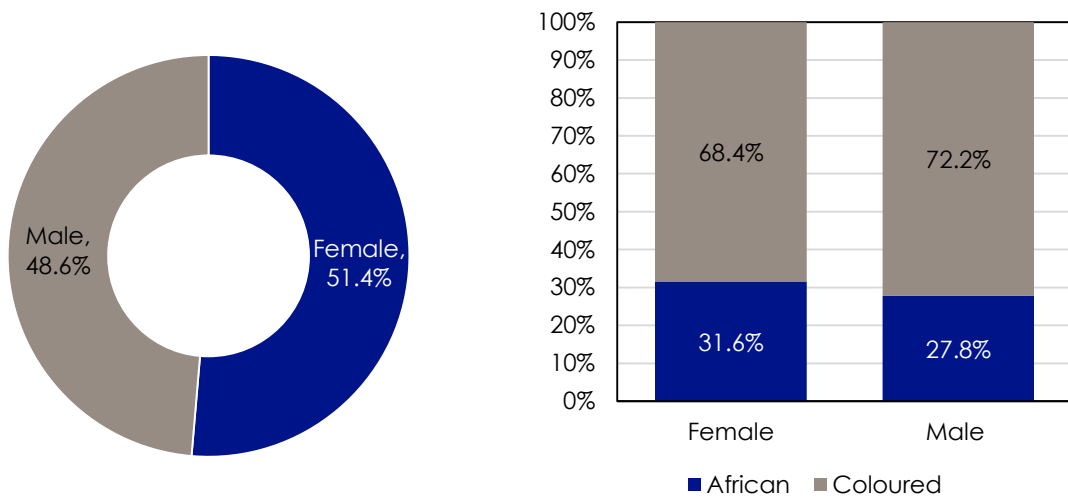
*"I was unemployed when I enrolled with the program. The program gave me an opportunity to further my studies and knowledge and with the stipend, they provided me I could provide for my family while focusing on my studies."*

#### A3.1 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 3.1 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).

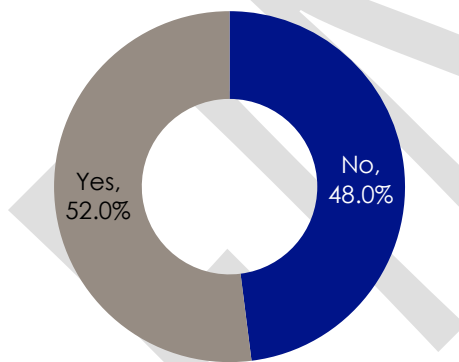
**Figure 3.1: APFYD Project Survey Respondents – Racial and Gender Profile**



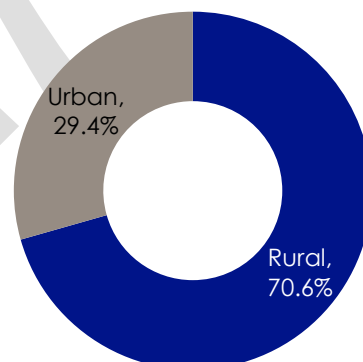
Source: Urban-Econ APFYD Project Survey,

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 3.2: APFYD Project Survey Respondents – Agri-worker Children**



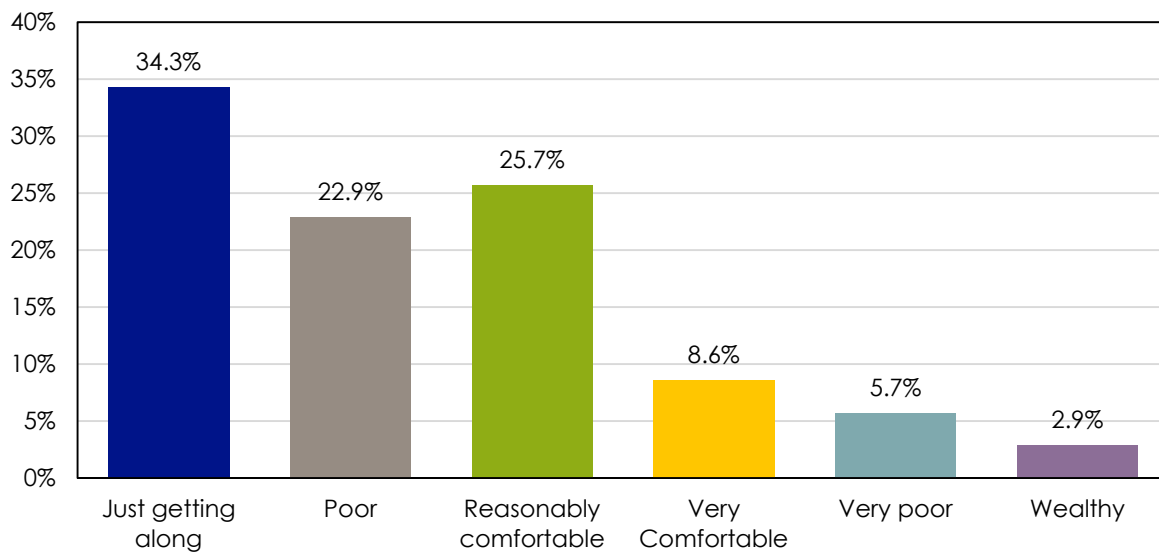
**Figure 3.3: APFYD Project Survey Respondents – Place of Residence**



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 3.4: APFYD Project Survey Respondents – Perceptions of Wealth**

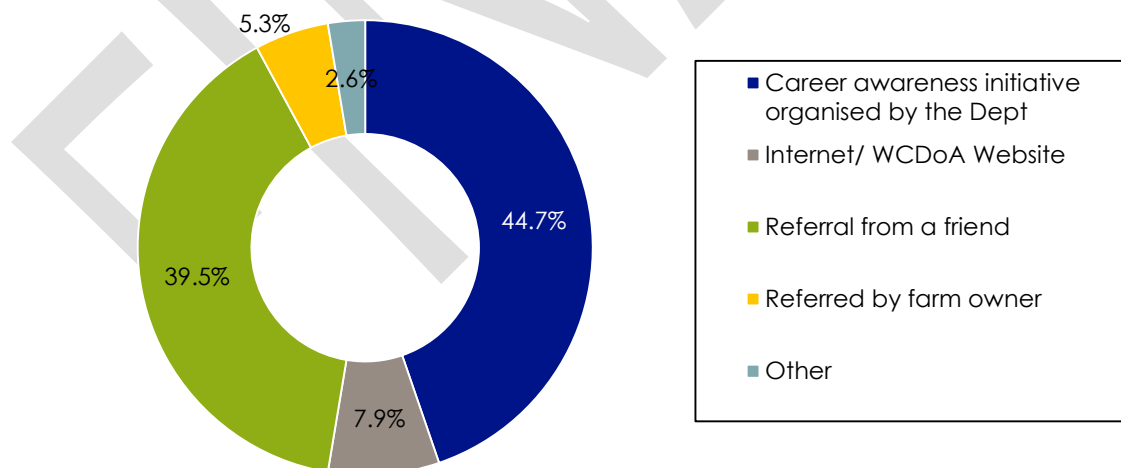


Source: Urban-Econ APFYD Project Survey, 2018

### A3.2 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%).

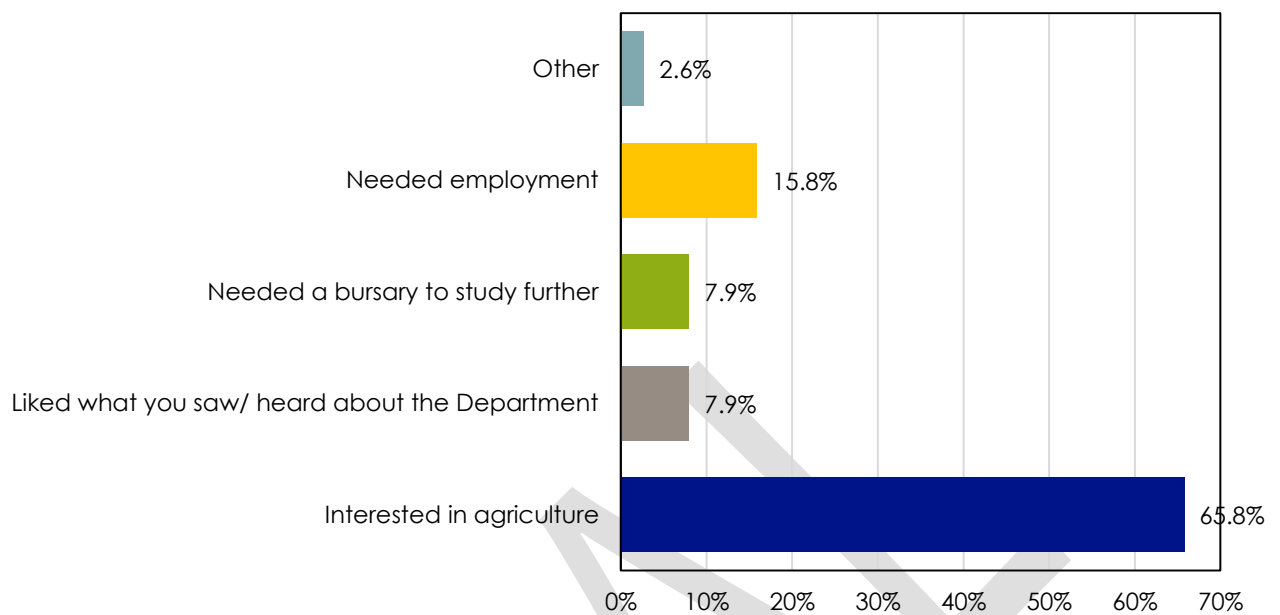
**Figure 3.5: APFYD Project Survey Respondents – Programme Awareness**



Source: Urban-Econ APFYD Project Survey, 2018

As illustrated in Figure 3.6 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.

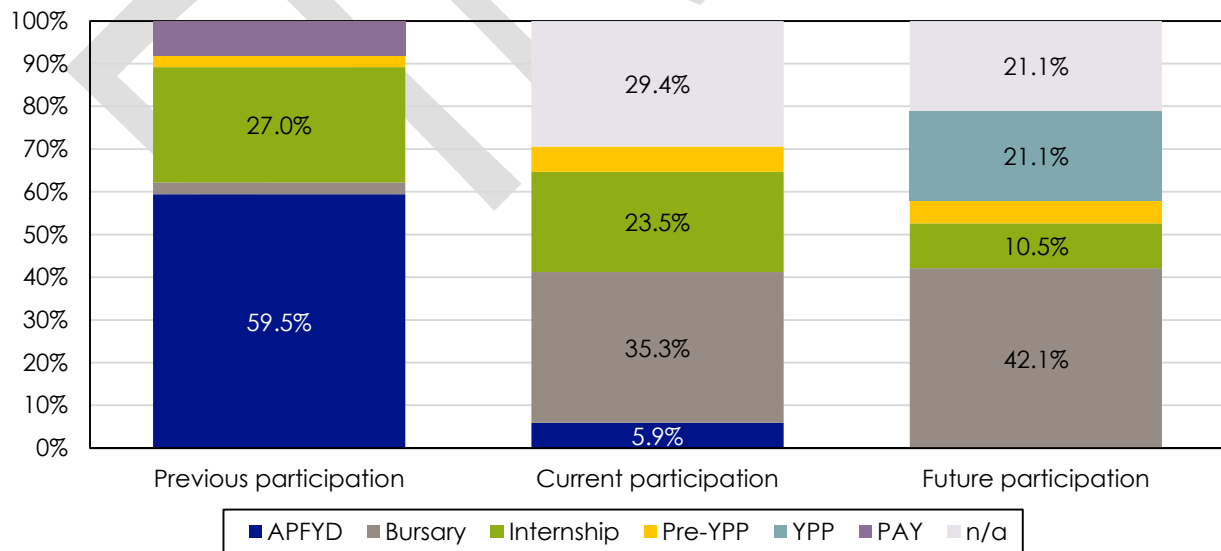
**Figure 3.6: APFYD Project Respondents – Reason for Application**



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 3.7: APFYD Project Respondents – Current & Future Participation<sup>12</sup>**



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

<sup>12</sup> 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.

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.

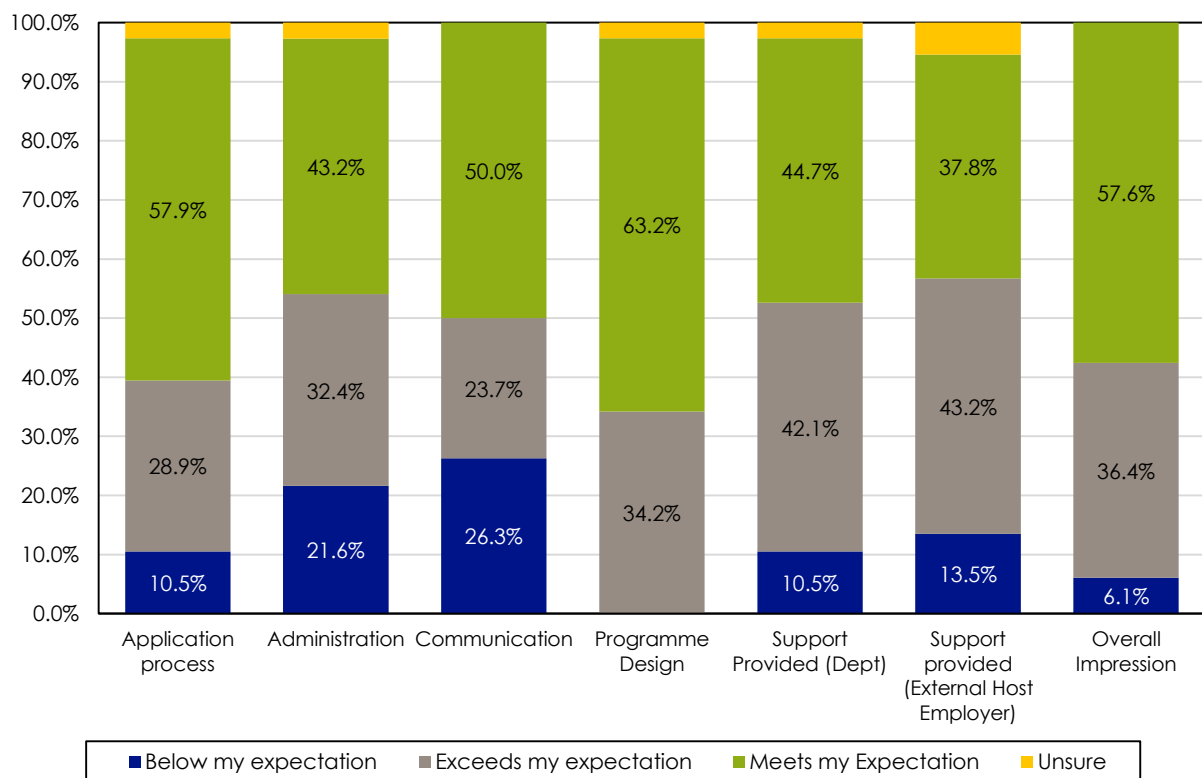
### A3.3. Experience

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.

#### A3.3.1 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.

**Figure 3.8: 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%), communication (26.3%), the support provided by the Department (10.5%) and the external host employer (13.5%). Only 6.1% of respondents indicated that the overall the programme was below their expectation.

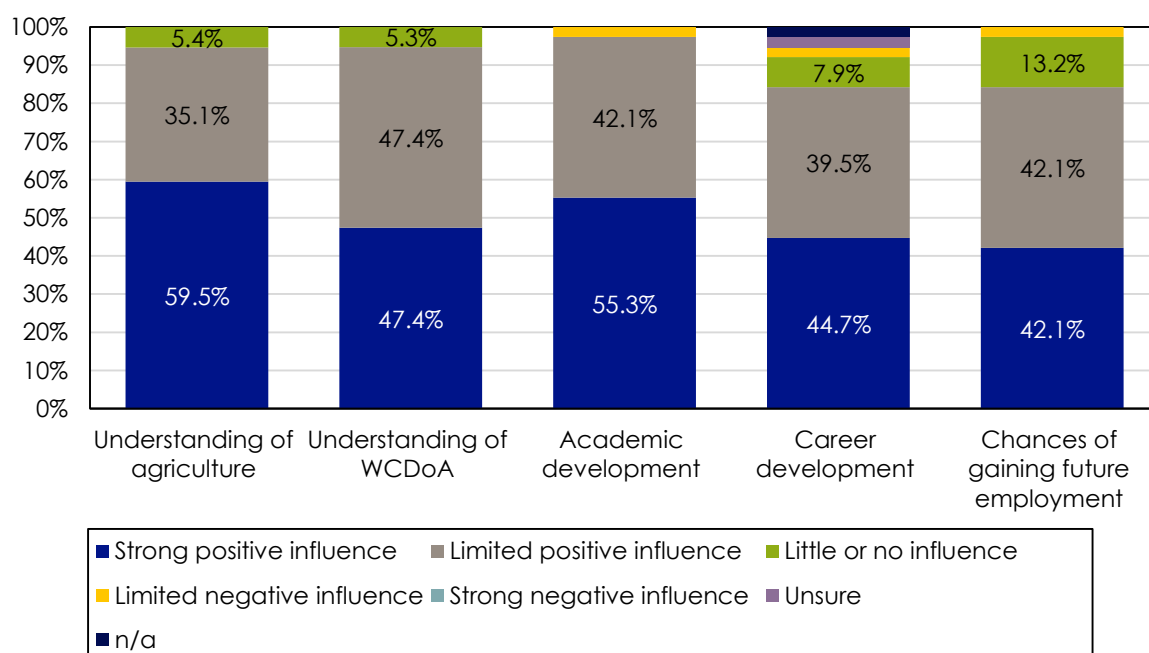
Comments received on this question include:

- ◆ "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"

### A3.3.2 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 3.9: 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"

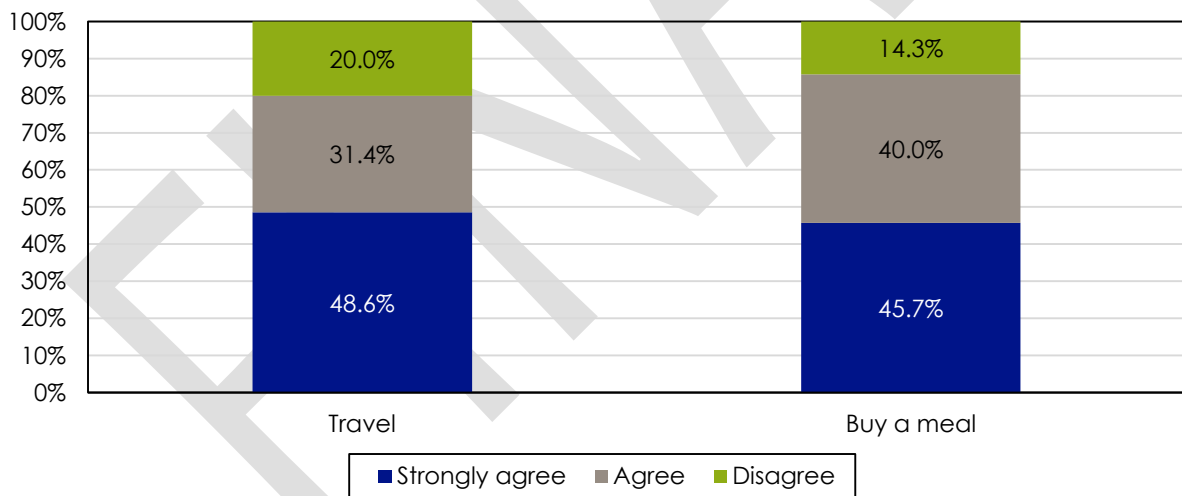


- ◆ “Ek is wel werkloos maar glo en vertrou ek sal werk kry” (I am unemployed, but I trust that I will get a job)
- ◆ “Was already exposed, no other influence on career development, only bursary”
- ◆ “Was motivated to go to school”
- ◆ “Agriculture not only about planting, there is more”
- ◆ “Has experience 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”

### A3.3.3 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 3.10: 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:**

