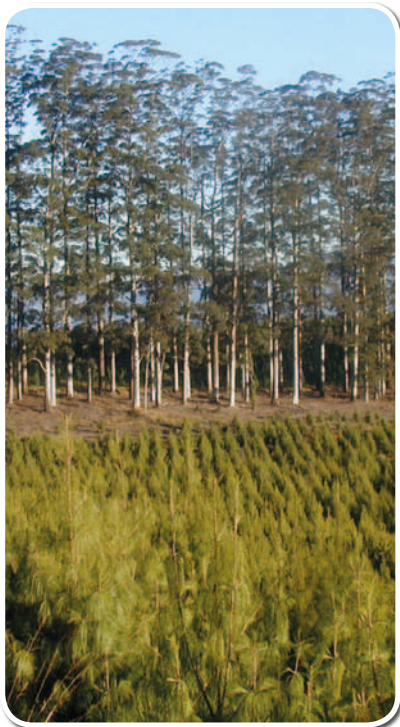


Status report on the implementation of the DAFF Career Awareness Programme



agriculture,
forestry & fisheries

Department:
Agriculture, Forestry and Fisheries
REPUBLIC OF SOUTH AFRICA

Status report on the implementation of the DAFF Career Awareness Programme

– 2003 to 2010 –

Directorate Sector Education and Training
DEPARTMENT AGRICULTURE, FORESTRY AND FISHERIES

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Executive summary

The Department of Agriculture, Forestry and Fisheries (DAFF) Career Awareness Programme (CAP) is mandated by the Agricultural Education and Training (AET) Strategy (2005). The AET Strategy, among others, outlines a major challenge faced by the AET as being Agriculture's negative career image. In response to this in 2003, the Department of Agriculture, herein referred to as DAFF, conceptualised the Agricultural Career Awareness Programme wherein a structured recruitment of learners from primary to high school was implemented.

This programme was piloted in 2 (two) provinces, KwaZulu-Natal (KZN) and Northern Cape (NC), and the implementation started with KZN in 2004 followed by NC in 2005. Five high schools and one primary school were selected in each province. A baseline study was conducted in both provinces to determine, among others, the ability of the schools to produce the desired calibre of learners who could pursue agricultural studies at tertiary level. Sixty (60) learners were initially selected in 2004 to start the process from Grade 11 and 12 in high schools and Grade 6 and 7 from primary schools. In 2010 the programme was expanded nationally through agricultural schools in the remaining 7 (seven) provinces. One school was adopted in each province and 2 (two) learners were selected from each school.

Progress achieved since inception: 185 (one hundred and eighty five) General Education and Training (GET) and Further Education and Training (FET) learners were selected and awarded with a DAFF bursary. A total of 89 (eighty-nine) learners opted for agricultural studies at tertiary level while others chose other fields of studies. The majority of the learners who pursued agricultural studies were from KZN Province. Currently, there is a total number of 66 (sixty-six) learners with 26 (twenty-six) learners at high school and 40 (forty) learners at tertiary level. To date, there are 22 (twenty-two) who have completed their studies at tertiary level from the 89 (eighty-nine) that enrolled. Three (3) of the learners who were selected in 2010 from the agricultural schools were doing grade 12 and are currently enrolled in different universities pursuing studies in Agriculture.

In 2007, DAFF also developed and implemented a campus recruitment strategy with the aim of addressing the entry barrier into some of the identified scarce careers at universities. The four universities, namely University of Pretoria (UP), University of the Free State (UFS), Stellenbosch University (SUN) and University of KwaZulu-Natal (UKZN) were the main target for the campus recruitment strategy and the recruitment process has been started. In the same year, the directorate also started conducting periodic school visits targeting the top performing schools in all 9 (nine) provinces that perform well in Mathematics and Physical Science. To date, a total number of 36 (thirty-six) schools in 7 (seven) provinces have been visited.

Furthermore, to aggressively increase the number of top performing learners in Mathematics and Physical Science enrolling for agricultural careers, DAFF hosted a career seminar in 2007. Sixty-seven (67) learners from 8 (eight) provinces, the pilot learners and completing bursary holders participated in the seminar. In 2009, another seminar was hosted with 113 (one hundred and thirteen) learners from all 9 (nine) provinces that participated. Resulting from the 2 (two) seminars, 17 (seventeen) learners opted for agricultural careers.