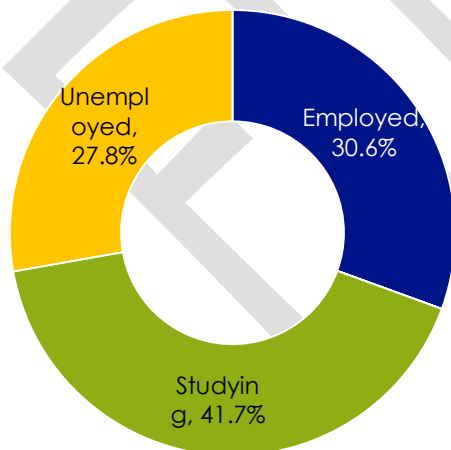
- ◆ “Also, wasn’t enough for home, money was not the amount that was stated”
- ◆ “Ek het op die koshuis gebly” (I stayed in the hostel/residence)

- ◆ "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"

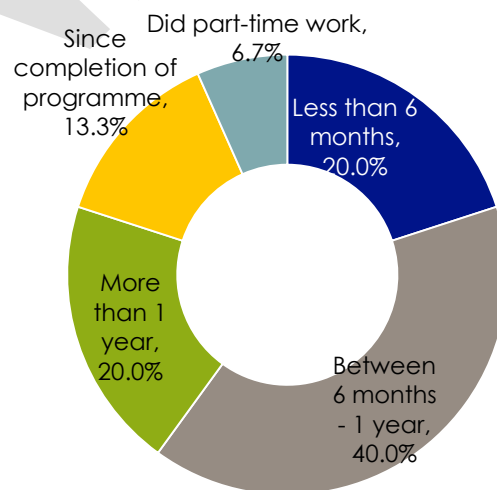
### A3.4 Current Activities

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 3.11: APFYD Project Survey Respondents – Current Activities**



**Figure 3.12: APFYD Project Survey Respondents – Duration of Unemployment**

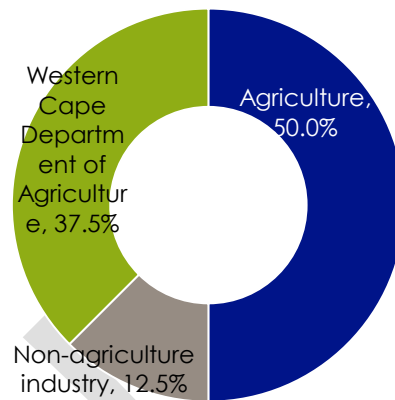


Source: Urban-Econ APFYD Project Survey, 2018

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 3.13: APFYD Project Survey Respondents – Sector of Employment**



Source: Urban-Econ APFYD Project Survey, 2018

### A3.5 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 3.1: APFYD Project Survey Responses - Important Changes**

	Number	%
<b>Personal Development/ Enhanced Perspective/ Motivation</b>	20	50%
<b>Skills Development/ Education</b>	12	30%
<b>Employment Opportunities/ Career development/ Exposure</b>	3	8%
<b>Positive future/ programme is a stepping stone</b>	3	8%

	Number	%
<b>Financial assistance</b>	2	5%
<b>No Change/ Don't know/ Nothing</b>	3	8%
<b>Total</b>	<b>40</b>	<b>100%</b>

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"
- ◆ "lets 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 3.2: Key successes of the APFYD Project**

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

Source: Urban-Econ APFYD Project Survey, 2018

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 campus" (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 uitgegan 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 3.3: 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%
<b>Total</b>	<b>32</b>	<b>100%</b>

Source: Urban-Econ APFYD Project Survey, 2018

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 3.4: 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%
<b>Total</b>	<b>40</b>	<b>100%</b>

Source: Urban-Econ APFYD Project Survey, 2018

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”*

### A3.6 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.

## A4. Bursary Programme Respondents

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

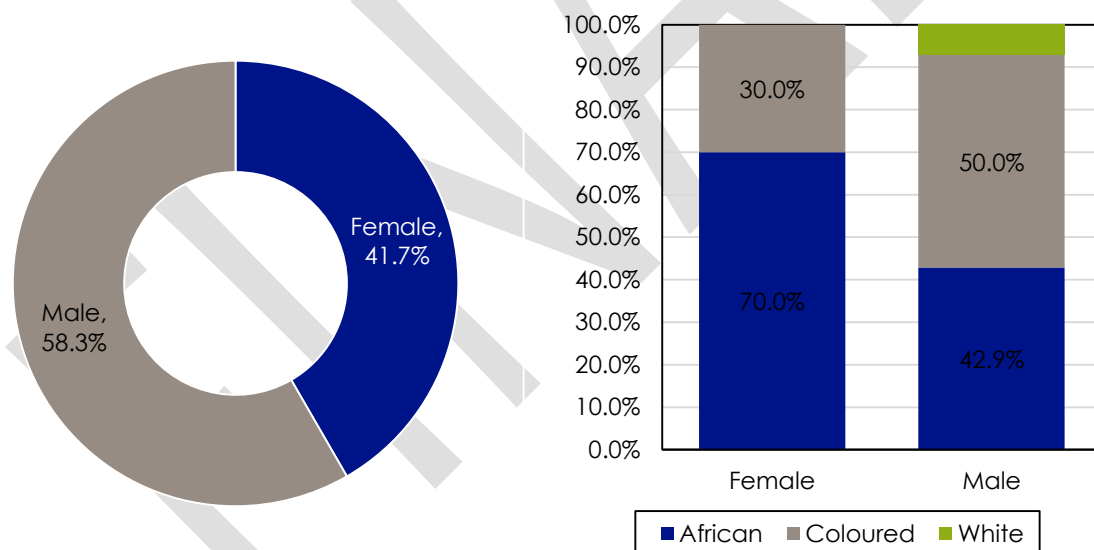
*"I acquired a degree which I never thought would happen. I was the top student in my class!"*

### A4.1 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 4.1 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.

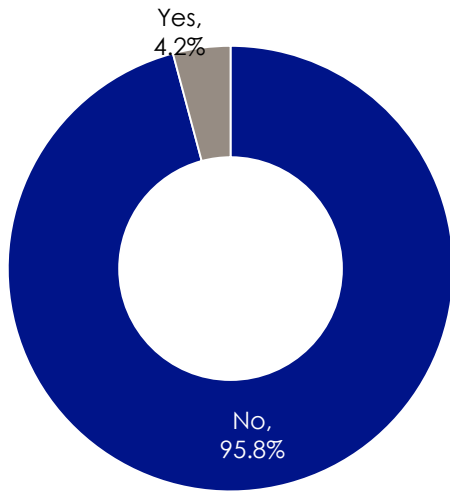
**Figure 4.1: Bursary Programme Respondents – Racial and Gender Profile**



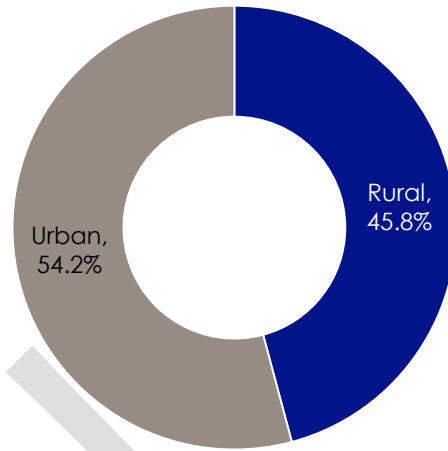
Source: Urban-Econ Bursary Programme Survey, 2018

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 4.2: Bursary Programme Respondents – Agri-worker Children**



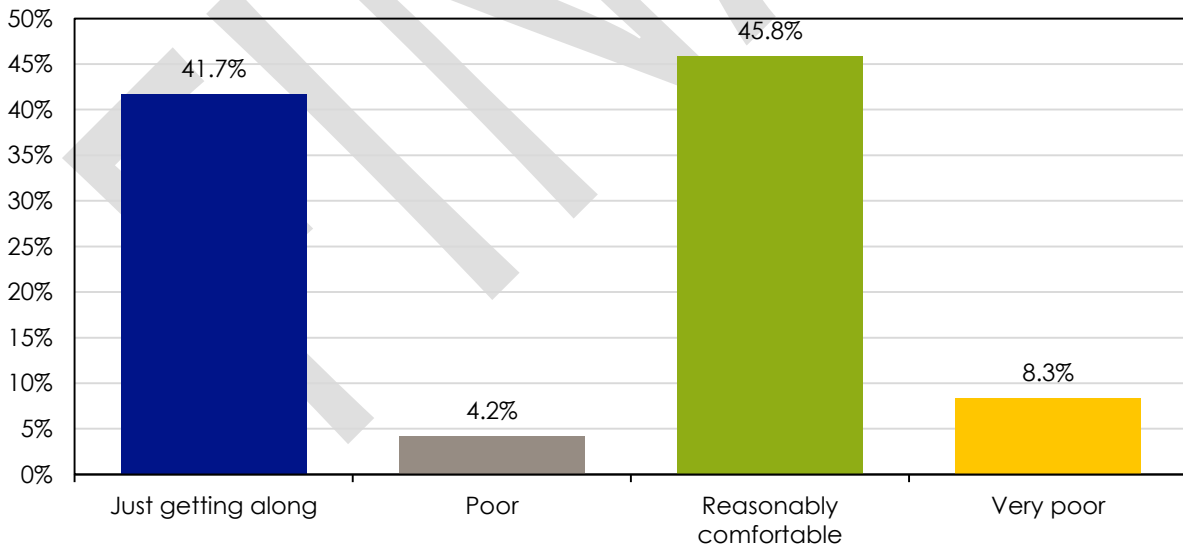
**Figure 4.3: Bursary Programme Respondents – Place of Residence**



Source: Urban-Econ Bursary Programme Survey, 2018

Figure 4.4 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 4.4: Bursary Programme Respondents – Perceptions of Wealth**

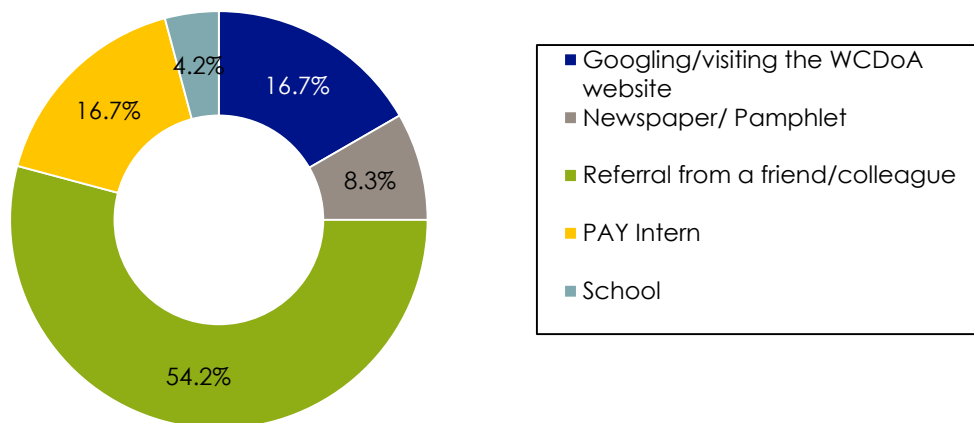


Source: Urban-Econ Bursary Programme Survey, 2018

## A4.2 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.

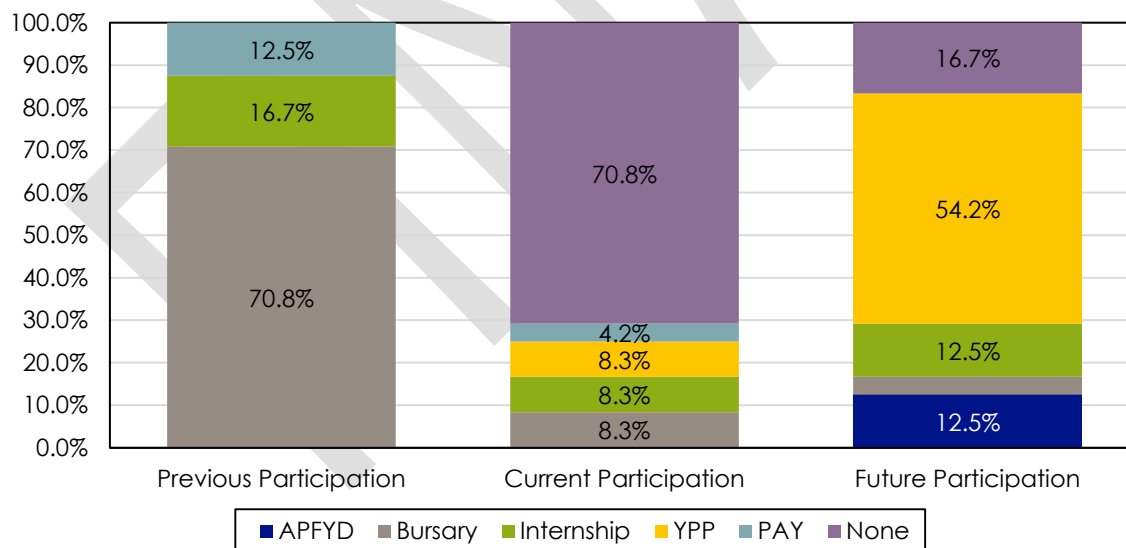
**Figure 4.5: Bursary Programme Respondents – Programme Awareness**



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 4.6: Bursary Programme Respondents – Current & Future Participation**



Source: Urban-Econ Bursary Programme Survey, 2018

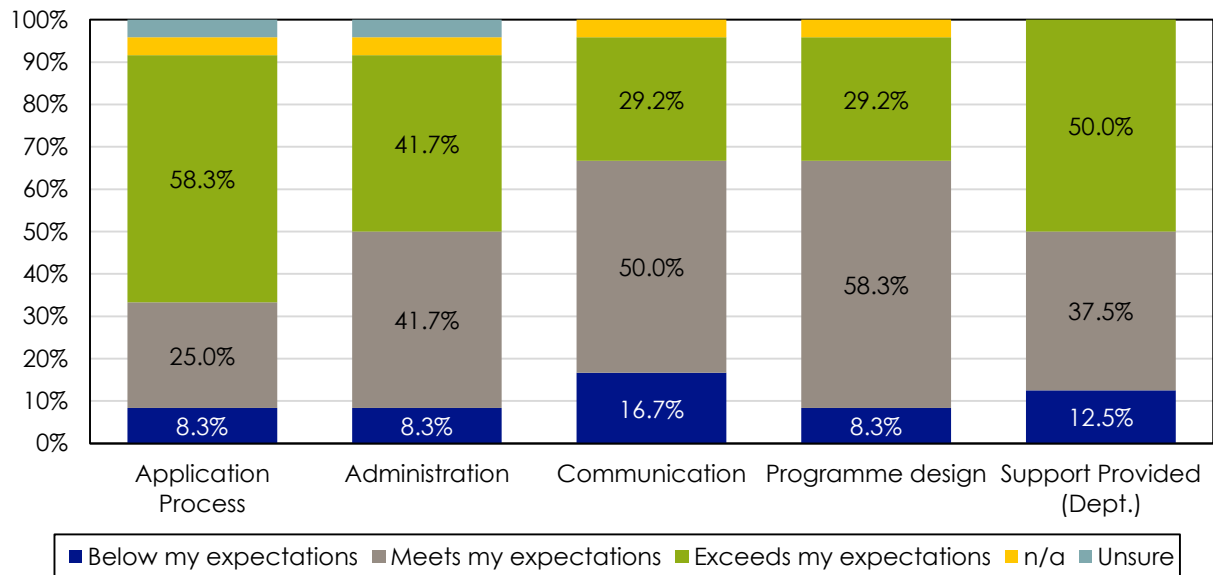
### A4.3 Experience

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.

### A4.3.1 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 4.7: 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, the 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.

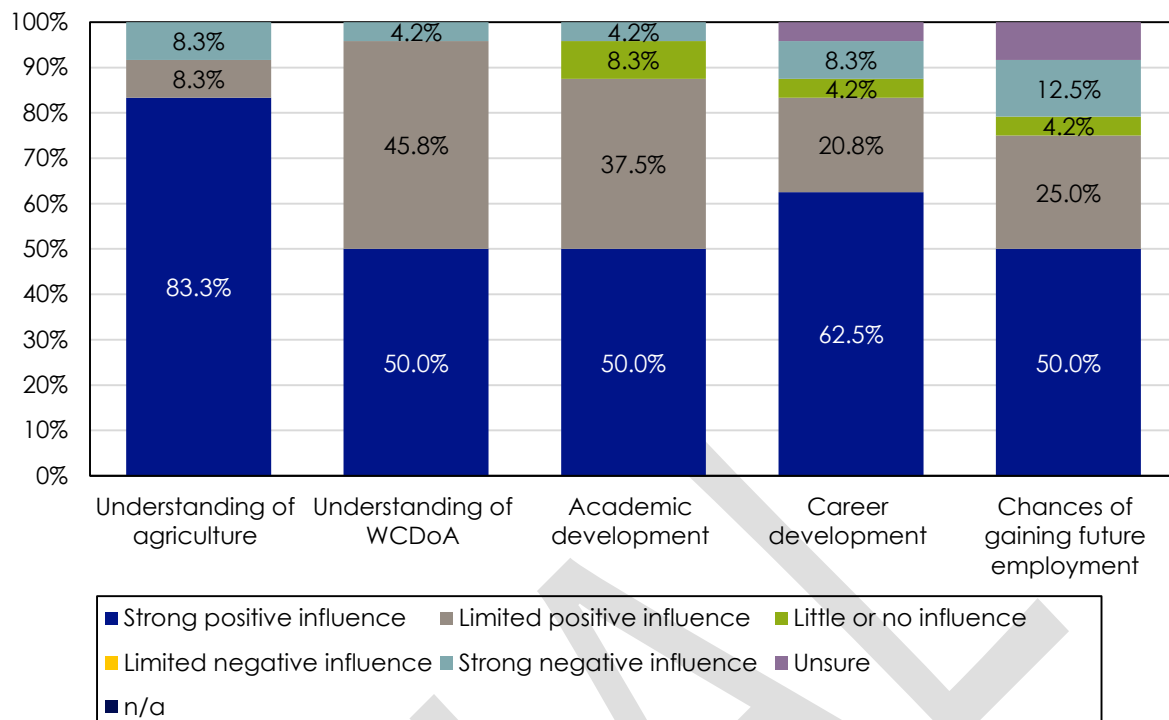
Comments received on this question include:

- ◆ *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.*

### A4.3.2 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 4.8: 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"

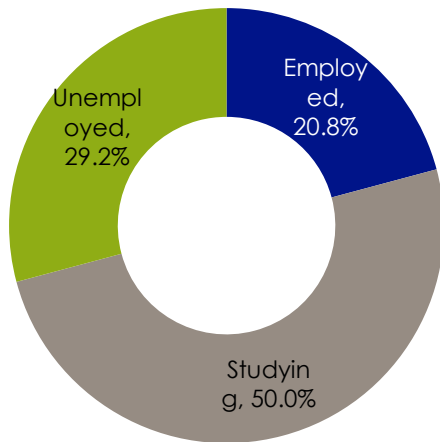
#### A4.4 Current Activities

This subsection will detail the respondent's current activities. As illustrated in Figure 4.9, most of the respondents (50%) are currently studying, while 29.2% of the respondents are unemployed and 20.8% are employed.

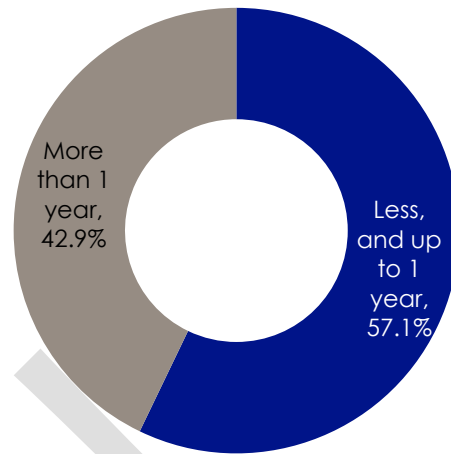
If respondents indicated that they are unemployed, they were asked for how long they have been unemployed. The majority of the respondents (57.1%) indicated that they have been unemployed for less than a year, followed by 42.9% who have been unemployed for more than a year.



**Figure 4.9: Bursary Programme Respondents – Current Activities**



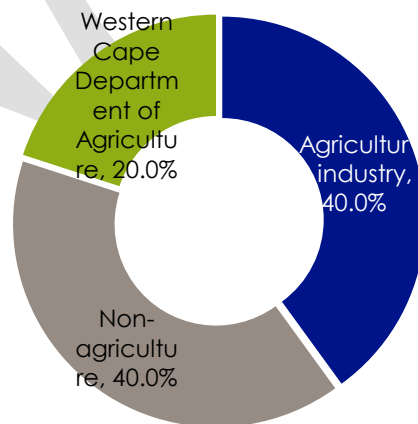
**Figure 4.10: Bursary Programme Respondents – Duration of Unemployment**



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 4.11: Bursary programme survey responses – Sector of Employment**



Source: Urban-Econ Bursary Programme Survey, 2018

#### A4.5 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 4.1: 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%
<b>Total</b>	<b>30</b>	<b>100,0%</b>

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 4.2 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%
<b>Total</b>	<b>24</b>	<b>100%</b>

Source: Urban-Econ Bursary Programme Survey, 2018

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.

## A5. 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”*

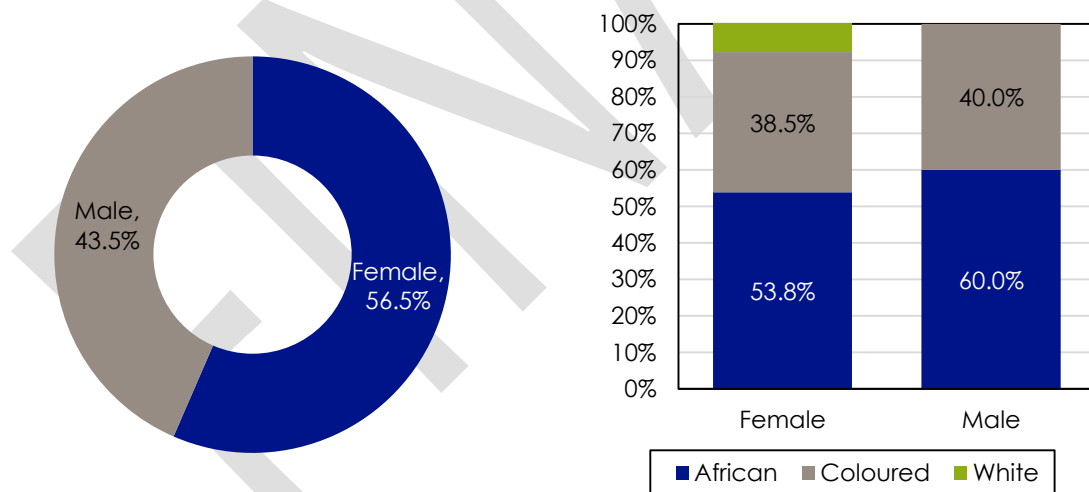
*“Ability to provide for my family. Able to save a certain amount every month. Increased working experience. Knowing the do's and don'ts in the workplace. Time management. Self-management”*

### A5.1 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).

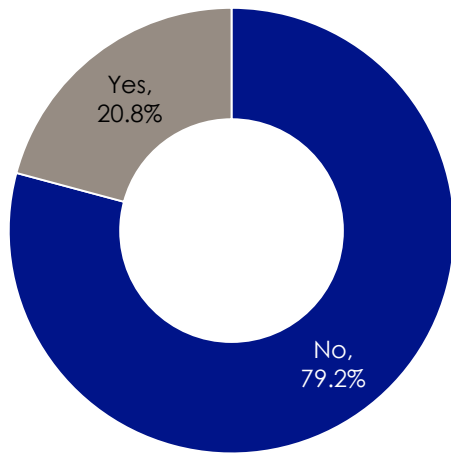
**Figure 5.1: Internship Programme Respondents – Racial and Gender Profile**



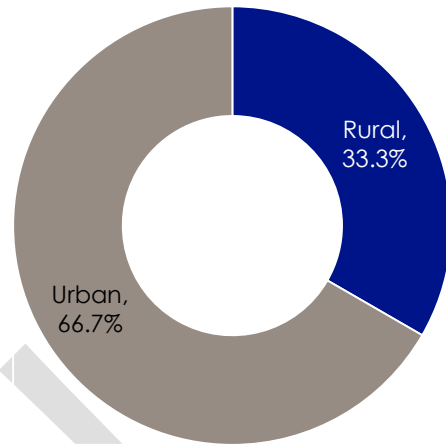
Source: Urban-Econ Internship Programme Survey, 2018

Figure 5.2 and 5.3 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 5.2: Internship Programme Respondents – Agri-worker Children**



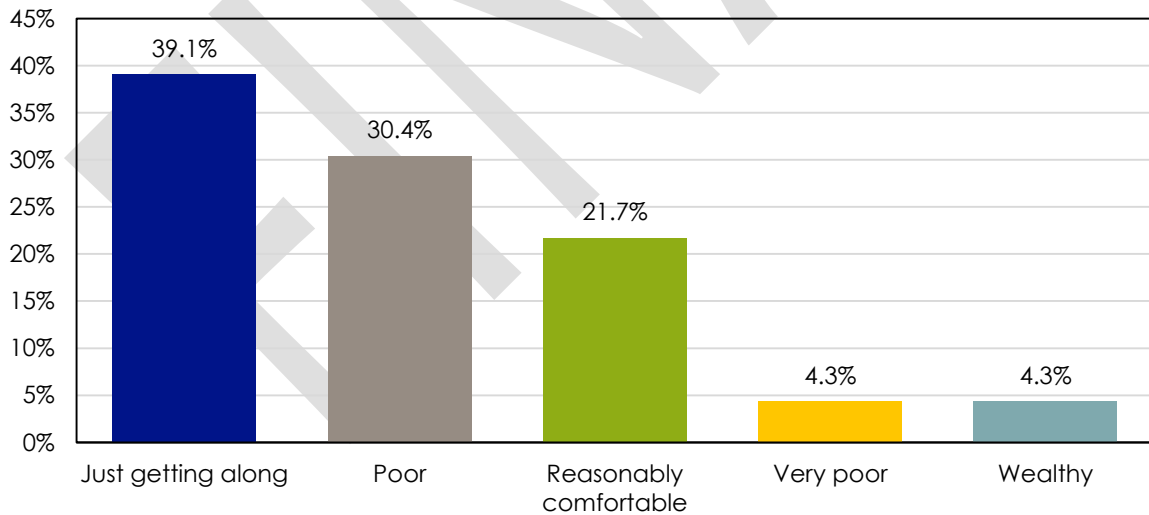
**Figure 5.3: Internship Programme Respondents – Place of Residence**



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 5.4: Internship Programme Respondents – Perceptions of Wealth**



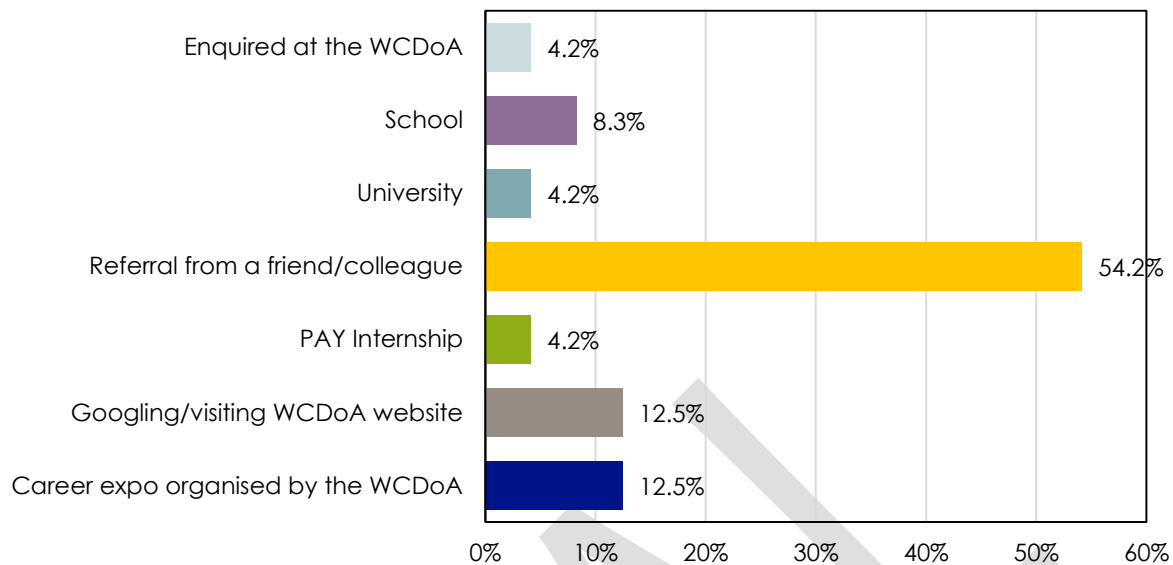
Source: Urban-Econ Internship Programme Survey, 2018

## A5.2 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.



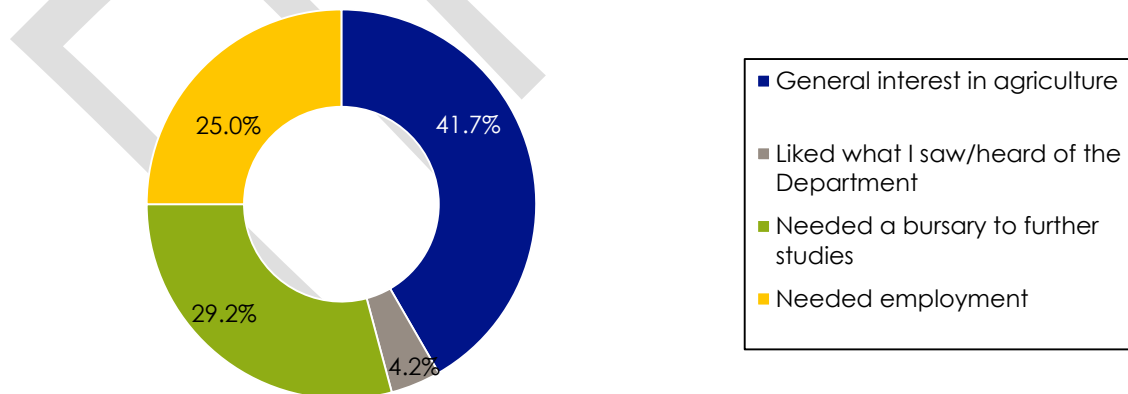
**Figure 5.5: Internship Programme Respondents – Programme Awareness**



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.

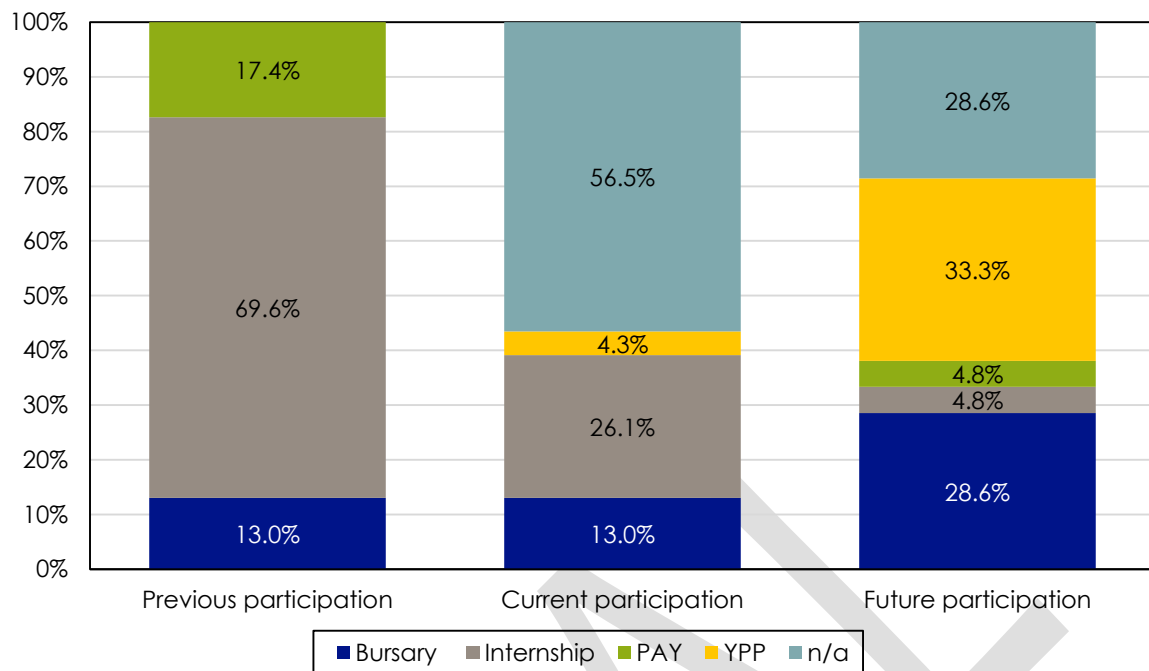
**Figure 5.6: Internship Programme Respondents – Reason for Application**



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 5.7: 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.

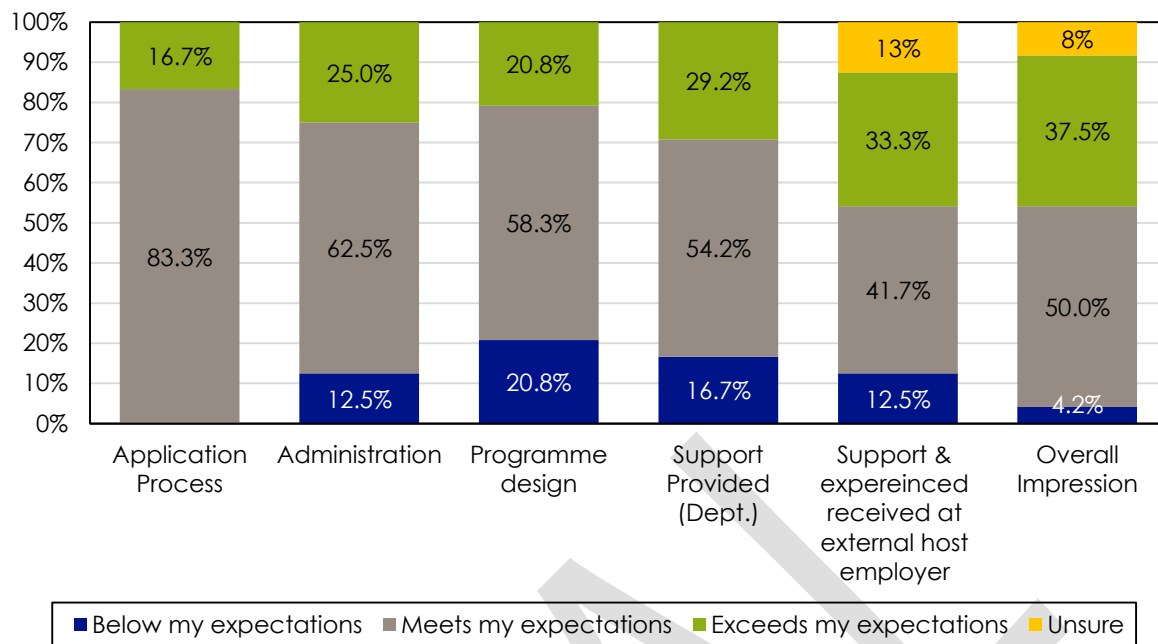
### A5.3 Experience

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.

#### A5.3.1 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 5.8: 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%).

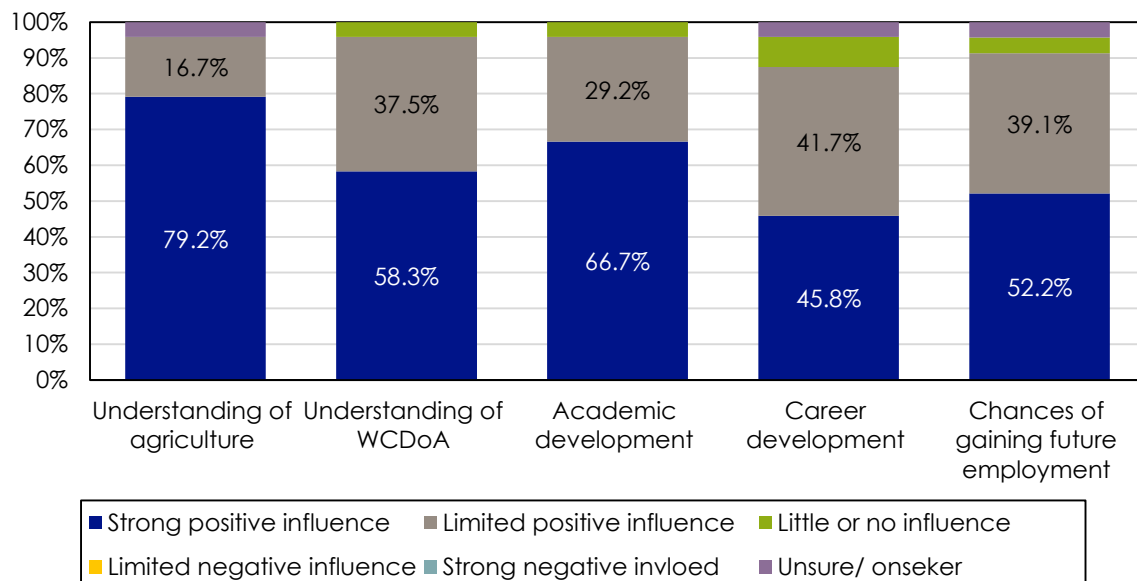
Comments received on this question include:

- ◆ *“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”*

### A5.3.2 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 5.9: 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%).

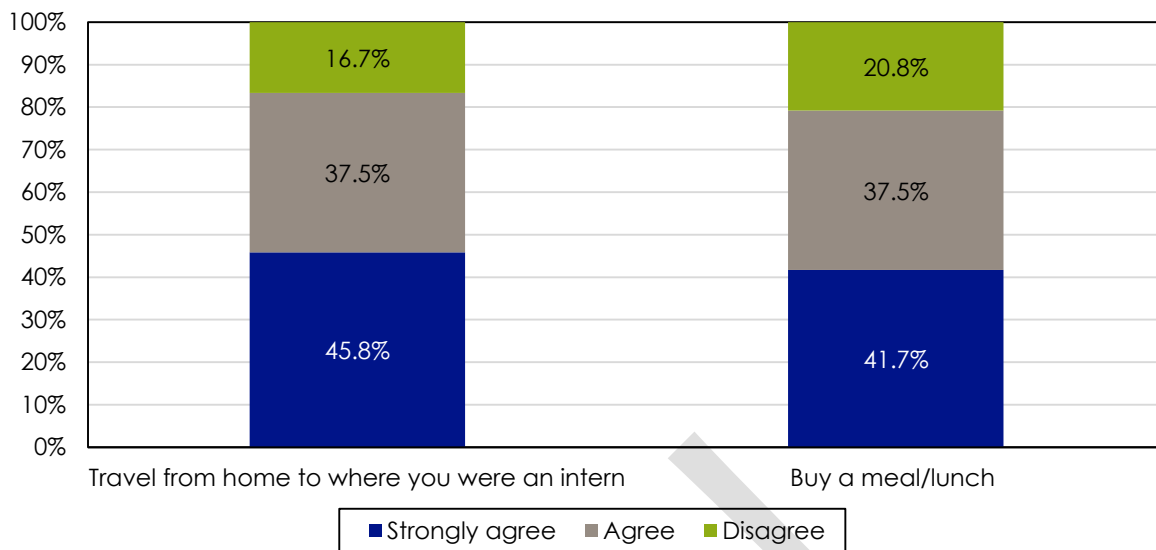
Comments received on this question include:

- ◆ “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”

### A5.3.3 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 5.10: 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:

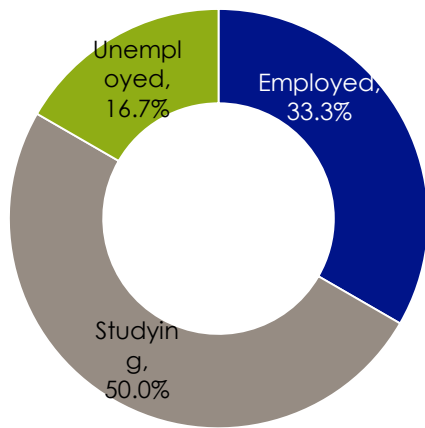
- ◆ *“Since things are now becoming expensive at least if we can get a raise so that we can balance our lives”*
- ◆ *“In 2013 the stipend was good, and even the transport and lunch was affordable. So, I’m not complaining at all”*

### A5.4 Current Activities

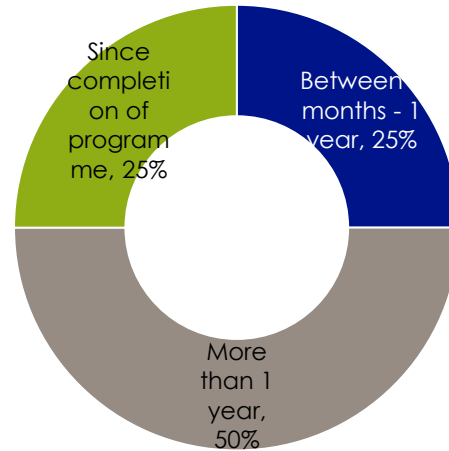
This subsection will detail the respondent's current activities. As illustrated in the Figure below, the majority of the respondents (50%) are studying. While 33.3% of the respondents are employed, and 16.7% are unemployed.