I

Background

The DAFF career awareness programme takes its mandate from the AET strategy (2005). In the main, this strategy identifies the major challenges facing the sector in South Africa and the mitigations thereof. One of the main challenges outlined in the strategy is agriculture's negative career image, particularly among school-going youth. Research has shown that agriculture is seen as the "work" of the poor and not as a career that could be profitable. In addition, agriculture is perceived in a very narrow context and is equated solely with primary production as opposed to a profitable enterprise incorporating all the value-chain elements. In mitigating the challenges outlined, the strategy provides 3 strategic goals. The second strategic goal focuses on enhancing equitable access and meaningful participation in agricultural education and training for all South Africans. At the centre of this strategic goal, are the following three objectives: removal of all barriers that prevent or limit access to agricultural education and training; improvement of the image of agriculture as a career and livelihood of choice and encouraging further studies (Masters and Ph.D.) of the agricultural sciences (especially of critical skills in short supply) to produce highly-qualified scientists and add to the agricultural science knowledge base.

In response to the challenges outlined in the AET strategy, the DAFF introduced the agricultural career awareness programme in 2003. The programme focuses on radical outreach to school-going youth and postmatric students who are registered on access and bridging programmes at institutions of higher learning. The programme is implemented through the following methods: periodic school visits, campus recruitment, specialised career seminars hosted by DAFF and career exhibitions. The learners who are reached through this programme and who have declared their interest in pursuing careers in agriculture, forestry and fisheries are supported and sponsored through DAFF External Bursary Scheme.

Following the amalgamation of Agriculture, Forestry and Fisheries into one department, a process of identifying and reviewing the career awareness implementation framework and alignment of activities and promotional material was undertaken. As such, the implementation of the CAP has since incorporated careers in Forestry and Fisheries in 2010 in line with the recommendations of General Public Service Sector Bargaining Council's (GPSSBC) chamber workshop of June 2010. This report provides a narrative picture of the achievements of the programme since its inception in 2003.

2

Objectives

The overall strategic objective of the programme is to promote agriculture, forestry and fisheries as careers and livelihoods of choice, particularly among school-going youth. Furthermore, the programme seeks to build a skills base in agriculture, forestry and fisheries careers, specifically within the identified scarce skills. The DAFF CAP seeks to:

- Create awareness on careers and opportunities offered by agriculture, forestry and fisheries
- Provide career guidance and advice regarding the choice of subjects to enable the learners to pursue specific fields in agriculture, forestry and fisheries
- Highlight the gaps that exist in the marketplace with regard to identified agricultural, forestry and fisheries careers
- Inform learners about initiatives being implemented by the DAFF, i.e. external bursary scheme, internship programme and the requirements thereof.

3

Focus areas for Career Awareness Programme

The areas of focus for the programme are, but not limited to the following:

- ⦿ Veterinary Science (B.V.Sc.)
- ⦿ Agricultural Economics, Trade and Business
- ⦿ Bioresource Engineering
- ⦿ Food Sciences and Technology
- ⦿ Viticulture
- ⦿ Entomology
- ⦿ Horticulture
- ⦿ Plant Pathology
- ⦿ Biotechnology (Agriculture and Forest)
- ⦿ Forestry and Climate Change
- ⦿ Fire Management
- ⦿ Woodland and Natural Forest Management
- ⦿ Forestry Economics
- ⦿ Product Development (Forestry)
- ⦿ Community Forestry
- ⦿ Agro Forestry
- ⦿ Aquaculture
- ⦿ Marine Biology/Oceanography
- ⦿ Ichthyology/Fisheries Science
- ⦿ Marine Botany
- ⦿ Nature Conservation
- ⦿ Zoology.

4

Implementation methods used for the coordination of Career awareness programme activities

When the DAFF career awareness programme was conceptualised in 2003 and launched in 2004, it was piloted with identified schools in two provinces, KwaZulu-Natal and Northern Cape. Mainly, the programme was characterised by periodic school visits, consultation meetings with parents and programme steering committee meetings. However, when the programme intensified, other modes of operation were considered. The following modes are used in implementing career awareness activities:

- ⦿ career exhibitions
- ⦿ periodic school visits
- ⦿ campus recruitment
- ⦿ career seminars.

4.1 CAREER EXHIBITIONS

The DAFF uses career exhibition and science fairs to reach maximum numbers of young people who meet the criteria for entry into agriculture, forestry and fisheries study fields at a central point. On an annual basis,

a calendar of events is developed from which a number of exhibitions are selected based on merit and relevance. However, priority is given to exhibitions which include the target group, i.e. science exhibitions. DAFF uses these platforms to make presentations, workshops and talk shops on scarce skills and career opportunities and support mechanisms offered to pursue such careers.

4.2 PERIODIC SCHOOL VISITS

Periodic school visits are structured careers outreach sessions held with identified top- performing schools in Mathematics and Physical Science in all the provinces. The periodic school visits avail the opportunity to have direct access to the targeted group of learners in a familiar environment where they can make informed decisions with less interference and pressure. Customised career awareness presentations are made to learners based on their levels of study and career guidance needs. Periodic school visits are further used to identify learners who are worthy recipients of the DAFF External Bursary Scheme.