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 5.11: Internship Programme Respondents – Current Activities**



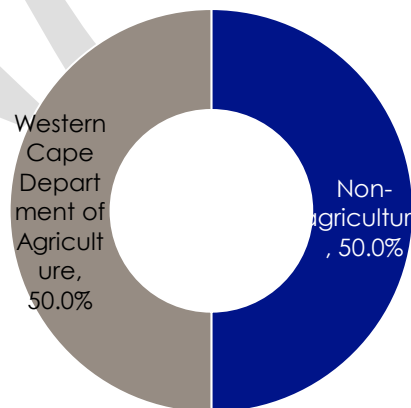
**Figure 5.12: Internship Programme Respondents – Duration of Unemployment**



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 industry<sup>13</sup>, and the other half are employed by the WCDoA.

**Figure 5.13: Internship Programme Survey Responses – Sector of Employment**



Source: Urban-Econ Internship Programme Survey, 2018

### A5.5 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?

<sup>13</sup> 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.

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 5.1: Internship Programme Survey Responses - Important Changes**

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

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 WCDoA. 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, 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"*
- ◆ *"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 5.2: 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%
<b>Total</b>	<b>17</b>	<b>100%</b>

Source: Urban-Econ Internship Programme Survey, 2018

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 5.3: 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%
<b>Total</b>	<b>17</b>	<b>100%</b>

Source: Urban-Econ Internship Programme Survey, 2018

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.

## A6. YPP Programme Respondents

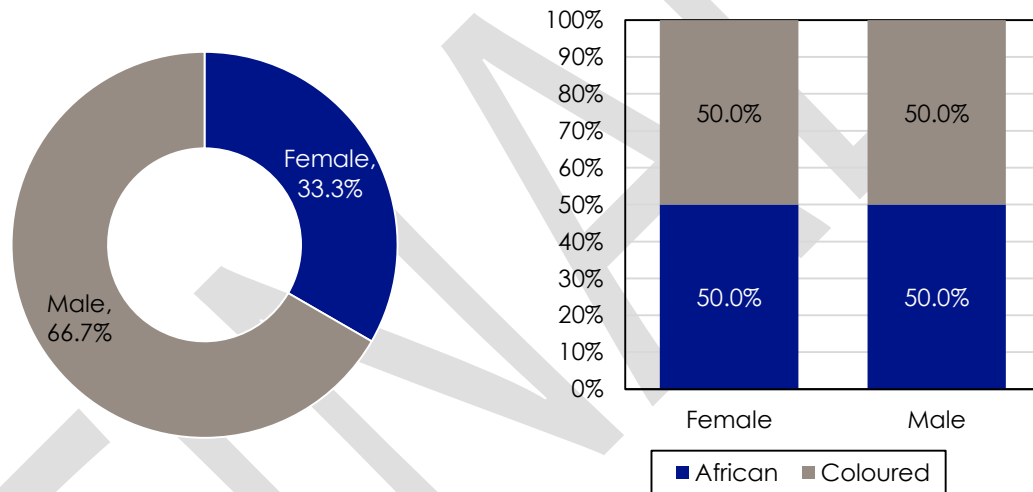
This section details the responses from 6 YPP beneficiaries.

*"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"*

### A6.1 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 6.1 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.

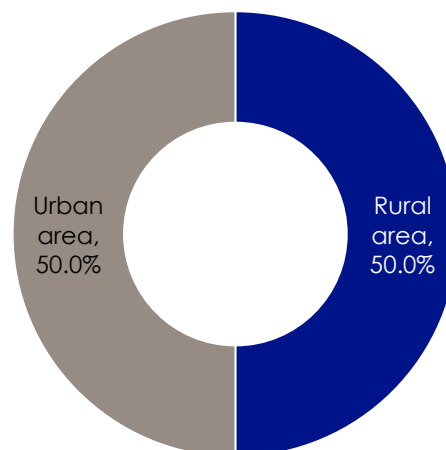
**Figure 6.1: YPP Programme Respondents – Racial and Gender Profile**



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.

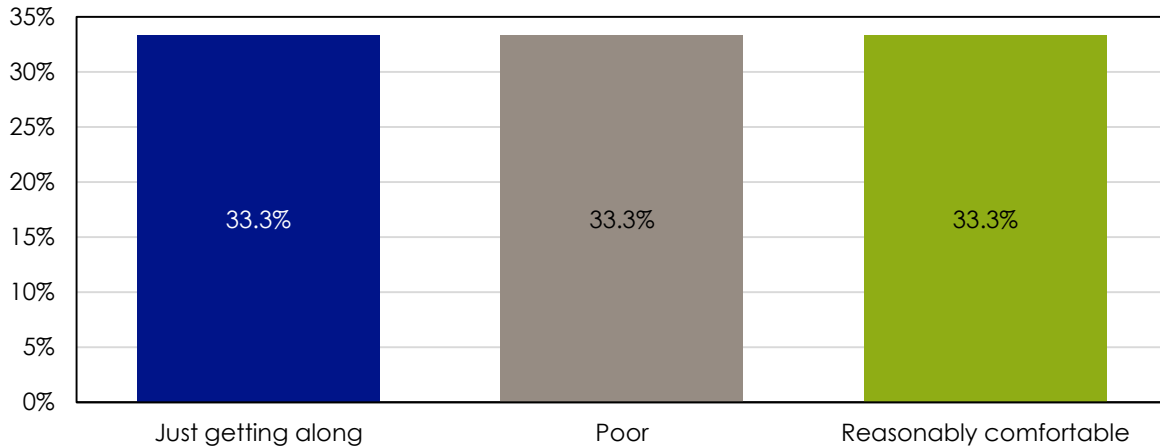
**Figure 6.2: YPP Programme Respondents – Place of Residence**



Source: Urban-Econ YPP Programme Survey, 2018

As illustrated in Figure 6.3, 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 6.3: YPP Programme Respondents – Perceptions of Wealth**

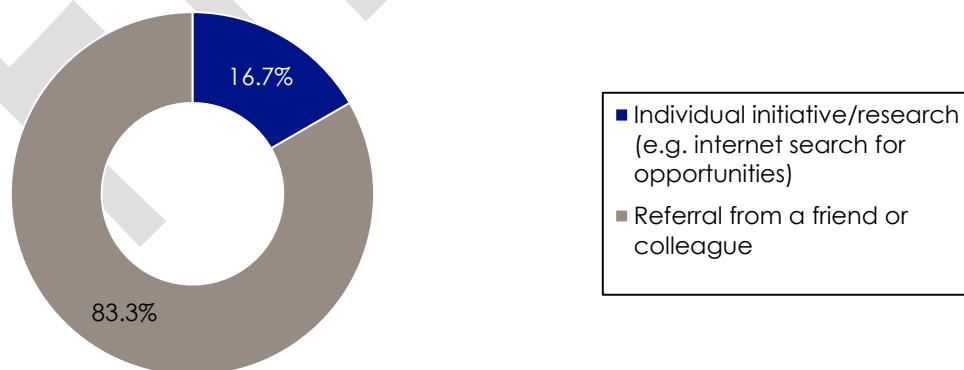


Source: Urban-Econ YPP Programme Survey, 2018

## A6.2 Participation

Figure 6.4 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.

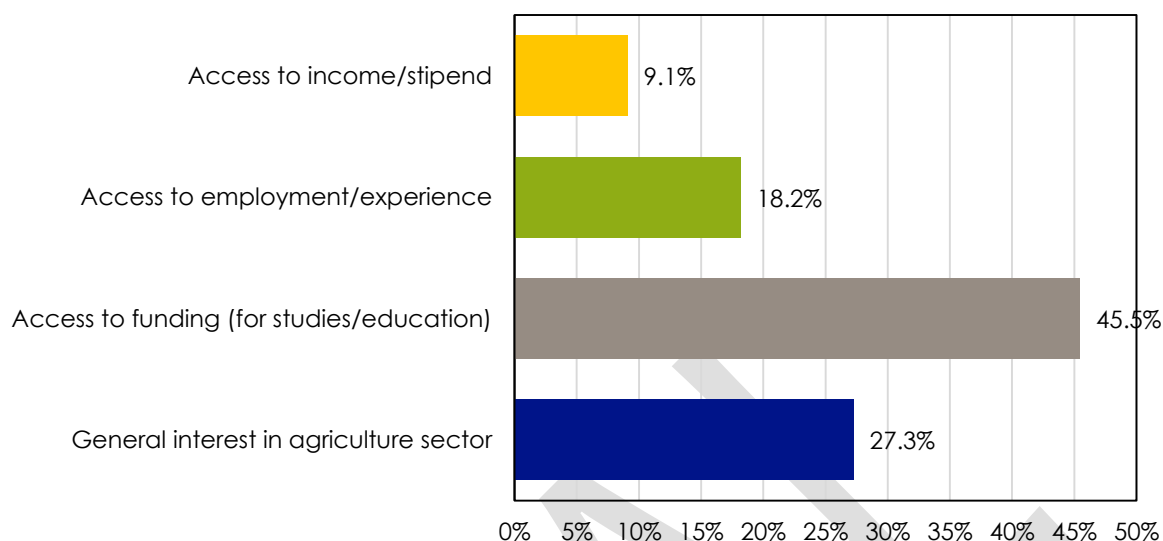
**Figure 6.4: YPP Programme Respondents – Programme Awareness**



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 6.5: YPP Programme – Reason for Participation**



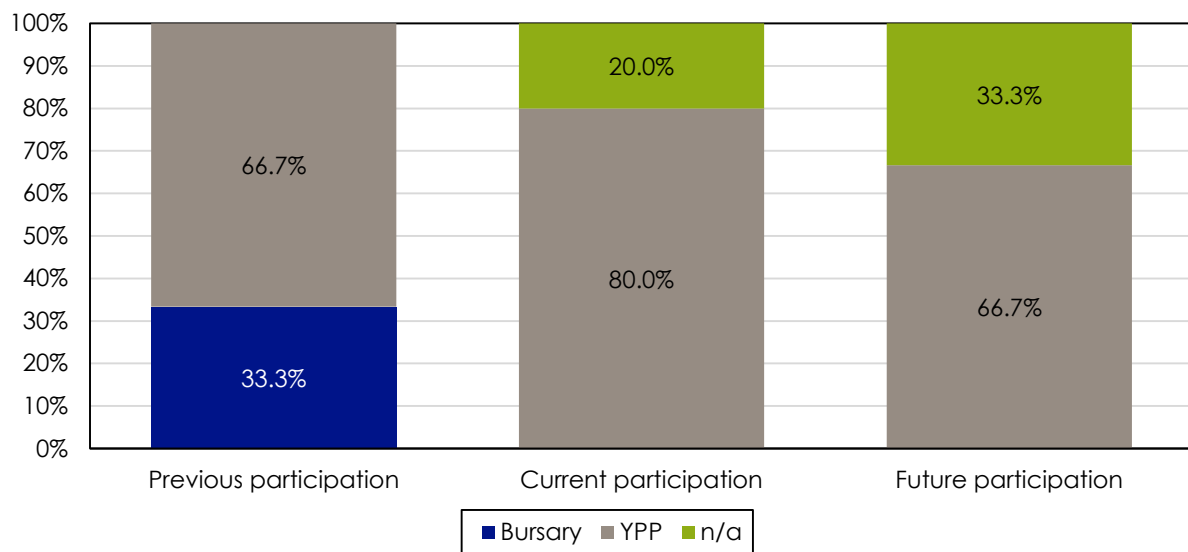
Source: Urban-Econ YPP Programme Survey, 2018

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 6.6: 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.

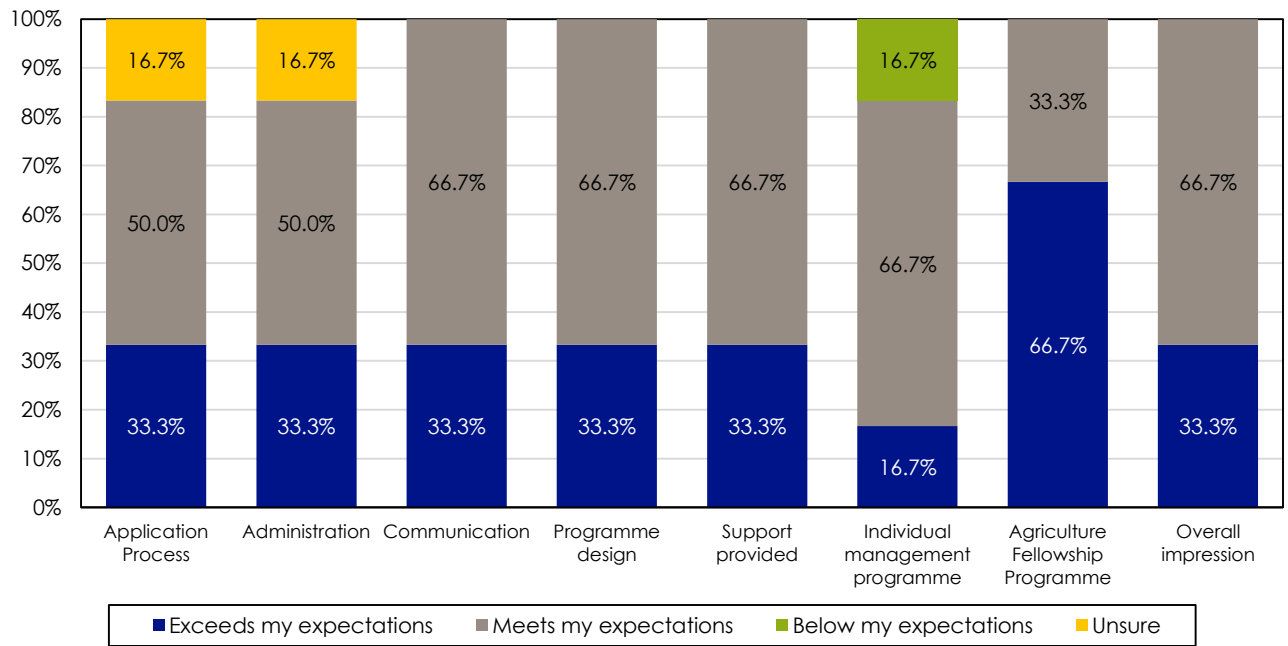
### A6.3 Experience

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.

#### A6.3.1 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 6.7: 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:

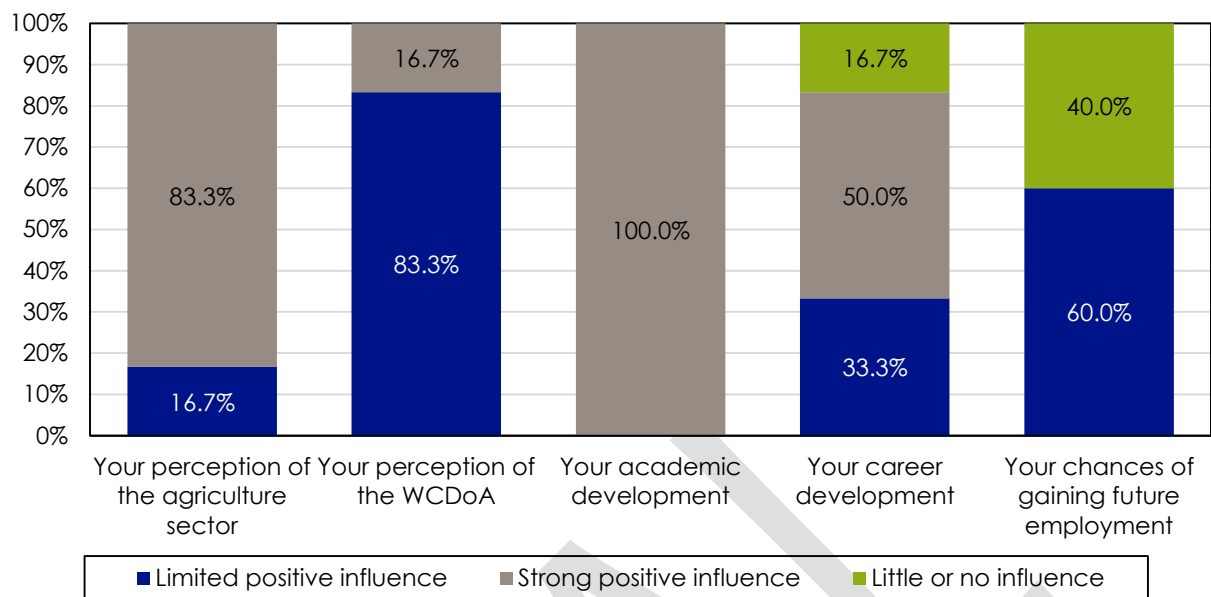
- ◆ *“Some of the training courses they didn't do with me, only with the group that was a few years before me”*
- ◆ *“Renovation of the YPP house”*
- ◆ *“I have GROWN IMMENSELY due to the programme! Most importantly is the confidence and courage, I have grown to talk with anyone, ask for help when I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

### A6.3.2 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 6.8: 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%).

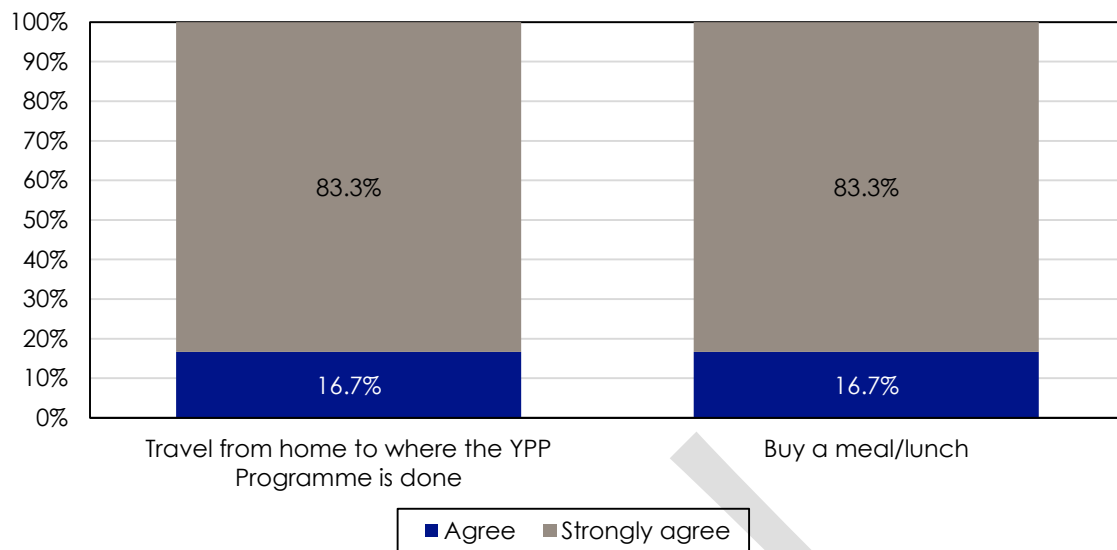
Comments received on this question include:

- ◆ *"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"*

### A6.3.3 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 6.9: YPP Programme Respondents – Stipend**



Source: Urban-Econ YPP Programme Survey, 2018

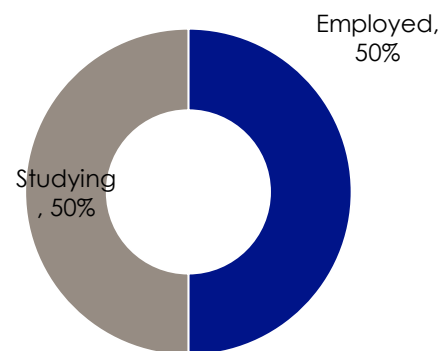
Comments received on this question include:

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

### A6.4 Current Activities

This subsection will detail the respondent's current activities. Figure 6.10 indicates that half of the respondents are currently studying and that the other half are employed.