4.3 CAMPUS RECRUITMENT

The campus recruitment is a strategy used to target students who have enrolled at universities and universities of technology with faculties of agriculture, forestry and fisheries for upgrading purposes. The strategy focuses on students registered for bridging programmes to improve their matric symbols in Mathematics and Physical Science. Such students are visited at their respective universities to make presentations on careers in agriculture, forestry and fisheries. Students who pledge their interest in pursuing careers in these fields are awarded bursaries.

4.4 CAREER SEMINARS

Career seminars are a strategy used by DAFF to bring learners in grade 11 and 12, from the identified schools, together in a mutual venue. The purpose for hosting such seminars is to achieve the following objectives: create and increase awareness about the designated scarce skills in agriculture, forestry and fisheries and associated careers of choice; provide learners with the relevant information regarding admission requirements at various tertiary institutions offering these scarce skills programmes; afford learners with an opportunity to interact with professionals and experts in the scarce fields; and identify potential learners who can be worthy recipients of the DAFF comprehensive bursary scheme to pursue their studies of such scarce skills in agriculture, forestry and fisheries at tertiary levels. Subject matter experts are invited from other sector partners to deliver presentations on the practical side of the various fields. The institutions of higher learning are also invited to share their course structure and content with the learners.

5

Administrative matters

5.1 ANNUAL IMPLEMENTATION FRAMEWORK

A framework that guides the process of coordination and implementation of the CAP was developed and approved in 2008. On an annual basis, an implementation plan with targets and timeframes is developed based on the delivery focus outlined in the framework. The framework mainly focuses on two aspects: coordination and implementation of the programme; and monitoring and evaluation.

5.2 TARGETED BENEFICIARIES

The first targeted group for the promotion of the scarce skills in agriculture, forestry and fisheries is learners from previously disadvantaged communities at high school level who are performing well in the fields of Mathematics and Physical Science. Secondly, learners who have been admitted at the institutions of higher

learning in foundation/access science programmes. First-year Bachelor of Science (B.Sc.) students at universities are also targeted. The basis for this selection matrix is: elevated entry requirements for some of the careers; minimising the risk of failure from those students who are awarded a DAFF bursary and addressing the inequity in the agricultural, forestry and fisheries sectors.

5.3 DATABASE MANAGEMENT

A database of reached targeted beneficiaries was developed in 2008 and it is updated annually. The database is used as a mechanism for record keeping for the reached targets during each academic year.

The information of the learners in the database is categorised according to the different methods of implementation, i.e. career awareness in identified schools in all provinces, periodic school visits, exhibitions, campus recruitment and agricultural career seminars.

5.4 SUPPORT AND FOLLOW-UP ON REACHED BENEFICIARIES

During the third quarter of each financial year, a follow-up is conducted with the learners reached during the activities of the year. The follow-up is conducted by means of a pre-designed template. The template is sent to selected schools for the learners to indicate the careers of their choice. The learners who pledge their interest in pursuing careers in agriculture, forestry and fisheries are then assisted individually to apply for those careers at institutions of higher learning.

5.5 COMPILATION OF ANNUAL DIRECTORY OF TOP-PERFORMING SCHOOLS

On an annual basis, a list of top-performing schools offering Mathematics and Physical Science is obtained from the Department of Basic Education (DBE). The list is then used to develop a directory of fifteen top-performing schools in each province. The schools that are identified in the directory are visited during the periodic school visits. The directory assists DAFF to identify and visit schools with the potential to produce learners who meet DAFF External Bursary Scheme award requirements.

TABLE 1: List of top-performing schools in all the provinces for 2009, n = 135

EC	WC	NC	KZN	NW	MPU	LP	FS	GP
Queenstown Girls HS	Bellville HS	Carlton van Heerden HS	Khula HS	Batlahapi HS	Mmame-thake SS	Mbilwi HS	Eunice HS	Afrikaans Boys High
Pearson HS	Bloemhof HS	Concordia HS	Velangaye HS	Bergsig HS	Sidlamafa SS	Capricorn HS	Grey College	Afrikaans Girls High
Nico Malan HS	DF Malan HS	Diamantveld HS	Danville Park HS	Batswana CSS	Intuthuko SS	Sefokolo HS	Jim Fouché HS	Crawford College
Alexander Road HS	Fairmont HS	Duineveld HS	Glenwood HS	Bethel HS	Mthombo SS	Northern Academy	Seemahale HS	Eldoraigne HS
St Johns College	Gymnasium HS	EP Lekhela HS	Mbekwa HS	Brits HS	Kwamhlanga SS	Ngwana-tshwane SS	Sasolburg HS	Garsfontein HS
Collegiate Girls HS	Herzilia HS	Hopetown HS	Bizamali HS	Fochville HS	Lambalati SS	Paepae SS	Kroonstad HS	Menlopark HS
Grey Boys HS	Herschel SS	Hartswater HS	Arena HS	Hartebeespoort HS	Mahlatsi SS	Dendron SS	St Andrew HS	Noordheuwel HS
Nqwiliso SSS	Jongens HS	Kimberley Girls HS	Siyangempumelelo HS	Klerksdorp HS	Rev. SA Nkosi HS	Thengwe SSS	Tlotliso HS	Oos-Moot HS
Brandwag HS	La Rochelle Girls HS	Namaqualand HS	Kufezekile HS	Letsatsing HS	Mkolisi SS	Shinguwa HS	KgolaThuto SS	Overkruin HS
Stirling HS	Outeniqua HS	Kalahari HS	Ingula HS	Litchtenburg HS	Chief TD Inkosi HS	EPP Mhinga SS	Witteberg HS	Waterkloof HS
JS Skenjana SSS	Paul Roos Gymnasium	Northern Cape HS	Greenbury SS	Potchefstroom Gymnasium	Sizwakele JS SS	Mahoai HS	Goudveld SS	Wonderboom HS