**Figure 6.10: YPP Programme Respondents – Current Activities**



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

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

Source: Urban-Econ YPP Programme Survey, 2018

### A6.5 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 career 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."*

FINAL

## 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.

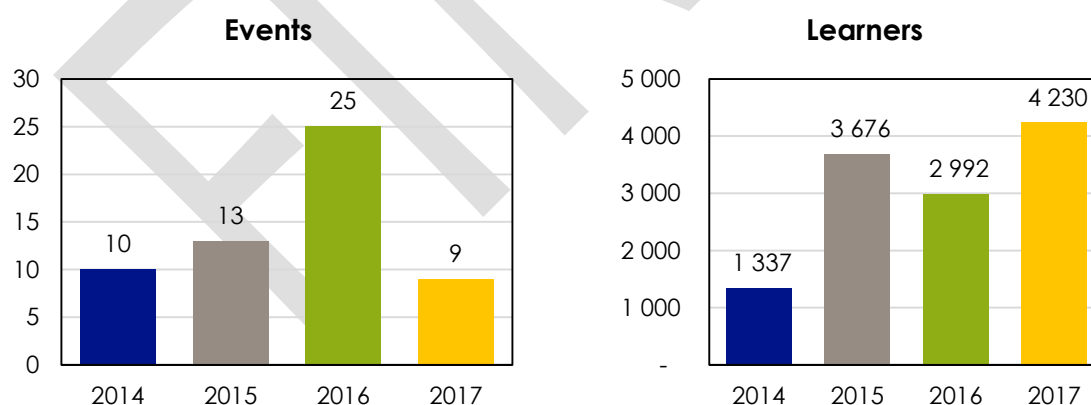
All of the respondents indicated that the YPP programme had a strong positive influence on their academic development and 83.3% indicated that it has a strong positive influence on their perception of the agriculture sector. However, some of the respondents indicated that the programme had little or 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.

## A7. 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 7.1: Events and Number of Learners at Career Awareness Initiatives



Source: WCDoA, 2018

### A7.1 Attracting Beneficiaries

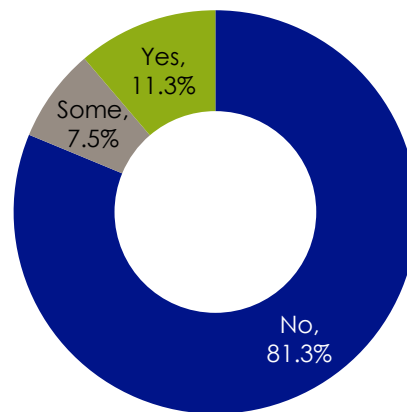
Based on the beneficiary survey responses, beneficiaries of the APFYD project had the highest proportion of responses indicating that they were made aware of the programme through a WCDoA initiative. The bursary, internship and YPP programme had approximately 25.0%, 20.9% and 27.30% of respondents indicating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

## A7.2 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.

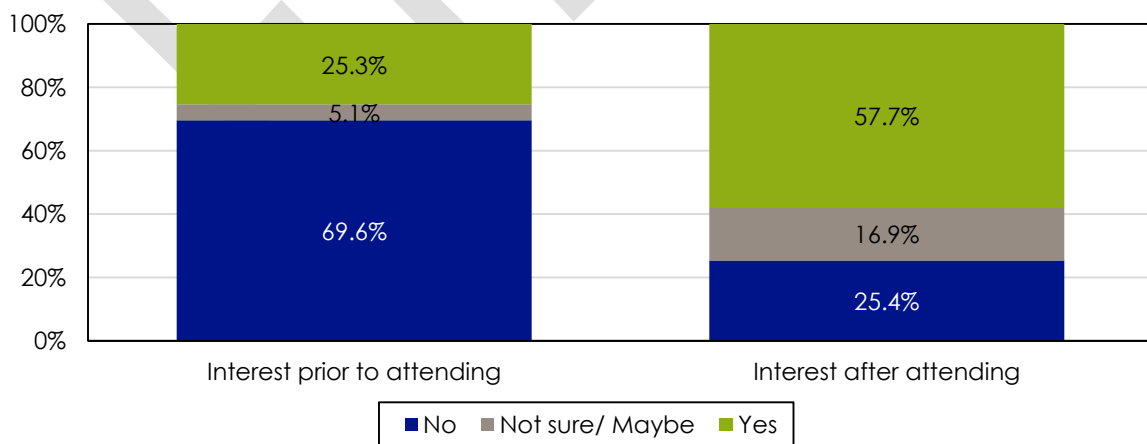
**Figure 7.2: Connect Agri Responses – Career Awareness**



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 7.3: Connect Agri Responses – Career Interest**



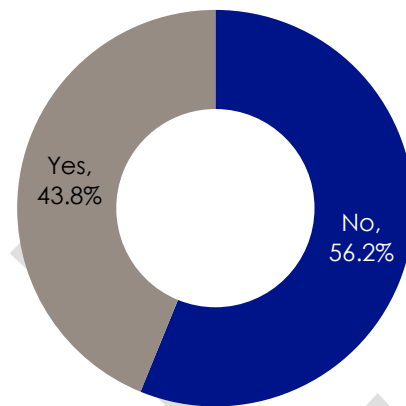
Source: Urban-Econ Connect Agri Survey, 2018

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 7.4: 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"*



### A7.3 Stakeholder Engagement

External stakeholders acknowledged the significance of 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.

## A8. Conclusion

**Table 8.1:** Survey Response Summary

Factor	Description	PAY	APFYD	Bursary	Internship	YPP
<b>Gender</b>	Females	42%	51,40%	41,70%	56,50%	33,30%
<b>Race</b>	PDI	98%	100%	95,8%	95,7%	100%
<b>Area of residence</b>	Rural	38,80%	70,60%	45,80%	33,30%	50%
<b>Family background</b>	Agri-worker children	20%	52,00%	4,20%	20,80%	0%
<b>Perception of wealth</b>	'Poor' & 'Very Poor'	6,10%	28,6%	12,5%	34,7%	33,30%
<b>Programme awareness</b>	Career awareness initiative from WCDoA	2,00%	44,70%	25,0%	20,9%	27,30%
<b>Main Reason for applying</b>	Interested in agriculture	53,10%	65,80%		41,70%	0%
<b>Participation</b>	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%
<b>Overall impression</b>	Met expectations	68%	57,60%	58,30%	50%	66,70%
	Exceeded Expectation	26,00%	23,7%	25,00%	37,50%	33,30%
	Category with highest proportion of 'below expectation'	Support provided (18%)	Communication (26,3%)	Support provided (12,5%)	Programme design (20,8%)	Individual management programme (16,7%)
<b>Strong positive influence</b>	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%
<b>Current activities</b>	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%
<b>Employment</b>	WCDoA	-	37,50%	20,0%	50,0%	100%
	Agri-industry	6,3%	50,00%	40,0%	0%	-

Factor	Description	PAY	APFYD	Bursary	Internship	YPP
<b>Key successes</b>		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
<b>Key constraints</b>		Interpersonal challenges/negative attitude towards interns	Issues and concerns with Departmental communication and processes & struggling to find work after the programme	Issues and concerns with Departmental communication and processes and having to pay back the bursary	Issues and concerns with Departmental communication and processes/ Lack of commitment from mentor & travel to work	Lack of proper placement and not enough exposure to the private sector
<b>Areas of improvement</b>		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

## Annexure B: Literature Review

This Annexure will provide an overview of the factors that influence and shape youth development initiatives in the WC.

**Section B1** provides an overview of the WC youth population demographics as they relate to education and labour market characteristics. **Section B2** provides a synthesis of pertinent policies and strategies at the national, provincial and departmental levels **Section B3** provides an overview of the different youth programmes. Finally, **Section B4** provides a description of the WCDoA programmes that will be evaluated. The final part (**Section B5**) of the contextual review is a brief literature review that provides an overview on Agricultural Education and Training (AET) as well as youth skills development in the agricultural sector in South Africa (SA).

### B1. Western Cape Youth

#### B1.1 Population

The National Youth Policy defines the youth as those between the ages of 14 to 35 years (The Presidency of South Africa , 2015). Youth constitute 38.2% of the WC's total population (which is in line with the national average of 39.0%). Table 1.1 below illustrates the WC youth population. The City of Cape Town has the largest share of the youth population in the province compared to the rural districts.

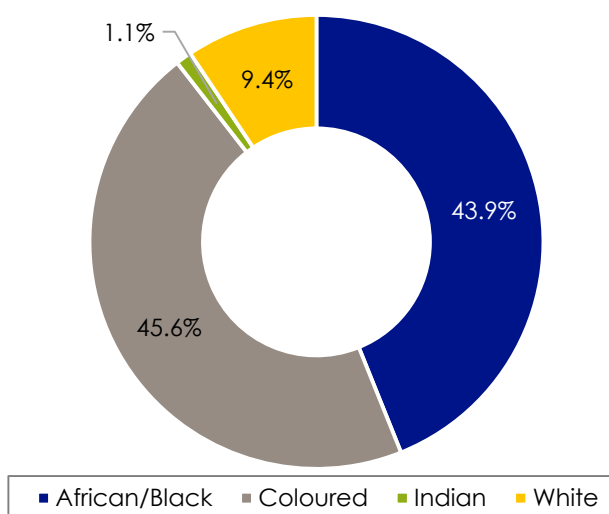
**Table 1.1: Western Cape Youth Population**

Ages	WC	City of Cape Town	West Coast	Cape Winelands	Overberg	Garden Route	Central Karoo
Ages 15 -19	472,825	298,126	31,192	71,379	19,886	46,451	5,791
Ages 20-24	559,543	367,014	35,572	81,539	23,552	46,838	5,029
Ages 25 - 29	632,860	421,738	38,929	83,145	29,447	54,392	5,210
Ages 30 - 34	624,664	416,300	38,026	80,747	28,518	55,495	5,578
Total Youth Population	2,289,893	1,503,179	143,719	316,810	101,403	203,176	21,607
% of Youth Population		<b>65.6%</b>	<b>6.3%</b>	<b>13.8%</b>	<b>4.4%</b>	<b>8.9%</b>	<b>0.9%</b>

Source: Urban-Econ calculations based Quantec data, 2018

Figure 1.1 illustrates the youth population according to population groups. A large majority of the WC youth are Coloured (45.6%) and African/Black (43.9%).

**Figure 1.1: Youth Population according to population group**



Source: Urban-Econ calculations based on Quantec data, 2018

## B1.2 Education

According to the Department of Basic Education (DBE) (2018), students must obtain a minimum requirement of 40% in three subjects, one of which is an official language at Home Language level and 30% in three subjects to obtain a National Senior Certificate (NSC). Table 1.2 shows the performance of the WC Districts in 2017 for mathematics, physical sciences and life sciences.

**Table 1.2: Percentage attaining 30% and above in selected NSC subjects - 2017**

District	Subject		
	Mathematics	Physical Sciences	Life Sciences
Cape Winelands	81.5%	87.5%	69.7%
Garden Route and Central Karoo	76.3%	77.4%	72.4%
City of Cape Town Metropolitan Municipality	71.8%	70.9%	75.6%
Overberg	77.5%	83.0%	76.9%
West Coast	80.9%	86.9%	73.4%

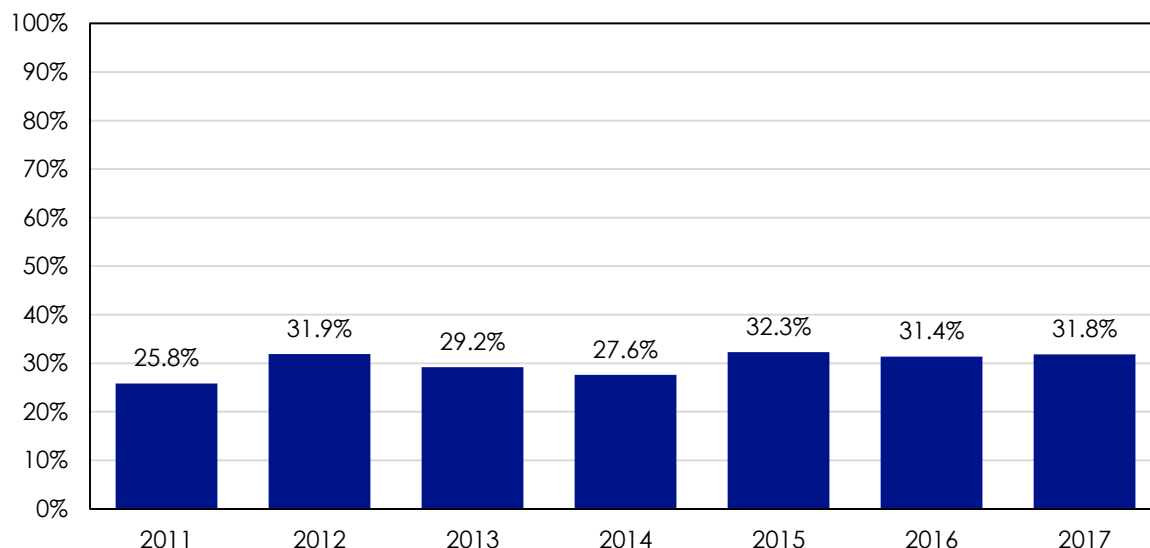
Source: National Department of Basic Education, 2017

The Cape Winelands and the West Coast had the highest percentage of students who achieved 30% and above for mathematics and physical sciences in 2017 among rural district municipalities

Figure 1.2 provides the average mathematics score from 2011 to 2017. The average score for mathematics for youth between the age of 15 to 24 in the WC has been lower than 50% from 2011 to 2017. Even though there is a high prevalence of students who pass the subjects, scores

are still generally low. This, therefore, means that learners are only achieving the bare minimum requirement. This implies that the performance in mathematics would be a barrier to pursuing university fields of study which require mathematics.

**Figure 1.2: Youth Average Mathematics Score in the Western Cape from 2011 to 2017<sup>14</sup>**



Source: Youth Explorer, 2018

Table 1.3 illustrates the level of education of the youth in the WC.

**Table 1.3: Western Cape Youth Level of Education per District, youth older than 20**

Level of education	City of					
	Cape Town	West Coast	Cape Winelands	Overberg	Garden Route	Central Karoo
No schooling	1.3%	1.4%	1.4%	1.9%	1.4%	2.6%
Grade 1-7	6.3%	14.6%	11.9%	15.4%	13.0%	17.5%
Grade 8-11	38.5%	43.8%	42.5%	46.6%	42.2%	42.7%
Grade 12	36.0%	26.3%	30.6%	26.1%	33.8%	28.9%
Less than matric certificate/ Diploma	0.5%	0.2%	0.3%	0.2%	0.3%	0.2%
Higher Advanced Certificate & Diploma with Grade 12	8.8%	3.9%	5.4%	4.3%	4.9%	4.4%
Bachelors' Degree	2.8%	0.7%	1.4%	0.7%	0.8%	0.4%
Bachelor's Degree and Diploma	0.7%	0.2%	0.3%	0.2%	0.2%	0.1%
Honours Degree	1.3%	0.2%	0.6%	0.3%	0.3%	0.2%
Higher Degrees (Masters and Doctorates)	0.7%	0.1%	0.4%	0.1%	0.2%	0.1%
Other/Unspecified	3.1%	8.7%	5.3%	4.2%	2.9%	2.9%

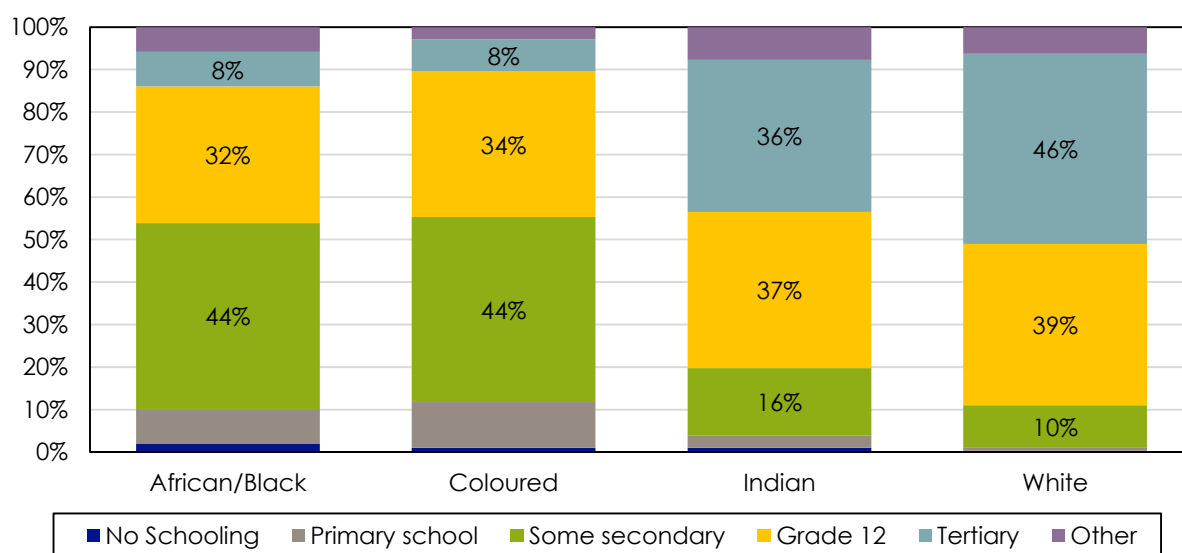
Source: Urban-Econ calculations based on Quantec data, 2018

<sup>14</sup> Youth Explorer does not provide data prior to 2011 for this series

Some of the youth may have completed school but are not employed or involved in training. According to the International Labour Organisation (2015) youth who are neither in education employment or training are expressed as NEET and are used as a measure of youth marginalisation and disengagement. A high NEET rate as compared to the youth unemployment rate could indicate that a large number of youth are discouraged job seekers or do not have access to education and training. NEETs are at risk of labour market and social exclusion since they are not improving their future employability through investing in skills or gaining experience through employment (International Labour Organisation, 2015). According to Carcillo et al (2015) due to the rising skills demand in the world, a person's level of education is an important determinant of their NEET status. In the WC, 32.6% of youth from age 15 to 24 are in the NEET status (Youth Explorer , 2018). This, therefore, implies that a large number of young people's skills are not being developed and this may affect their ability to find employment.

Figure 1.3 illustrates the level of education among WC youth by population groups. There is a relatively significant number of youth who have obtained grade 12 across the population groups. However, there is a very insignificant portion of youth who have obtained tertiary education, particularly among African/Black and Coloured youth compared to their White and Indian counterparts. This indicates the need for more emphasis on education among youth in the previously disadvantaged population groups.

**Figure 1.3: Level of Schooling by Population Group, youth older than 20**

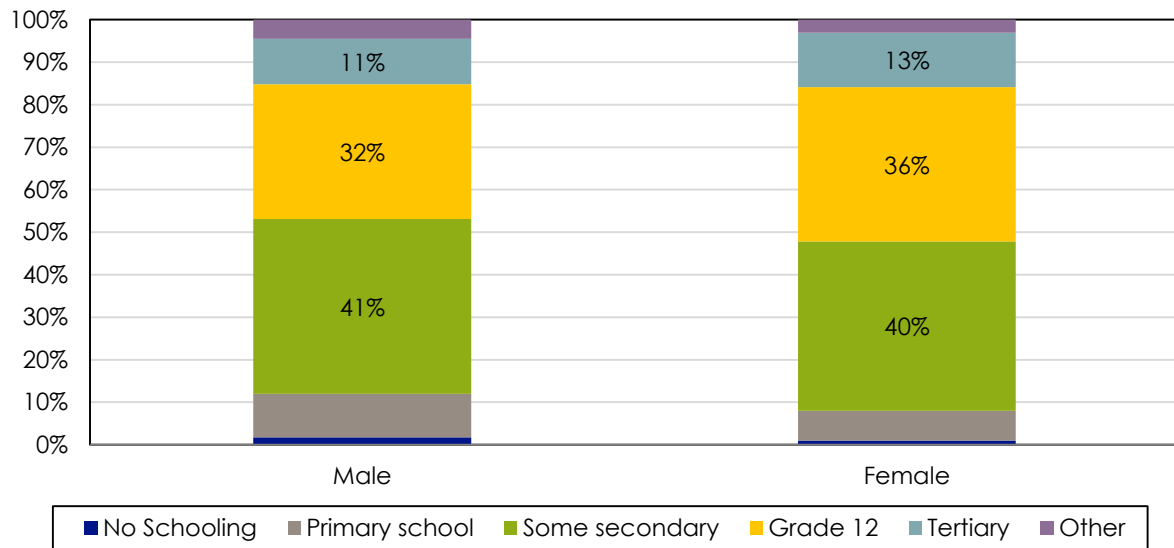


Source: Urban-Econ calculations based on Quantec data, 2018

Figure 1.4 illustrates the level of schooling by gender and indicates that there is a large portion of female youth in the WC that have obtained grade 12 and tertiary education compared to the male youth population. Education can enable young women to access employment opportunities and can be an empowering mechanism for young people in the province,

however, this can also be determined by the employment opportunities that are available in the labour market.

**Figure 1.4: Level of Schooling by Gender**

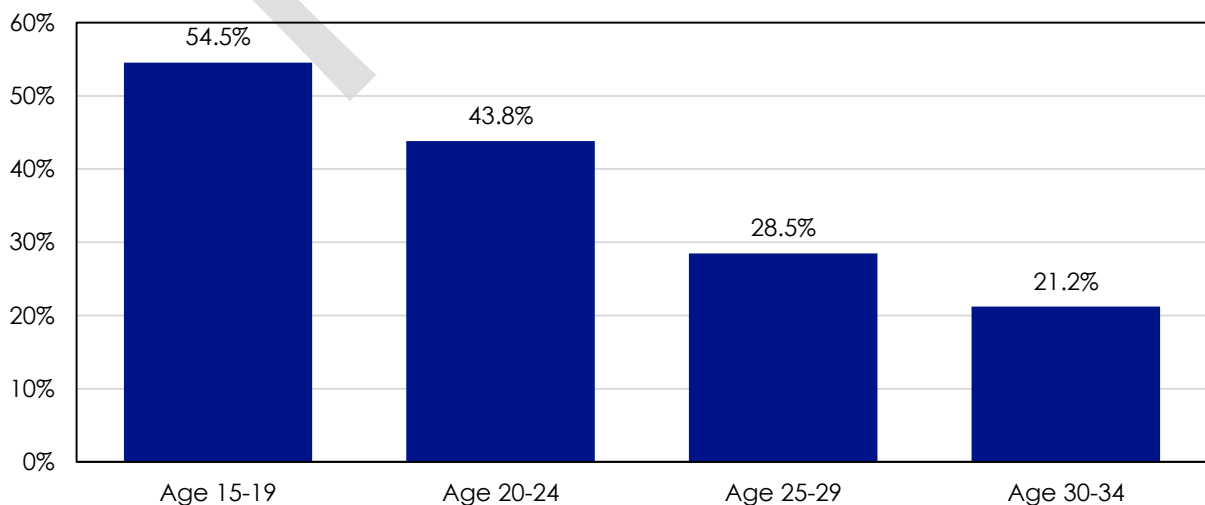


Source: Urban-Econ calculations based on Quantec data, 2018

### B1.3. Labour Status

The national unemployment rate for the second quarter of 2018 was 27.2% while the provincial unemployment rate was lower than the national average at 20.7%. On the other hand, the national unemployment rate for youth between the age of 15 to 34 years for the second quarter of 2018 was 38.8% (Statistics South Africa , 2018). Figure 1.5 illustrates the WC youth unemployment rate for the second quarter of 2018. The youth unemployment rate illustrates the number of unemployed youth in the WC as a percentage of the youth labour force in the WC.

**Figure 1.5: Western Cape Youth Unemployment Rate, QLFS 2018Q2**



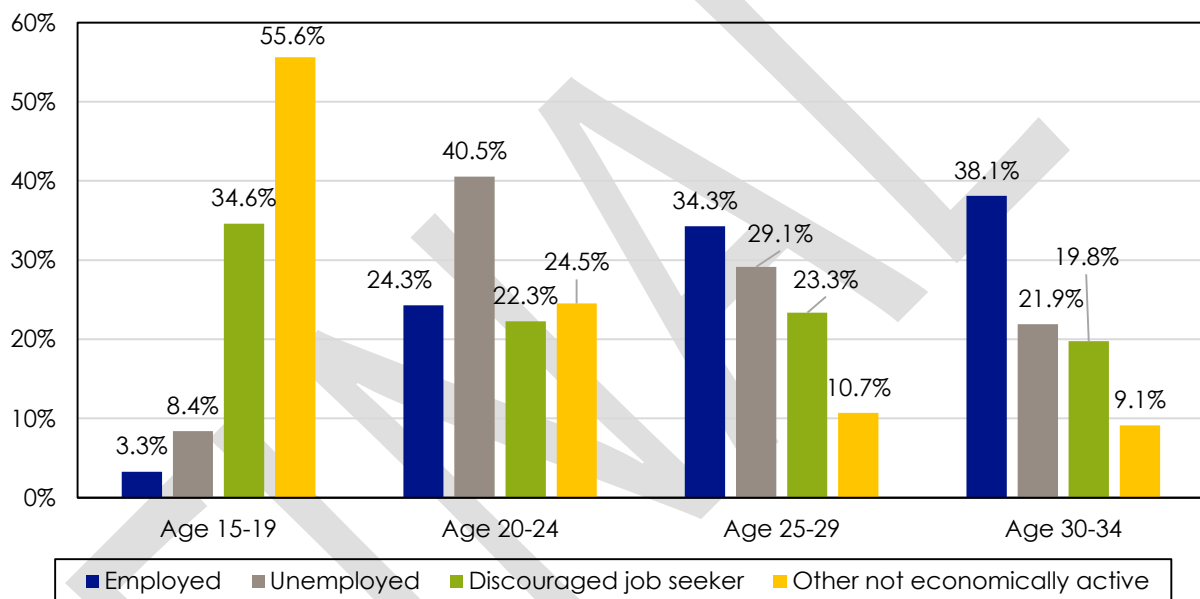
Source: Statistics South Africa, 2018



The youth unemployment rate is the highest among 15-19-year-olds and 20-24-year-olds. These students are likely to have lower levels of education, compared to people older than 25. Emphasising the importance of skills development among the youth. Unemployed and discouraged job-seeking young people may become despondent, therefore, programmes that will ensure skills development through training can equip them with useful skills that will enable them to acquire employment.

Figure 1.6 illustrates the labour status of the WC youth. The Figure shows the percentage of the youth who are employed, unemployed, discouraged and those who are not economically active based on the total number of youth in the WC.

**Figure 1.6: Labour Status of Western Cape Youth, QLFS 2018Q2**

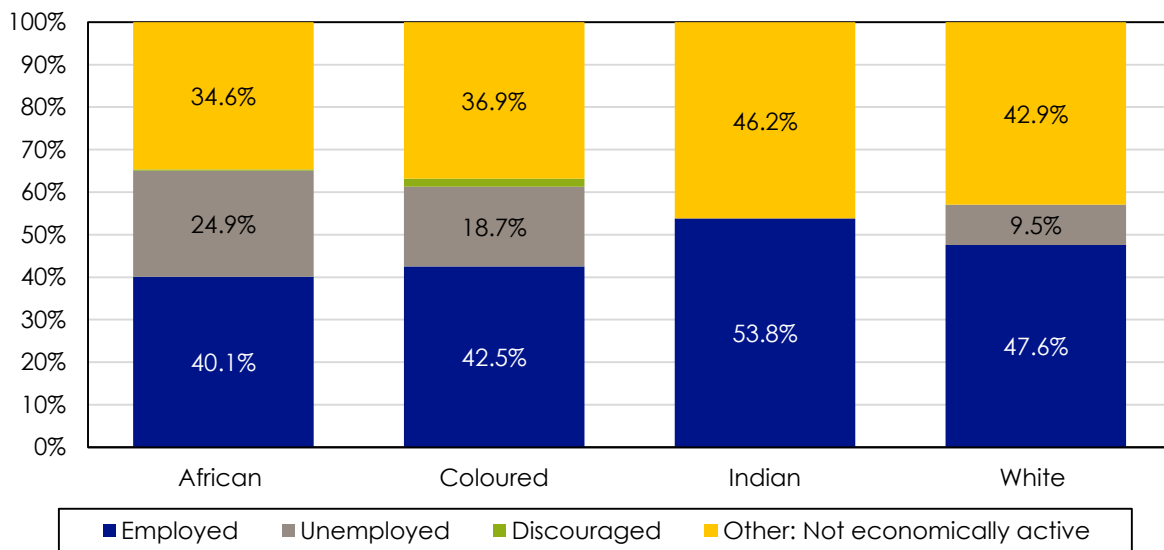


Source: Urban-Econ calculations based on Statistics South Africa QLFS, 2018

Most of the youth that are discouraged job seekers are between the ages of 15 to 19 (34.6%) and 25 to 29 (23.3%). The largest proportion of youth that are not economically active is between the ages of 15 and 19, which is to be expected as these youths are typically still involved in secondary education. The highest proportion of unemployed youth is between the ages of 20 to 24 (40.5%). In this category, youths are less likely to have a completed tertiary education which impacts their employability in the labour market.

Figure 1.7 provides the youth employment status by race categories. The Figure indicates that most of the employed youth between the age of 15 to 34 years in the province are Indian (53.8%), and White (47.6%). Unemployed and discouraged job seekers are largely among Coloured and African youth, while those who are not economically active are among the White and Indian population. These demographics also reflect the population of youth in the province, as most of the youth fall under the Coloured and African population groups as opposed to the White and Indian population.

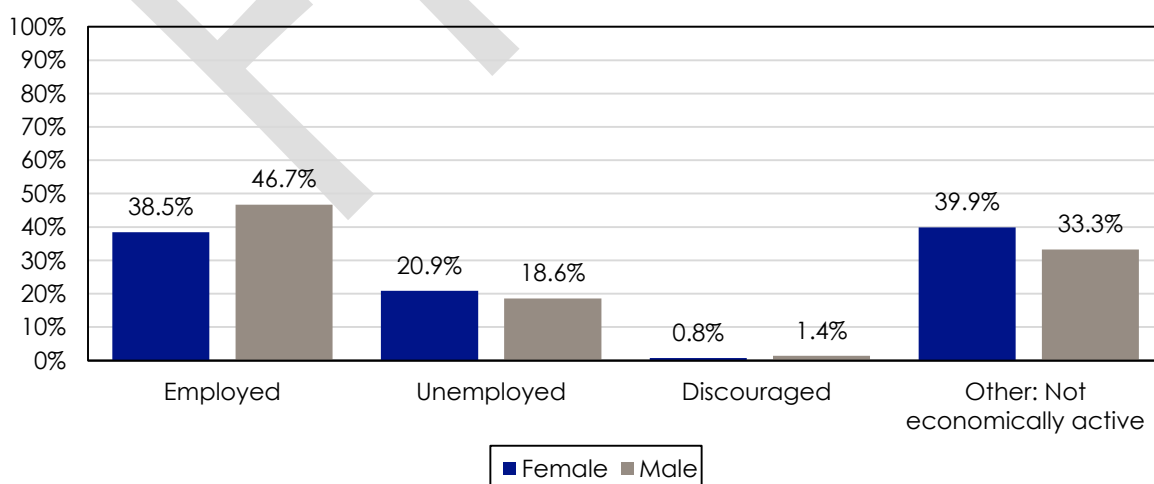
**Figure 1.7: Youth Labour Employment Status by Race**



Source: Urban-Econ calculations based on Statistics South Africa QLFS, 2018

Figure 1.8 shows youth employment status by gender and indicates that there are more employed males compared to females in the WC youth population. Females are predominantly unemployed and are not economically active. Figure 1.4 indicated that there is more female youth with higher education attainment in the WC compared to males, however, the unemployment status indicates that although females have obtained high levels of education compared to their male counterparts, they are less represented in the labour market compared to their male counterparts. Employment creation initiatives should, therefore, target more women to ensure that they are able to access opportunities in the labour market.

**Figure 1.8: Youth Unemployment by Gender**



Source: Urban-Econ calculations based on StatsSA QLFS, 2018

### Implications:

The WC youth population largely comprises of Coloured and African youth. The youth in the WC has a high unemployment rate and a significant number of Coloured and African youth are unemployed and discouraged work seekers. There is also a significant number of females who are unemployed and discouraged job seekers compared to the male youth population although they have obtained higher levels of education than their male counterparts. This implies that there is still a need for employment opportunities particularly for the majority of the WC youth population, which includes Coloured and African. More emphasis should also be on economically empowering young females in the WC through job opportunities that will enable them to access the labour market.

Having tertiary education plays an important role in the ability to find employment, however, it is evident that many young people in WC have mostly acquired secondary schooling. The academic performance of a learner will impact their ability to continue with tertiary education. A large proportion of learners are passing mathematics and sciences in the Western Cape; however, the marks are generally low. To continue with bachelor studies, learners typically need to have a pass rate of between 50% and 59% depending on the programme. This is excluding many students in pursuing a career in agriculture. More emphasis should be on improving the mathematics and science outcomes which are particularly important for the agricultural sector.

## B2. Policy Overview

All spheres of government make it a priority to identify and promote sectors that have the potential to contribute to economic growth and employment. This section will provide an overview of the relevant policies and strategies that speak to the efforts to improve education, capacity building, training and skills development in the agricultural sector as well as how the WCDoA's youth development projects are aligned with these policies.

### B2.1 National Policies and Strategies

Table 2.1 provides an overview of the national policies that relate to skills development and growth in the agricultural sector.

**Table 2.1: Overarching Imperatives**

Imperative	Summary
National Development Plan (NDP) Vision for 2030	<b>Description of the Policy</b> <ul style="list-style-type: none"><li>◆ The NDP is a long-term economic growth plan that aims to reduce poverty and ensure equality by 2030.</li></ul>

Imperative	Summary
	<ul style="list-style-type: none"> <li>◆ Chapter 6 focuses on an integrated and inclusive rural economy and highlights the importance of the development of the agricultural sector. Chapter 9 focuses on improving education, training and innovation.</li> </ul> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>◆ The NDP's goal is to create one million jobs in the agricultural sector by 2030.</li> <li>◆ The NDP prioritises the improvement of education, training and innovation</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The NDP's education and training vision is to ensure that schools provide learners with an excellent education in literacy, mathematics and science.</li> <li>◆ The higher education system will have to play a significant role in producing the skills and knowledge required to drive the country's economic and social development.</li> <li>◆ To achieve the 2030 vision for education and training, the NDP will address the following issues; <ul style="list-style-type: none"> <li>- Early childhood development</li> <li>- Schooling</li> <li>- Further education, training and development</li> <li>- Higher education</li> </ul> </li> <li>◆ The NDP's action plan for further education and training is to; <ul style="list-style-type: none"> <li>- Build the capacity of Further Education and Training (FET) institutions to become the preferred institution for vocational education and training and learners should be able to choose the vocational pathway before completing Grade 12</li> <li>- Build strong relationships between the college sector and industry. Sector Education and Training Authorities (SETA) have a crucial role in building relationships between education institutions and employees.</li> </ul> </li> </ul>
National Youth Policy (NYP) 2015- 2020	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The NYP focuses on redressing the wrongs of the past and specific challenges and needs of the youth.</li> <li>◆ The NYP 2015- 2020 is an updated policy and is informed by the previous NYP 2009-2014 to address new challenges faced by the youth</li> </ul> <p><b>Objective</b></p> <p>The objectives of the NYP 2020 relating to skills and youth development are to;</p> <ul style="list-style-type: none"> <li>◆ Consolidate and integrate youth development into the mainstream government policies, programmes and the national budget</li> <li>◆ Strengthen the capacity of key youth development institutions and ensure integration and coordination in the delivery of youth services</li> <li>◆ Build the capacity of young people</li> </ul> <p><b>Implementation</b></p> <p>Stakeholders that have roles and responsibilities for the implementation of the policy include the public sector, the private sector and civil society.</p>

Imperative	Summary
<p>New Growth Path (NGP) 2010</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The NGP is a national economic plan that focuses on job creation equality, poverty reduction and improving the coordination, planning and implementation of economic policies across all three government spheres</li> <li>◆ The NGP identifies the agricultural sector as a key sector for rural development as well as food production and the sector should, therefore, play a prominent role in job creation and the provision of opportunities for the poor.</li> </ul> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>◆ The objective of the NGP is to create 5 million jobs by 2020</li> <li>◆ Key sectors identified as job drivers include; agriculture and agro-processing, mining and beneficiation, manufacturing, tourism and other services.</li> <li>◆ The NGP indicates that jobs would be created by addressing the high input costs and upscaling processing and export marketing.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The private sector, local communities, SMMEs and NGOs are important stakeholders in the realisation of the objective to create jobs.</li> <li>◆ Local government is a key stakeholder in the implementation of the NGP objective to create and retain jobs.</li> </ul>
<p>Skills Development Act (Act 97 of 1998)</p>	<p><b>Description</b></p> <p>The Act was established to;</p> <ul style="list-style-type: none"> <li>◆ Provide an institutional framework to develop and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce.</li> <li>◆ To integrate those strategies within the National Qualifications Framework planned in the South African Qualifications Authority Act (SAQA)</li> <li>◆ To provide learnerships that lead to recognised occupational qualifications</li> <li>◆ To provide for the financing of skills development by means of a levy-financing scheme and a National Skills Fund</li> <li>◆ To provide for and regulate employment services and to provide for matters related therewith.</li> </ul> <p><b>Objective</b></p> <p>The objective of the Act is to;</p> <ul style="list-style-type: none"> <li>◆ Develop the skills of the South African workforce</li> <li>◆ Increase the level of investment in education and training in the labour market and improve the return on that investment</li> <li>◆ Encourage employers to use the workplace as an active learning environment, provide employees with the opportunity to acquire skills and to provide opportunities for new entrances in the labour market to gain experience</li> <li>◆ To encourage workers to participate in learning programmes</li> <li>◆ Improve the employment prospects of previously disadvantaged individuals and redress those disadvantages through education and training</li> </ul>

Imperative	Summary
	<p><b>Implications</b></p> <p>The objectives of the Act will be achieved through;</p> <ul style="list-style-type: none"> <li>◆ An institutional and financial framework consisting of the National Skills Authority, the National Skills Fund, SETAs, provincial offices of the Department of Education, labour centres of the Department, accredited trade test institutions, skills development institutions, national artisan moderation body, a skills development forum for each province, the Quality Control Council for Trade and Occupations and the productivity of South Africa</li> <li>◆ Encouraging partnership between the public and private sectors to provide learning in and for the workplace</li> <li>◆ Cooperation with the South African Qualifications Authority</li> </ul>
<p>National Skills Development Strategy III (NSDS)</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The NSDS III is a guide for skills development and provides direction to sector skills planning and implementation in the SETAs.</li> <li>◆ The NSDS III aims to promote skills development systems that effectively respond to the skills needs of the labour market and social equity</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>◆ The purpose of the NSDS III is to improve the effectiveness and efficiency of the skills development system.</li> <li>◆ To encourage the linkage of skills development to career paths, career development and promote sustainable employment and work in progress</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The implementation of the NSDS III is a collective responsibility; the realisation of the goals of the NSDS III are to be driven by the coordination and cooperation between stakeholders such as the government, the SETAs and employers.</li> <li>◆ The Department of Higher Education and Training (DHET), the SETAs and the National Skills Funds are key stakeholders</li> </ul>
<p>White Paper for Post-School Education and Training (Approved 20 November 2013)</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The White Paper outlines strategies to improve the capacity of the post-school education and training system in South Africa to meet South Africa's needs. Policy directives outlined in the White Paper are to guide the DHET and the institutions for which it is responsible to contribute towards a growing economy</li> </ul> <p><b>Objective</b></p> <p>The policy objectives include;</p> <ul style="list-style-type: none"> <li>◆ A post-school system that assists in building a fair, equitable, non-racial, non-sexist and democratic South Africa</li> <li>◆ A single, coordinated post-school education and training system</li> <li>◆ Expanded access, improved quality and increased diversity of provision</li> <li>◆ A stronger and more cooperative relationship between education and training institutions and the workplace</li> </ul>

Imperative	Summary
	<ul style="list-style-type: none"> <li>◆ A post-school education and training system that is responsive to the needs of individual citizens, employers in both the public and private sectors as well as the broader societal and developmental objectives.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The white paper indicated that the responsibility of the agricultural colleges from the Department of Agriculture to the DHET will be put into effect in the future and the DHET will conduct assessments of the colleges and develop a strategy to ensure that they function properly and are integrated into the work and planning process of the DHET.</li> <li>◆ Agricultural colleges may be further integrated with other colleges, i.e. by offering non-agricultural programmes in areas where those programmes are unavailable in another institution.</li> <li>◆ Many government departments have direct responsibility for post-school education and training through colleges, academies and other institutions that train public servants; all colleges should, therefore, comply with the requirements of the Sector Education and Training, education and training quality assurance institutions and the National Qualifications Framework (NQF).</li> <li>◆ Qualifications received in all public colleges should be coherent with programmes in other post-school institutions.</li> </ul>
<p>Youth Employment Accord 2013</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The Youth Employment Accord aims to create education, training and employment opportunities for the youth.</li> </ul> <p><b>Objectives</b></p> <p>The Accord has six pillars which include;</p> <ul style="list-style-type: none"> <li>◆ Improving education and training opportunities for the gap grouping between school-leaving and first employment</li> <li>◆ Connect young people with employment opportunities, though amongst others support for job placement schemes and work readiness promotion programmes for young school leavers and provide young people with work experience.</li> <li>◆ Increase the number of young people employed in the public sector, through coordinating and scaling up existing programmes under a “youth brigade” programme coordinated with the National Youth Services Programme.</li> <li>◆ Youth target set-outs need to be considered industries, particularly new industries where young people can be drawn in large numbers and should be progressively realized. <ul style="list-style-type: none"> <li>- At least 60% to 70% of labour intake in the green economy should be drawn from young people.</li> <li>- The infrastructure programme, targeting 60% of youth employment should be set for new projects and activities as well as training opportunities for young people.</li> </ul> </li> </ul>

Imperative	Summary
	<ul style="list-style-type: none"> <li>- The business process services sector which includes all call centres; a target of 80% of new employment should be explored and aimed for.</li> <li>◆ Youth cooperatives and youth entrepreneurship should be promoted</li> <li>◆ Work with the private sector to expand the intake of young people with targeted youth support and incentives approved by all constituencies.</li> </ul> <p><b>Implementation</b></p> <p>An action plan for the Accord, which contains specific targets and timeframes to enable the rollout of youth-focused employment programmes is developed by a Committee of Principles.</p>
<p>Agriculture, Forestry and Fishing Integrated Growth and Development Plan (IGDP) 2012</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The IGDP was developed to provide a long-term strategy for the development of the agriculture, forestry and fishing sectors</li> </ul> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>◆ The purpose of the IGDP is to transform and restructure the agriculture, forestry and fishing sectors and to also ensure that the constraints in input supply production and marketing are addressed cost-effectively and timeously.</li> <li>◆ The IGDP envisions South Africa to have an equitable, productive, competitive, profitable and sustainable agriculture, forestry and fishing sector that will grow to the benefit of all South Africans.</li> <li>◆ The IGDP identified four sector goals; <ul style="list-style-type: none"> <li>- A transformative and equitable sector</li> <li>- Equitable growth and competitiveness</li> <li>- Improved sustainable natural resource management</li> <li>- Effective and efficient governance systems</li> </ul> </li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ Under the equitable growth and competitiveness sector goal, the IGDP's objective is to create an enabling environment to promote the competitiveness and profitability of the sector. The intervention in this sector goal, therefore, is to address capacity building and skills development across the value chain in agriculture, forestry and fishing through developing capacity building partnerships as well as reviving schools and colleges.</li> </ul>



## B2.2. Provincial Policies and Strategies

Table 2.2 below provides an overview of relevant provincial strategies relating to youth and agriculture skills development.