TABLE 1: List of top-performing schools in all the provinces for 2009, $n = 135$ (cont.)

EC	WC	NC	KZN	NW	MPU	LP	FS	GP
Kanyisa SSS	PaarlVallei HS	RatangThuto HS	Dundee HS	Rustenburg HS	Ndlela SS	VP Manthata SS	Central HS	Jeppe Girls HS
Ncuncuzo CS	Rondebosch Boys HS	Tlhwalang HS	Durban HS	Wesvalia HS	Inkomazi HS	Phiriphiri SSS	Tsebo-Ulwazi SS	Pretoria Girls HS
Bizana SSS	Springfield Convent of the Holy Rosary	Tshireleco HS	Maritzburg HS	Fields College	Middelburg HS	Litshovhu SSS	Welkom Gymnasium	Makgetse HS
Daniel Peinaar TS	Stellenbosch HS	Uppington HS	Raisethorpe SS	Schoon-spruit HS	Njeyeza SS	Harry Oppenheimer SS	Sasamala SS	Raucall SS

The table above shows the top 15 performing schools in Mathematics and Physical Science in all the provinces for the 2009 academic year.

5.6 DEVELOPMENT OF PROMOTIONAL MATERIAL

On an annual basis, promotional material used for the CAP is updated and new materials are developed when the need arises. Promotional materials that have been developed since the inception of the programme are as follows:

- ⦿ Leaflets on scarce skills careers, external bursary scheme, internship and international training programme
- ⦿ A booklet with careers in agriculture, forestry and fisheries
- ⦿ Career guides on scarce skills in agriculture, forestry and fisheries
- ⦿ Career guide for Bioresource Engineering
- ⦿ Different types of banners with information mainly about scarce skills careers and image building for the careers in the sectors.



Status of the implemented career awareness activities

6.1 CONCEPTUALISATION OF THE PROGRAMME

The DAFF CAP was conceptualised in 2003 and launched in 2004. The programme was initiated to address the small interest among youth in considering agriculture as a career of choice. Furthermore, the department also identified lack of awareness about the scope of opportunities in the agricultural field, including lack of awareness of the economic diversity of agricultural enterprises. The following were identified as objectives to deal with the challenge:

- ⦿ Create awareness about the careers and opportunities offered by agriculture among the youth, particularly from historically disadvantaged communities.
- ⦿ Expose school-going youth to practical agriculture as early as possible.
- ⦿ Lay a solid foundation at school level to access agricultural studies at tertiary level and enter agriculture as a career of choice; Identify learners early at school level to be worthy recipients of DAFF bursary awards for studies in agriculture.

The programme was initially piloted in two provinces, namely, KwaZulu-Natal and Northern Cape before it was expanded to other provinces. When the programme was rolled out, a total of six schools were selected in each piloted province to participate in the programme. Each school was given an opportunity to select five learners. The key criterion for supporting learners in agriculture was based on the subject combination of Mathematics and Physical Science. The programme was complemented by the DAFF external bursary scheme to enable competent learners to study agriculture at tertiary institutions.

The learners who were selected to benefit from the programme based on merit were awarded a DAFF bursary from Basic Education level until they proceed to tertiary institutions. The bursary offered to such learners covered the following: registration, school fees, stationery, prescribed books, boarding fees and a school uniform.

TABLE 2: Selected pilot schools in the KZN and NC

KwaZulu-Natal	Northern Cape
Nombuso High School	Monwabisi High School
Raisethorpe Secondary School	Northern Cape High School
Aquadene High School	EmangMmogo High School
Welabashe High School	Saul Damon High School
Qhakaza High School	Oranjezicht High School
Fezokuhle Primary School	Reaipela Primary School

The table above shows that a total of 12 schools were selected. Of the 12 schools selected, 6 (six) were from KZN and the other 6 (six) were from NC Province.

6.2 ACHIEVEMENT OF THE PROGRAMME IN KZN AND NC

The progress of learners in the programme was positive throughout the years in KZN with 131 (one hundred and thirty-one) learners selected between the year 2004 and 2008. In 2005, the first batch of learners proceeded to tertiary and this trend continued each year up to the present. So far, a total of 69 (sixty-nine) learners from KZN have enrolled for different field of studies in agriculture. On the other side, NC did not show much progress with 27 learners having been selected between the year 2005 and 2007. Only three learners so far have proceeded to tertiary having achieved good results in grade 12, enabling them to pursue studies in agriculture. Detailed information on the progress made is shown below.

6.2.1 Detailed information on the progress of the CAP in KZN

When the programme started in KZN in 2004, a total of 60 (sixty) learners were selected. The selected learners were awarded a DAFF bursary and given academic support through periodic visits. Of the 60 (sixty) learners, 25 (twenty-five) were in grade 12, and another 25 (twenty-five) in grade 11,5 (five) in grade 6 and 5 (five) in grade 7.

TABLE 3: Selected learners in KwaZulu-Natal in 2004, n = 60

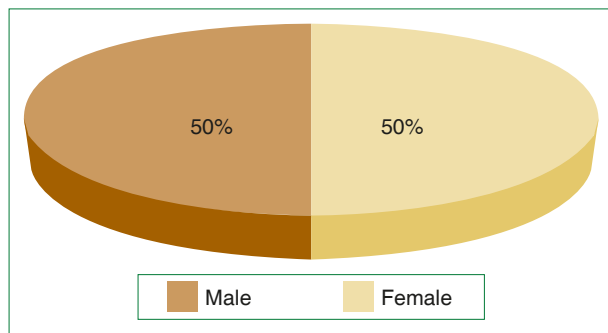
Name of school	Grade	No. of learners	Location
Nombuso High School	11	5	Port Edward
	12	5	
Raisethorpe Secondary School	11	5	Pietermaritzburg
	12	5	
Aquadene High School	11	5	Richards Bay
	12	5	
Welabashe High School	11	5	Empangeni
	12	5	
Qhakaza High School	11	5	kwaDlangezwa
	12	5	
Fezokuhle Primary School	6	5	Imbali, Pietermaritzburg
	7	5	
Total		60	

The table above shows that a total of 60 (sixty) learners were selected in KZN Province from various grades in 2004.

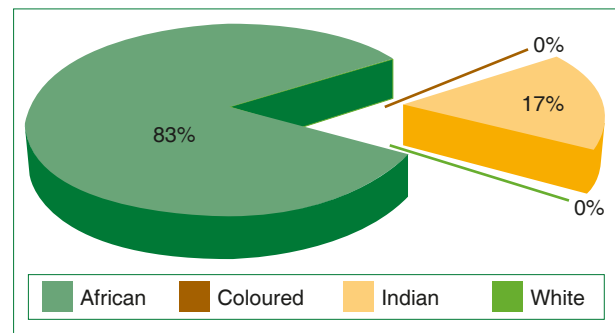
TABLE 4: Breakdown of learners in KZN in terms of race and gender, n = 60

Grade	Race				Gender				Total
	African		Indian		Male		Female		
	No.	%	No.	%	No.	%	No.	%	
Grade 12	20	33,3	5	8,3	12	20	13	21,6	25
Grade 11	20	33,3	5	8,3	15	25	10	16,6	25
Grade 6	5	8,3	0	0	1	2	4	6,6	5
Grade 7	5	8,3	0	0	2	3	3	5,0	5
Total	50	83,0	10	17,0	30	50	30	50,0	60

The table above shows that of the 60 (sixty) learners in KZN Province, 30 (thirty) were males and 30 (thirty) were females. The table further shows that 50 (fifty) were Africans while 10 (ten) were Indians.



GRAPH 1: Analysis of learners in KZN in terms of gender



GRAPH 2: Analysis of KZN learners in terms of race

Graph 1 shows that the recruited learners in KZN were equally represented in terms of gender, 50% males and 50% females.

Graph 2 shows that Africans had the highest representation (83%) in KZN recruited learners. The graph further shows that the representation of Indians was 17%.

A total of 131 (one hundred and thirty-one) learners from KZN were selected and awarded a DAFF bursary. A total of 69 (sixty-nine) learners have opted for different agricultural careers, 22 (eleven) have completed their studies, 20 (twenty) are currently studying at different tertiary institutions while 27 (twenty-two) have dropped out. A total of 8 learners are currently in high school while 54 (fifty-four) have been lost for various reasons.