**Table 2.2: An Overview of Provincial Strategies**

Strategy	Summary
<p>Western Cape Youth Development Strategy (YDS), 2013</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The Strategy is centred on 5 pillars which include; family foundation, education and training, economic opportunity, identity and belonging as well as reconnection opportunities.</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>◆ The Strategy's objective for education and training is to ensure that the youth are literate, numerate and prepared for work and life.</li> <li>◆ Programmes include; quality education, school retention, structured afternoon activities and skills development and intermediation</li> </ul> <p><b>Implementation</b></p> <p>Several stakeholders are involved in the implementation of the YDS; the stakeholders have these roles.</p> <ul style="list-style-type: none"> <li>◆ The provincial government is to provide overall coordination of the YDS and programmes and provide funding and rollout of flagships</li> <li>◆ The local government is to provide local level coordination, funding and support for the flagships</li> <li>◆ Universities are to provide education and training, volunteers, research, monitoring and evaluation</li> <li>◆ School governing bodies are to provide oversight of educational interventions</li> <li>◆ Faith-based communities are to strengthen families and peer affirmation</li> <li>◆ NGOs services providers across programmes</li> <li>◆ Private sector is to provide jobs and skills training functions</li> </ul>
<p>Human Capital Development (HCD) Strategy for the Western Cape, 2006</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The Strategy focuses on the human capital development of the people of the WC, with a particular focus on unemployment among black youth, the challenges they face as well as the lack of skills.</li> </ul> <p><b>Objectives</b></p> <p>The Strategy has four overarching objectives. The objectives of the HCD Strategy are to;</p> <ul style="list-style-type: none"> <li>◆ Improve the conditions of education</li> <li>◆ Improve the education environment</li> <li>◆ Improve the quality of education</li> <li>◆ Ensure that the education system provides opportunities for skills development and qualification in vocational education through the FET and College sector.</li> </ul>

Strategy	Summary
	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The HCD Strategy is to ensure an increase in the number of young people participating and succeeding in FET and Higher Education and Training Institution (HEI) programmes.</li> <li>◆ The Strategy will address the current dropout in schools and ensure a higher retention rate in further and higher education.</li> </ul>

## B2.3 Western Cape Department of Agriculture Policies & Strategies

Table 2.3 below provides the Western Cape Department of Agriculture Policies.

**Table 2.3: Western Cape Department of Agriculture policies**

Policies	Summary
Departmental Policy on Internships	<p><b>Description</b></p> <p>The Internship policy provides guidelines to the Department on how to implement measures to alleviate unemployment among the youth and women and create opportunities for designated groups to gain practical work experience.</p> <p><b>Objectives</b></p> <p>The objective of the policy is to institute a key outreach mechanism to;</p> <ul style="list-style-type: none"> <li>◆ Strengthen the Department's efforts of transforming agriculture through training</li> <li>◆ Improve the chances of programme participants to become economically active</li> <li>◆ Improve skills development for the youth and women</li> </ul> <p><b>Implementation</b></p> <p>Different stakeholders have specific roles and responsibilities for the implementation of the programme. The stakeholders' roles include, inter alia;</p> <ul style="list-style-type: none"> <li>◆ <i>Departmental Internship Coordinator</i>-identifies and determine the number of interns appointed and placed within external providers and arrange the orientation and training of interns as well as the training of mentors.</li> <li>◆ <i>Other organisations and businesses in the agricultural sector</i>- provides a conducive environment for mentors and commit to the provision of extensive work experience of interns online with internship programme.</li> <li>◆ <i>Head of Department</i>- is to ensure that the internship programme is incorporated into human resource and employment equity plans and approve intern contracts and financial arrangements</li> <li>◆ <i>Head of Resource Development</i>- facilitates and coordinates internship programmes across the organisation and develops the capacity for the implementation of internship programmes</li> <li>◆ <i>Internship Committee</i>- oversees the quality of the internship programme</li> </ul>

Policies	Summary
	<ul style="list-style-type: none"> <li>◆ Mentors- provide a supportive environment for interns by playing a facilitative and mediating role to ensure the intern's development. Mentors are to also enter into a performance agreement with the interns</li> <li>◆ <i>Interns</i>- enters into a performance contract with the department and supply mentors with feedback on the effectiveness of the programme</li> </ul>
Placement of Interns for Work Integrated Learning Policy 2011	<p><b>Description</b></p> <p>The policy provides guidelines for the placement of interns for work integrated learning</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>◆ To assist in the building of human capital for the organisation in identifying the scarce and critical skills required to meet the demand and supply of suitably skills human resources to help meet the departmental strategic objectives.</li> <li>◆ To assist in meeting the current and future human resource needs of the department by providing practical and accelerated work experience programmes, which expose interns to specific occupations within the line and generic work functions of the department; specific occupations within the line and the Public Service to both current students and unemployed or underemployed graduates in various study fields</li> <li>◆ To assist in developing skills and bridging the gap between school and work</li> <li>◆ To alleviate unemployment through skilling students and unemployed or underemployed graduates, with due consideration of employment equity targets</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The policy must be informed and align with other employment equity, affirmative action, human resource management and development strategies plans, programmes and the core SET Sector Skills Plans</li> <li>◆ The implementation of the policy includes responsibilities from the following participants;               <ul style="list-style-type: none"> <li>- Head of Department</li> <li>- Interns</li> <li>- Employer (Department)</li> <li>- Cooperate Service Centre (CSC) Relationship Unit</li> </ul> </li> </ul>
Young Professional Persons (YPP) Programme Policy	<p><b>Description</b></p> <p>The YPP policy aims to address;</p> <ul style="list-style-type: none"> <li>◆ The need for critical and scarce skills in agriculture based on the Human Capital Strategy for 2007 to 2012</li> <li>◆ A structured approach to develop capacity and enhance the equity structure of the Department</li> </ul>

Policies	Summary
	<p><b>Objectives</b></p> <p>The objective of the programme is for successful candidates to;</p> <ul style="list-style-type: none"> <li>◆ Be empowered to pursue a meaningful career in the agricultural sector and the Department</li> <li>◆ Have contributed to the knowledge pool of agriculture</li> </ul> <p><b>Implementation</b></p> <p>The implementation of the programme includes;</p> <ul style="list-style-type: none"> <li>◆ The administrative coordinating responsibility of the Human Resource Department</li> <li>◆ The involvement of other business within the agricultural sector</li> <li>◆ The Head of Department</li> <li>◆ Human Resource Development</li> <li>◆ Mentors</li> <li>◆ Buddy system</li> <li>◆ Tertiary liaison</li> <li>◆ Young Professional People Pre-Young Professional People</li> </ul>
<p>Departmental Policy on an Induction Plan 2<sup>nd</sup> Draft 23/03/2010</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The policy provides for the implementation of the Departmental strategy for the induction of new employees</li> <li>◆ The policy provides the Department with directive concerning the process of an effective and uniform Departmental induction plan</li> <li>◆ To establish guidelines to be followed for proper induction of new employees</li> </ul> <p><b>Objective</b></p> <p>To promote uniformity regarding the implementation of a Departmental Induction Plan</p> <p><b>Implementation</b></p> <p>The Department plans to implement the induction plan by introducing a step-by-step guideline that should be followed by any new employees who assume duty at any component or workplace of the Department</p>
<p>Departmental Policy on Financial Support in aid of capacity development programmes and formal studies</p>	<p><b>Description</b></p> <ul style="list-style-type: none"> <li>◆ The policy provides guidelines for the allocation of financial support in the form of bursaries and financial aid.</li> <li>◆ The policy provides guidelines for the regulation and standardised practices and procedures regarding the application for financial support, assessment, selection and allocation procedures.</li> </ul> <p><b>Objective</b></p> <p>To facilitate the enhancement of the competency, skills, knowledge and education levels of existing and prospective employees</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>◆ The policy applies to; <ul style="list-style-type: none"> <li>- All WCDoA employees</li> </ul> </li> </ul>

Policies	Summary
	<ul style="list-style-type: none"> <li>- The people of the WC as beneficiaries</li> <li>- Interns, contract workers and personnel appointed on the YPP</li> </ul> <p>The policy must be consistently applied with various Acts including national and provincial guidelines and directives</p>
<p>Human Capital Development (HCD) Strategy for Department of Agriculture: Western Cape Draft 2018 - 2022</p>	<p><b>Description</b></p> <p>The strategy focuses on addressing key human capital development challenges facing the agricultural sector and the Department of Agriculture in the WC. Strategic Goal 7 aims to facilitate an increase of 20% in relevant skills development at different levels in the organisation and the sector over the next 10 years.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>◆ Enhance the image of agriculture by promoting agriculture as a progressive sector and as a potential career for young people and agri-workers</li> <li>◆ Facilitate human capital development in the agricultural sector in the province and affecting the human capital development strategy to address the scares and critical skills needs in the agriculture sector</li> <li>◆ Transform agriculture through internal and external skills development programmes and projects and support skills development for sustainable development and job creation</li> <li>◆ Strengthen leadership skills development for sustainable development</li> </ul> <p><b>Implementation</b></p> <p>Implementation actions are allocated for each strategic objective</p> <ol style="list-style-type: none"> <li>1. Strategic objective 1 <ul style="list-style-type: none"> <li>- Raise awareness of the importance and the crucial role of agriculture</li> <li>- Promote a positive image of agriculture</li> <li>- Increase career awareness sessions and exhibitions for youth</li> <li>- Improve the pass rate in mathematics and science in especially rural schools and designated groups</li> <li>- Award scholarships to learners who perform well in mathematics and science</li> <li>- Award learnerships to those who qualify</li> <li>- Strengthen all skills development programme for the youth</li> </ul> </li> <li>2. Strategic objective 2 <ul style="list-style-type: none"> <li>- Implement Project Khulisa Agri-Processing game changer</li> <li>- Coordinate HCD initiatives in the sector</li> <li>- Promote and coordinate the implementation of the principles of a learning and innovative organisation</li> <li>- Improve the supply, mentoring and retention of scarce and critical</li> </ul> </li> </ol>

### Implications

Some of the key strategic priorities for South Africa is employment creation, supporting the youth and developing the agriculture value chain. It is clear through the policy and strategy

overview that skills development is one of the essential tools that can be used to support these priorities. Through the overview of the relevant Acts and White Papers it is evident that government realised that informal and formal education and training are equally valuable in improving the skills levels of South Africans, for example, through establishing SETAs, a new avenue is created to develop skills.

Strategies such as the NSDS highlight the importance of targeted skills development i.e. skills must be developed where there is a scarcity, furthermore, skills development should be linked with career development and sustainable employment.

Finally, it is clear that the WC government recognises the need for skills development as well as supporting the youth in the industry as well as the Department. Key questions that arise from the WC policy and strategy review that will be incorporated into the evaluation include:

- ◆ Are the number of supported youth in line with employment targets relating to transformation and diversification in the work place?
- ◆ Are skills development addressing skills needs in the industry?
- ◆ Do skills development initiatives lead to employment in the agricultural industry?

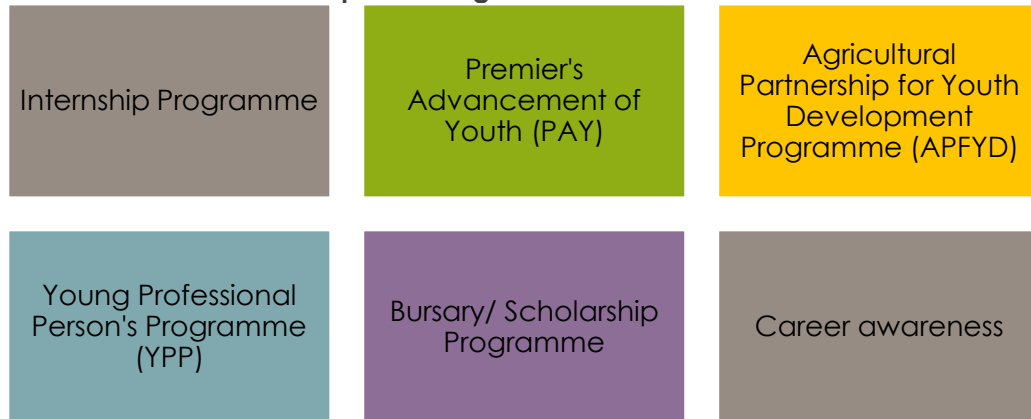
### B.3. WCDoA Youth Programme Overview

The Department provides a variety of programmes with the intention of developing skills for young people in the agricultural sector. This section will provide an overview of the WCDoA programmes that will be evaluated as well as other programmes that are offered within the Department.

Youth development initiatives in the Department form part of the strategic objectives of the Department as indicated in the Strategic Plan for the period 2015/16 to 2020/21. Strategic objectives are categorised into 8 programmes. The youth development initiatives being evaluated form part of **Programme 1: Administration** which is tasked, amongst others, with implementing the human capital development strategy to address skills needs in the Department and sector. Other Programmes within the Department also have youth and skills development initiatives, with **Programme 7: Structured Agricultural Education and Training** focussing specifically on formal education and training. These youth development initiatives do not form part of the scope of the project but also outlined in this section to provide a full scope of youth development initiatives in the Department.

Diagram 3.1 below illustrates the WCDoA youth development programmes that will be evaluated

**Diagram 3.1: WCDoA Youth Development Programmes**



### B3.1 Internship Programme

#### **Objective and Target Group**

The internship programme is a skills development programme that provides opportunities for unemployed matriculants, undergraduates and graduates. Individuals who qualify for the internship programme are unemployed youth with no work experience between the age of 18 to 35. Students that need occupation related experience to attain a qualification in agriculture, unemployed young graduates with a qualification in agriculture, as well as disabled individuals are also eligible for the programme.

#### **Programme Structure**

The programme consists of four types of internships; the student internship, the graduate internship, the vocation internship as well as the matric internship.

- ◆ The student internship is an integrated learning experience for students to obtain a qualification in agriculture. Student internships are for students who are studying towards a SAQA accredited qualification and are required to undergo practical experience to be credited for the qualification.
- ◆ The graduate internship refers to those who have already obtained a qualification in a SAQA TVET or HEI.
- ◆ Vocation Internship refers to integrated learning and relationship building for bursary holders to serve a vocational internship.
- ◆ Matric interns include interns on the Premier Advancement of Youth Project (PAY) and those on the Agricultural Partnership for Youth Development (APFYD).

### B3.2 Premier's Advancement of Youth (PAY)

#### **Objective and Target Group**

The PAY Project provides the WC youth with an opportunity to enter the labour market at an early age by providing internship enrolment opportunities for WC unemployed learners who matriculated in the previous year. The PAY provides internship enrolment opportunities to South African learners who are unemployed and were unable to further their studies after matriculating.

### **Programme Structure**

The PAY Programme runs over a period of 12 months and interns are offered experience in agriculture through;

- ◆ A two-week orientation programme
- ◆ A rotation of experience and exposure throughout the Department
- ◆ A year of career pathing, skills development mentoring and coaching
- ◆ Assistance to improve matric results by rewriting their subjects and offers an opportunity to attend an intensive tutoring programme by the Department before exams in November.
- ◆ A full bursary that is offered to outstanding PAY interns who have shown interest to further their studies in agriculture.
- ◆ A testimonial that will be received at the end of 12 months as well as an opportunity to update their Curriculum Vitae.

The interns are placed in the WCDoA under the supervision of an experienced mentor. The interns must sign a contract and are expected to submit a quarterly progress report.

### **B3.3 Bursary/Scholarship Programme**

#### **Objective and Target Group**

Bursaries and Scholarships are awarded by the WCDoA to students who are studying full-time towards obtaining a SAQA registered qualification in the agricultural field. Bursaries are also awarded to high school learners studying mathematics and science and have been identified as potential candidates to pursue studies in the agricultural field. Scholarships are for rural youth specifically farmworker children completing a high school qualification including subjects such as mathematics and science.

#### **Programme Structure**

The bursary covers the registration fee, prescribed books as well as hostel fees and meals where required for a duration of 1 to 4 years. The scholarship will include a school uniform if necessary.

### **B3.4 Agricultural Partnership for Youth Development Project (APFYD)**

#### **Objective and Target Group**

The APFYD Project initially focused on unemployed rural youth and children of agri-workers but has since expanded to include all unemployed youth of the WC, by providing;

- ◆ Financial assistance
- ◆ Learnerships and summer school at Elsenburg College through bursaries or scholarships
- ◆ Opportunities such as internships, bridging course for mathematics and science learners

#### **Programme Structure**

- ◆ Beneficiaries of the APFYD Project are enrolled in a 12-month internship with the WCDoA and are placed with an external host employer.



- ◆ The Project includes a bridging course for mathematics and science and provides summer schools at Elsenburg College.
- ◆ The project provides scholarships for high school learners studying mathematics and science, covering educational expenses, one winter and summer sport, hostel accommodation and a quarterly maintenance stipend for personal needs.
- ◆ The APFYD Project provides a full bursary that covers all academic fees, prescribed books as well as hostel fees, and a quarterly maintenance stipend for personal needs if required

### B3.5 The Young Professional Persons Programme (YPP)

#### Objective and Target Group

The YPP is an affirmative action programme that aims to specifically empower previously disadvantaged individuals from designated groups including Black, Coloured, Indian, females (white females included) and individuals with disabilities, who have been accepted in a recognised HEI for an Honours and Masters in agricultural science and critical skills. The YPP Programme seeks to develop professionals to Doctorate level specifically for scarce and critical skills in the agricultural sector.