6.2.2 Detailed information on the progress of the CAP in NC

The first selection for NC was done in 2006 and 12 (twelve) learners were selected. Of the 12 learners selected, 4 (four) were in grade 12, 3 (three) in grade 9 and 5 (five) were in grade 8.

TABLE 5: Selected learners in Northern Cape in 2006, n = 12

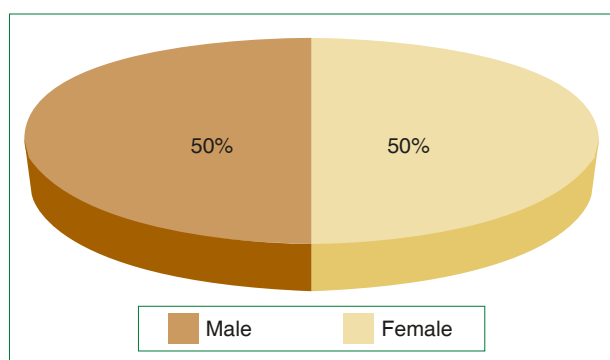
Name of school	Grade	No. of learners	Location
Noord-Kaap High School	12	4	Kimberley
Reaipela Primary School	8	5	Mogogong
Motwsedi-Thutho Middle School	9	3	Jan Kempdorp
Total		12	

The table above shows that a total of 12 (twelve) learners were selected in the NC Province in 2006.

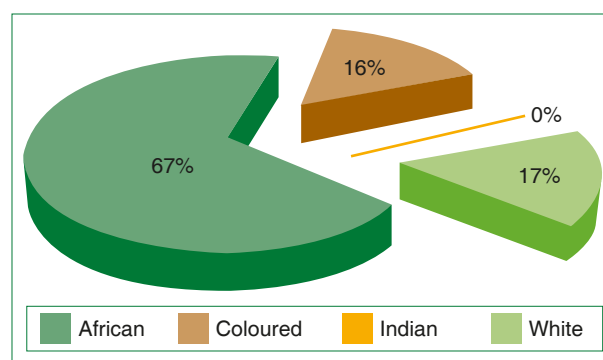
TABLE 6: Breakdown of NC learners in terms of race and gender, n = 12

Grade	Race								Gender				Total
	African		Indian		Coloured		White		Male		Female		
	No	%	No	%	No	%	No	%	No	%	No	%	
Grade 12	0	0	0	0	2	50	2	50	1	25	3	75	4
Grade 9	3	100	0	0	0	0	0	0	2	40	1	60	3
Grade 8	5	100	0	0	0	0	0	0	3	60	2	40	5
Total	8	66	0	0	2	17	2	17	6	50	6	50	12

The table above shows that of the 12 (twelve) learners in the NC Province, 6 (six) were males and 6 (six) were females. The table further shows that 8 (eight) were Africans, 2 (two) were whites while 2 (two) were coloureds.



GRAPH 3: NC 2006 learners in terms of gender



GRAPH 4: Analysis of NC 2006 learners in terms of race

Graph 3 shows that the recruited learners in NC were equally represented in terms of gender, 50% males and 50% females.

Graph 4 shows that all races were represented by the recruited learners except Indians. However, Africans had the highest representation (66%) while whites and coloureds had an equal representation of 17%.

A total of 27 (twenty-seven) learners from NC were selected and awarded a DAFF bursary. A total of 3 (three) learners have opted for different agricultural careers and they are currently studying at different tertiary institutions. A total of 5 (five) learners are currently in high school while 19 (nineteen) have been lost for various reasons.

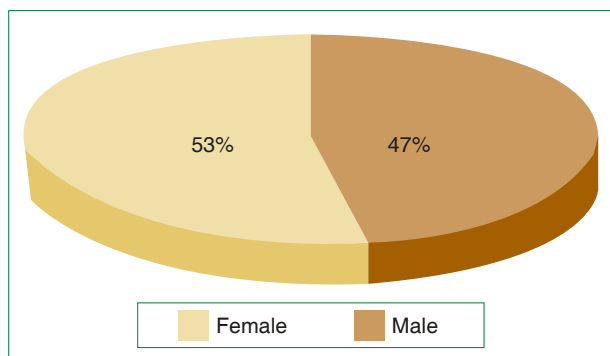
6.2.3 Maintenance of the CAP learners and further selection

In 2006 there were 45 (forty-five) FET and GET learners who were beneficiaries and were awarded a DAFF bursary. There were 30 (thirty) grade 12, 5 (five) for grade 9, 5 (five) for grade 8 and 5 (five) for grade 7. When the 2 (two) schools were replaced in KZN 5 (five) Grade 12 learners were selected and were also awarded with the bursary.