#### Programme Structure

The programme runs for a period of 1 to 7 years and consists of four learning areas;

- ◆ **Area 1-** is a structured in-service training programme where participants receive support from mentors, supervisors and those who are currently on the programme.
- ◆ **Area 2-** participants must complete an independent research project with a topic relevant to the WCDa requirements. The project is conducted at the WCDa in conjunction with the candidate's relevant educational institutions
- ◆ **Area 3-** involves undergoing an individual management programme focusing on modules covering managerial skills such as project management, financial planning and budgeting, self-management, human resource management, time management, presentation skills, marketing and entrepreneurial skills.
- ◆ **Area 4-** includes an Agricultural Professional Fellows Programme which is aimed at increasing the leadership and communication skills of a group of highly qualified South African professionals who will use their experience to engage with the international agricultural economics profession to contribute to the growth of agribusiness in South Africa.

The programme participants receive a stipend, a bursary that covers registration, tuition fees, research material and prescribed books. The participants are also provided with mentorship, research experience as well as opportunities to attend meetings and conferences. Programme participants are obliged to repay the bursary by working within the Department.

### B3.6 Career awareness initiatives

The WCDa structures an annual career awareness drive which includes career exhibitions, land care camps, open days, partaking in school and higher institutions career guidance

initiatives. The Department promotes agriculture as a career through awareness initiatives which include;

- ◆ Thusong Mobile – where the Department goes out to the rural communities and promotes agriculture as a career. The initiative is coordinated by the local government with the involvement of the provincial government and universities.
- ◆ Connect-Agri – which involves agricultural showcases in the area of the community

### B3.7 Other Youth Development Initiatives

As previously indicated, other Programmes in the Department also support the youth in a number of ways. **Table 3.1** below provides a description of these other programmes in the WCDOA.

**Table 3.1: Other Programmes Offered Within the Department**

Programme	Objective	Duration
Candidate Engineering Technician Programmes	The objective is to provide practical experience or training to candidate engineering technicians to register with the Engineering Council of South Africa	1-7 years
Eisenburg College: Higher Education and Training	The programme provides agricultural qualifications ranging from Higher Certificates, Diplomas, Equine Studies and Bachelor of Agriculture degree.	1-3 years
Veterinarian Science Technician Programme	The programme provides mentorship and practical experience to Animal Health students at the University of South Africa	1-2 years
Eisenburg College: Further Education and Training Learnerships	The programme provides learnerships in animal and plant production.	1 year
Rural Development Farm Worker: 18 Social Upliftment Projects	The objective is for Non-Governmental Organisations to offer farmworkers and their family members training on soft skills development, alcohol and substance abuse. The objective is to also provide focused training that is measurable including educational theatres to reach illiterate individuals	1-2 days

## B4. Literature Review

Education, as well as skills development, are important elements that have an influence on the growth of the South African economy and the global competitiveness of the country's agricultural sector. This section will discuss agricultural education and skills development.

### B4.1 The Role of Mathematics and Science

According to the Zenex Foundation (2017) nationally there is a scarcity of skills in Science, Technology, Engineering and Mathematics (STEM) fields and the low participation rate and poor performance in mathematics restricts learners from progressing to tertiary education in careers that require these subjects. According to the Academy of Science of South Africa (2017) subject choices at school level does not necessarily restrict learners from entering

agriculturally related occupations. However, mathematics becomes a significant hindrance in the pipeline since science and commerce-related programmes and vocational programmes in colleges or universities of technology require mathematics.

The low participation rate and poor performance in mathematics and science are due to:

- ◆ Learners' and parents' perception that mathematics and science are difficult subjects
- ◆ The possible poor grasp of the language of instruction by second and third language English learners, which may affect the level of understanding of mathematics and science concepts
- ◆ Learning backlogs of learners entering high school
- ◆ Teachers' need for subject content and pedagogical training to diagnose and address backlogs, teach problem-solving and develop conceptual thinking skills. (Zenex Foundation, 2017).

Due to global competitiveness and efforts to meet the labour market demands, the WC government has introduced interventions to increase the skills base, particularly in mathematics, science and languages. The WC government introduced systemic testing of Grade 3, 6 and 9 to determine the standard of mathematics and language. The results are used to inform the development of language and mathematics interventions areas in schools (Western Cape Government, 2016). The pass rate for these tests is 50%, however, the test results in 2016 for public ordinary schools were below the pass rate, while the language results were slightly above the pass rate. The test results for mathematics were 23.6% and 55.2% for language.

## B4.2 Formal Education

Formal education and training in agriculture are essential for producing skilled individuals who will contribute to the agricultural sector through extension, research, entrepreneurship and commerce (DAFF, 2005). According to the Department of Agriculture, Forestry and Fishing (DAFF) (2005) very limited focus is placed on agricultural education in basic level education; agriculture as a subject is phased out in primary education curriculums and there is limited emphasis on its importance. Other challenges that exist include the very limited number of basic education teachers who are trained and equipped to teach agriculture and there are also limited resources.

Agricultural education in secondary school is provided to a certain extent, however, less trained teachers, as well as limited resources, are also prevailing constraints. Subject choice is an important component in the FET phase, which is from Grade 10 to Grade 12; agriculture subjects that are taught in secondary school include, agriculture management practices, agriculture science, agriculture technology and equine studies. However, subjects such as agricultural management practices, agricultural technology and equine studies are only taught in agricultural schools while agriculture science is taught outside specifically designated agricultural schools.

Subjects including mathematics, physical science and biology (life science) are important key entrance subject for agriculture science. The concerning matter regarding subjects that are available in the FET level is the lack of foundation at General Education and Training (GET) and mathematics is the biggest challenge in the education system. The minimum requirement for progressing to STEM subjects is 40%, the challenge is that the number of learners who pass mathematics with 30% and above has been declining over the years. Since agriculture does not have the same status among most young people as fields such as commerce and medicine, interventions such as bursaries, scholarships, marketing and career guidance can be used to attract the top students from the pool of learners. (Academy of Science of South Africa , 2017).

On a tertiary education level, agricultural education is better, as there are colleges, traditional universities and universities of technology that offer practical agriculture curricula in broad categories (DAFF, 2005). According to the Academy of Science of South Africa (2017), there are ten universities in South Africa offering agriculture programmes from the first year to PhD level, with offered subjects including agricultural economics, agronomy, soil science, plant science and animal science.

Kidane (2013) investigated the attitudes and perceptions of learners and teachers in agriculture in secondary schools in Kwa-Zulu Natal. The study explored the factors that influenced the attitudes and perceptions of agricultural programmes. The findings were that the agricultural lesson coverage in the teaching and lesson process was sufficient, however, there were challenges such as a shortage of teaching material, trained agricultural science teachers and support for teaching programmes. Factors that were found to positively and significantly affect students' attitudes towards agriculture education and training included; racial background, family size, discussions about agriculture with family and access to farming land. The results of the study found that African students had the highest positive attitude compared to Coloured and White students, larger family sizes positively influenced students' attitudes towards agriculture and lack of access to farming land was found to negatively influence students' attitudes towards agriculture education and training (Kidane, 2013).

Dlamini (2017) identified factors that influence the choice of agriculture as a study discipline by undergraduates in an open distance education university in South Africa and investigated the impact of the three agriculture curricula taught at a school level and how they prepare students for tertiary education. Variables including family and friends as well as job considerations were found to be significant in students' choice of agricultural studies at tertiary level. The study found that the agriculture curricula in schools in preparation for tertiary provided students with basic terminology and concepts involved in agriculture. The following were the identified challenges that affected agricultural science teachers:

- ◆ Negative attitude of learners towards agriculture as a subject
- ◆ Inadequate or lack of infrastructure
- ◆ Lack of proper guidance and counselling regarding choosing subjects

These were identified as potential constraints to effective teaching and learning of agriculture in South Africa (Dlamini, 2017).

Okiror and Otabong (2015) looked at a case study of agricultural students and observed factors that influence career choice among undergraduate students. A survey was conducted, and the findings indicated that the students relied on their personal experience and interests, and pressure from their parents for a career choice. Most of the students indicated that career guidance played a significant role in their choice of agriculture as a course of study. From the students that were surveyed, 98% of them indicated that choosing agriculture as a choice of career was the best choice, while 2% of the respondents indicated that they regretted their choice.

A thesis by Fizer (2013) also examined factors that influence students when choosing a college major and career in agriculture. The paper examined a class of freshman students at the University of Tennessee who planned to major in agriculture. The students were surveyed and some of them had either been involved in Future Farmers of America (FFA), an organisation that teaches high school students about topics relating to agriculture and leadership (National Future Farmers of America Organisation, 2018) or 4-H, which is a volunteer organisation that teaches young men and women about agriculture.

The factors that influence the choice of major in agriculture are listed in their order of significance below;

- ◆ Family
- ◆ A career that is personally rewarding
- ◆ The students' experience with the FFA and 4-H organisation
- ◆ Specialised career needs

Other less significant factors that influenced the choice of major in the agricultural field included;

- ◆ Job opportunities
- ◆ High school teacher
- ◆ Campus visit
- ◆ Friends
- ◆ Income potential
- ◆ Guidance counsellor

Similarly, a study conducted by Adedapo et al (2014) identified factors that influence the career choice of agricultural professionals among students of the College of Agriculture, Dr Balasaheb Sawant Konkan Krishi Vidyapeeth in India. The study included 120 randomly selected respondents and the finding indicated that most of the respondents perceived agriculture as a stepping stone to other professions while others perceived it as a job for poor and rural people, laborious and requiring enormous capital. Significant factors of influence included; personal interests, guidance or mentor, parents, media or contact with agricultural experts and previous educational performance.

In determining the relationship between the choice of influence and the socio-economic characteristics of the respondents, the study found that factors such as age, work experience before admission, media and or contact with an agricultural expert, parents influence, and family income have a significant influence on career choice. It was found that factors such as parents' influence and work experience before admission were negatively correlated with the choice of students on agriculture performance. This implied that most of the students were enrolled in agriculture colleges due to the financial capacity of the family, the job of the parent as well as their experience on the farm before being admitted to an agriculture college. Adedapo et al (2014) further mention that some of the students were in the agriculture college because they did not meet the requirements of other higher education institutions.

The barriers to choosing agriculture as a lifelong profession were, financial constraints, seasonality of agricultural commodities, the unpredictable future of agriculture, perishability of agricultural produce as well as climate change, land acquisition problem and labour.

Parents or caregivers can potentially have an influence in the career choice of the child and in a sense encourage the child to pursue a certain career path, in certain instances, children develop an interest in a certain profession because a parent or family member is in that profession. A study by Olorunfemi et al (2016) examined the attitudes of agriculture professionals towards their children or people under their care to pursue a career in agriculture in Kwara State, Nigeria. The findings of the study indicated that most of the agriculture professionals had a negative attitude towards their children pursuing a career in agriculture and preferred them to pursue careers in other fields. It was found that factors that increased the probability of agricultural professionals having a positive attitude towards their children pursuing a career in included; the number of children under their care, higher education qualification as well as more years of experience.

### B4.3 Non-formal Education

According to Klein et al (1973) as quoted in Etling (1993) non-formal education is characterised as intentional and systematic education outside of traditional schooling and contents adapt to the unique needs of the student.

Mayombe and Lombard (2015) investigated the usefulness of non-formal skills acquired in non-formal education and training centres for finding employment. The overall results of the study indicated that the factors listed below were highly correlated and adult trainees would struggle to get employment in the absence of these enabling factors.

- ◆ The objectives of non-formal education and training centres
- ◆ Financial resources
- ◆ Trainee selection criteria
- ◆ The process of training needs assessments and skills acquisitions for successful employment outcomes of non-formal education and training graduates.

In a case study of the Kwa-Zulu Natal non-formal education and training centres, government, Non-Profit Organisation, non-formal education and training centres provided technical and

entrepreneurial skills training to rural and urban adults to enable them to get paid work or be self-employed in the agricultural sector. However, the lack of an enabling environment continued to be a challenge for the adult trainees and the Kwa-Zulu Natal non-formal education training centres (Mayombe & Lombard, 2015).

#### B4.4 Skills Development in the Agricultural Sector

A report by Arends et al (2016) provided a holistic understanding of current supply and demand for skills in SA and attempted to analyse how skills demand and supply can interact to inform skills policy towards economic growth. The report highlighted that the mismatch between skills that are demanded and the skills that are supplied is a result of the structural shift in the economy; where the SA economy post-1994 has largely been driven by capital-intensive industries, retail trade and financial services instead of labour-intensive industries such as agriculture and manufacturing. The transition towards a secondary and tertiary focused economy favours those with relatively high skills, while primary sectors such as agriculture and mining, which absorb many unskilled people have experienced a decline in employment due to job shedding (Alexander Forbes, 2017).

Three skills mismatches were identified, namely; the demand mismatch, the education supply mismatch and the qualification mismatch. The demand mismatch analysed the trajectory of the economy and the jobs that are created as well as the skills that are demanded. The education supply mismatch analysed the relationship between the skills that are demanded and the skills that are produced in the education system. The education supply analysis was derived from the skills demand analysis. It was found that skilled agricultural and trade workers were critically demanded skills, while food processing workers were moderately demanded, and garment, craft and related trade workers were under the less demanded skills category (Arends, Bhorat, Powell, Reddy, & Visser, 2016)

#### B4.5 Scarce and Critical Skills in the Agriculture Sector

AgriSETA (2016) identified two specific factors that shape the key skills issues in the agricultural sector. These two factors are discussed below.

1. **Alignment of skills planning to national strategies and plans-** Alignment with national strategies and plans is also identified as a significant factor that impacts the attempt to address the skills issue in the agriculture sector. AgriSETA (2016) highlighted the national legislation and policy framework that guides the AgriSETA's constitutional mandate for skill development, some of these national policies have been discussed in the policy overview section in this report. Key focus factors which were common in the national policies, strategies and plans reviewed by AgriSETA included;
  - ◆ The need for occupationally orientated skills training that offers in-the-field experience and mentorship.
  - ◆ The need for high quality, up-to-date industry relevant training to ensure competitiveness

- ◆ The imperative to include rural areas in economic development, job creation and food security.
  - ◆ Environmental concerns related to food security and ecological sustainability.
2. **Change drivers**- change drivers are identified as issues that drive change and influence the skills demand and supply in the agricultural sector. These issues include;
- ◆ Legislation
  - ◆ Land and agrarian reform
  - ◆ Agriculture co-operatives
  - ◆ Climate change, drought and food security
  - ◆ The green economy
  - ◆ The youth bulge and skills development
  - ◆ Technology and mechanisation
  - ◆ Trade agreements

The following are the five skills implications that need to be addressed in AgriSETA's Sector Skills Plan:

- ◆ Practical skills transfer through mentoring and on-the-job training
- ◆ Improved quality of agricultural extension services qualifications
- ◆ A focus on entrepreneurship and enterprise development for emerging farmers
- ◆ Addressing the corporate governance training needs to strengthen co-operatives
- ◆ The development of green knowledge qualifications

**Table 4.1** outlines the scarce and critical skills in the agriculture sector.

**Table 4.1: Scarce and Critical Skills in the Agriculture Sector**

Scarce and Critical Skills		
Veterinarian	Electrical Engineer	Small Business Manager
Agricultural Scientists	Mechanical Engineer	Mixed Crop and Livestock Farm Worker
Agricultural Technician	Industrial Machinery	Research and Development Manager
Farm Manager	Mechanic	Agriculture Consultant
Agricultural Produce Inspector	Mobile Plant Operator	Crop Production Farm Worker/Assistant
Agricultural Engineer	Operations Manager	Sales and Marketing Manager
Agricultural Technologist	Engineer Supply and Distribution Manager	

Source: AgriSETA, 2017

Most of the available vacancies requiring these skills in the agriculture sector are hard to fill due to the shortage in the demanded skills (AgriSETA, 2016). Given that the skills demand in the labour market is changing due to the change in industry needs and the impact of



globalisation, skills interventions are important particularly for sectors where scarce and critical skills are demanded.

#### B4.6 Youth Skills Development Interventions

The prioritisation of education, training and skills development particularly for young people in the agricultural sector, is due to the objective of improving the sector to ensure its contribution to the economy. After the establishment of the democratic government in 1994, policies, as well as programmes, strategies and governance structures, were established towards improving the economy and agriculture production through education and training. Key stakeholders that are involved in the delivery of agriculture education and training include; DAFF, DHE as well as non-public training initiatives (Academy of Science of South Africa , 2017).

The SETA was established under the Skills Development Act (Act 97 of 1998) (Republic of South Africa , 1998), and its purpose is to promote education and training and improve people's skills in different sectors. The Agriculture Sector Education and Training (AgriSETA) was established as one of the authorities under the SETA with a specific focus on skills development in the agricultural sector. AgriSETA fulfils its mandate through bursaries, learnerships, internships, artisan development, adult education and training, land reform mentoring and graduate placements (AgriSETA , 2016). HEIs are key role players in the development of skills in this sector. According to AgriSETA (2016), there are 14 universities and 6 universities of technology that offer agriculture-related qualifications ranging from NQF 6 to 10 and there are 12 agriculture colleges that offer qualifications mainly at NQF level 5 to 7. There are also 400 Higher Education Institutions and 138 Agriculture Colleges qualifications that are registered with SAQA.

##### B4.6.1 Case Study: Kwa-Zulu Natal (KZN) Youth-In-Agriculture

Skills development in the agricultural sector is a national priority as much as it is a key focus area at a provincial level. A research report by Ngcobo and Dladla (2002) for the Agriculture Education and Training initiative found that agriculture is important for the economy and society of KZN and it impacts households and livelihoods in the province. Engagements with stakeholders that are custodians of agricultural development in KZN such as; government departments colleges, farmers, universities, private organisations and Non-Governmental Organisations were conducted for the findings of the report. The findings highlighted that the Youth-In-Agriculture (YIA) consists of those who are engaged in agricultural activities, who mostly have high school qualifications and are unemployed. The KZN Department of Agriculture and environmental Affairs appointed youth-co-ordinators to assist the youth in agricultural projects and provide support such as advice, training, and technology transfer. The YIA regarded agriculture skills and knowledge, business management knowledge and good communication skills important (Ngcobo & Dladla, 2002).

The Kwa-Zulu Natal Youth Development Strategy (2014) envisions a skilled, capable and empowered by 2030, to contribute to the growth of the province. The strategic framework for the youth of Kwa-Zulu has six objectives which include; education and skills development, social development, career development, work integrated learning, private and public

employment programmes and economic empowerment. Through the economic empowerment objective, the intention is to focus on Youth-in Agriculture.

### **Implications:**

Pursuing a career in agriculture starts from a young age and the literature review indicated that family, perceptions on career opportunities as well career guidance or exposure to some form of education in the agriculture sector, prior to enrolling in university are key factors of influence. The literature also highlighted that agriculture is also not as attracting as other career fields to young people and is not particularly a first choice of study due to certain perceptions about the agriculture sector. Key common factors of influence for the course of study and career choice found in the South African and international literature included:

- ◆ The influence of parents or guardian
- ◆ Career guidance

This, therefore, implies that learners need to be positively influenced to consider a career in agriculture and they need proper career guidance which will enable them to choose the right subjects to pursue a career in agriculture.

In further implementing the Youth Development Programmes, the WCDoA should ensure proper career guidance to programme beneficiaries, particularly those who are still in the internships, to provide exposure to all the study and career opportunities within the agriculture sector. Parent involvement may also be emphasized in ensuring positive influence towards the youth in their pursuit of a career in agriculture.

Not only is the support from parents and proper career guidance important factors of influence for choosing agriculture as a course of study or career, but exceptional academic performance is also important. Mathematics and science are essential in this regard; however, students either don't pursue these subjects due to uninformed perceptions or are achieving poor grades. Programmes that expose students to the agriculture sector, as well as opportunities for bursaries and scholarships, can potentially be a mechanism that can positively influence the student's perception of the agriculture sector and motivate them to pursue a career in agriculture.

A challenge in increasing the involvement of youth in agriculture is that agriculture education and training is mostly only accessible on a post-school level. There are limited resources available at school level to educate learners, and poor grades are restricting learners from entering formal education. This emphasises the need for support for such learners who do show interest in a career in agriculture but do not have the necessary grades to enter formal education at the tertiary education facilities that offer qualifications in the field. Non-formal education can be a tool to overcome some of these challenges.

From the case study the agricultural sector, like in the WC, is an important sector in KZN. The common thread between the KZN Youth-in-Agriculture initiative and the WCDoA youth development programs is the deliberate intention to grow the agricultural sector through

youth skills development programmes by using a holistic approach which incorporates education, social development as well as career development. The KZN and the WC development projects are also guided by the development strategic framework of the respective.

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