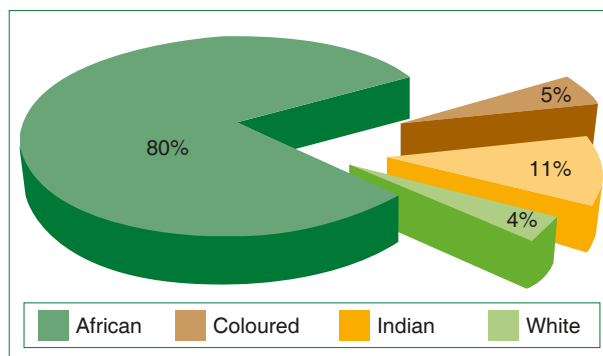
TABLE 7: Breakdown of 2006 learners in terms of race and gender, n = 45

Grade	Race								Gender				Total
	African		Indian		Coloured		White		Male		Female		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Grade 12	21	70	5	17	2	7	2	7	16	53	14	47	30
Grade 9	5	100	0	0	0	0	0	0	2	40	3	60	5
Grade 8	5	100	0	0	0	0	0	0	3	60	2	40	5
Grade 7	5	100	0	0	0	0	0	0	0	0	5	100	5
Total	36	81	5	11	2	4	2	4	21	47	24	53	45

Table 7 on the previous page shows that of the 45 (forty-five) learners, 21 (twenty-one) were males and 24 (twenty-four) were females. Furthermore, it shows that 36 (thirty-six) were Africans, 5 (five) were Indians, 2 (two) were coloureds and 2 (two) were whites.



GRAPH 5: Analysis of 2006 learners in terms of gender



GRAPH 6: Analysis of 2006 learners in terms of race

Graph 5 shows that females had the highest representation (53%) in the learners recruited while males were 47%.

Graph 6 shows that all races were represented by the recruited learners. However, Africans had the highest representation (81%) while Indians were 11%, coloureds were 5% and whites 4%.

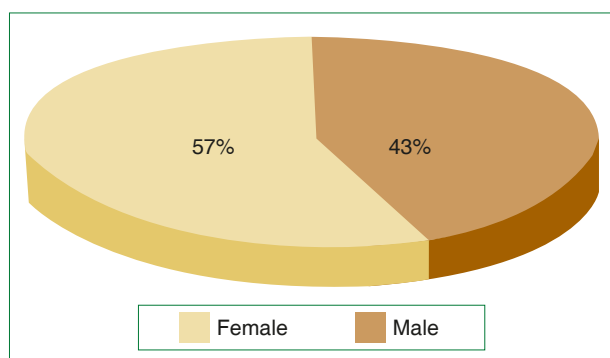
In 2007 there were 60 (sixty) FET and GET learners who were beneficiaries and were awarded a DAFF bursary. There were 24 (twenty-four) for grade 12, 26 (twenty-six) for grade 11, 5 (five) for grade 8 and 5 (five) for grade 7.

TABLE 8: Breakdown of 2007 learners in terms of race and gender, n = 60

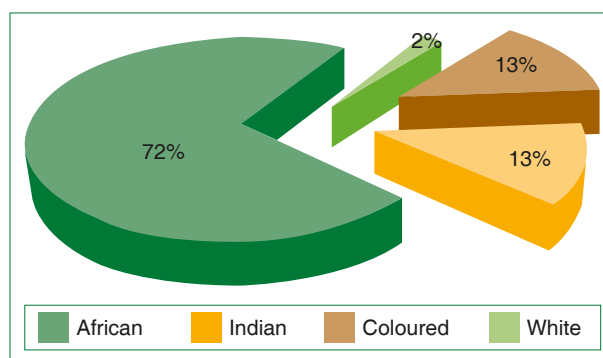
Grade	Race								Gender				Total
	African		Indian		Coloured		White		Male		Female		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Grade 12	16	67	5	21	3	13	0	0	13	54	11	46	24
Grade 11	17	43	3	12	5	19	1	4	11	42	15	58	26
Grade 8	5	100	0	0	0	0	0	0	2	40	3	60	5
Grade 7	5	100	0	0	0	0	0	0	0	0	5	100	5
Total	43	72	8	13	8	13	1	2	26	43	34	57	60

The table above shows that of the 60 (sixty) learners, 26 (twenty-six) were males and 34 (thirty-four) were females. Furthermore, it shows that 43 (forty-three) were Africans, 8 (eight) were Indians, 8 (eight) were coloureds and 1 (one) was white.

Graph 7 below shows that females had the highest representation (57%) in the learners recruited while males were 43%.



GRAPH 7: Analysis of 2007 learners in terms of gender



GRAPH 8: Analysis of 2007 learners in terms of race

Graph 8 on the previous page shows that all races were represented by the recruited learners. However, Africans had the highest representation (72%) while Indians and coloureds were 13% and whites 2%.

In 2008 there was 1 (one) Grade 12 learner from an agricultural high school who was selected and awarded a bursary.

6.2.4 Progress of learners, who were recruited through the pilot, who progressed to tertiary institutions

The learners who opted for agricultural studies at tertiary level selected mainly the identified scarce skills in agriculture. A total of 89 (eighty-nine) learners pursued agricultural studies at tertiary level after completing grade 12. There were seventeen (17) in 2005, 11 (eleven) in 2006, 12 (twelve) in 2007, 15 (fifteen) in 2008, 17 (seventeen) in 2009, 10 (ten) in 2010 and 7 (seven) in 2011.

TABLE 9: Breakdown of learners who followed agricultural careers, n = 89

Field of study	Number enrolled								Total completed	
	2005	2006	2007	2008	2009	2010	2011	Total	NC	KZN
B.Sc. Bioresource Engineering	4	4	3	1	2	1	1	16	–	5
B.Sc. Agric. Economics	5	–	3	8	6	3	1	26	–	6
B.Sc. Food Science	–	1	3	1	1	2	–	8	–	–
ND and B.Tech. Food Technology	2	4	2	1	4	–	–	13	–	7
B.Agric. Viticulture	1	–	–	–	1	2	–	4	–	1
B.Sc. Animal Genetics	–	–	–	–	1	–	1	2	–	–
B.Sc. Biotechnology	–	–	–	1	1	–	–	2	–	–
B.V.Sc.	2	1	–	–	–	–	–	3	–	–
Diverted to: B.Sc. Biotechnology (1) and B.Sc. Food Science (1)										1 1
B.Sc. Viticulture and Oenology	3	1	1	3	–	–	1	9	–	1
ND: Agric. Management	–	–	–	–	1	–	–	1	–	–
B.Com.: Agribusiness Management	–	–	–	–	–	1	–	1	–	–
B.Sc. Biological Sciences	–	–	–	–	–	1	–	1	–	–
B.Sc. Plant Pathology	–	–	–	–	–	–	1	1	–	–
Extended Programme	–	–	–	–	–	–	2	2	–	–
Total	17	11	12	15	17	10	7	89	0	22

The table above shows that 89 (eighty-nine) learners enrolled in the various fields of study in agriculture. Furthermore, it shows that a total of 22 (twenty-two) learners completed their studies from KZN Province and none from NC Province.

Their choice per field of study is 16 (sixteen) B.Sc. Bioresource Engineering, 26 (twenty-six) B.Sc. Agricultural Economics, 8 (eight) B.Sc. Food Science and Technology, 13 (thirteen) ND and B.Tech. Food Technology, 13 (thirteen) Viticulture, 3 (three) B.V.Sc., 2 (two) Biotechnology and B.Sc. Animal Genetics, 1 (one) B.Com.: Agribusiness Management, B.Sc. Plant Pathology, B.Sc. Biological Sciences and ND: Agriculture Management. Students who have completed their studies are 5 (five) in B.Sc. Bioresource Engineering, 6 (six) B.Sc. Agric. Economics, 6 (six) B.Tech. and 1 (one) ND: Food Technology, B.Agric.: Viticulture, B.Sc. Viticulture and Oenology and B.Sc. Biotechnology.

The progress of the students who proceeded to tertiary level and pursued the various studies in agriculture was satisfactory, except for B.V.Sc. in which only three (3) students enrolled, the 1 (one) student dropped out while the other 2 (two) switched to other fields of study within the identified scarce careers. The number of students who enrolled for Bioresource Engineering, B.Sc. Agricultural Economics and ND and B.Tech. Food Technology was good, including their progress. The larger number of those who have completed is attributed to B.Sc. Agric. Economics with 13 (thirteen) students. Currently, there are 40 (forty) students who are busy with their studies, 22 (twenty-two) have completed and 27 (twenty-seven) are dropouts.

TABLE 10: Progress of learners who followed agricultural careers per field of study, n = 89

Field of study	No. registered	No. of dropouts	No. completed	Current
B.Sc. Bioresource Engineering	16	7	5	4
B.Sc. Agric Economics	26	7	6	13
B.Sc. Food Science	8	4	–	4
ND and B.Tech Food Technology	13	–	7	6
B.Agric. Viticulture	4	–	1	3
B.Sc. Animal Genetics	2	–	–	2
B.Sc. Biotechnology	2	2	–	–
B.V.Sc.	3	1	–	–
Switched to: B.Sc. Biotechnology			1	–
B.Sc. Food Science			1	–
B.Sc. Viticulture and Oenology	9	6	1	2
ND: Agric Management	1	–	–	1
B.Com.: Agribusiness Management	1	–	–	1
B.Sc. Biological Sciences	1	–	–	1
B.Sc. Plant Pathology	1	–	–	1
Extended Programme	2	–	–	2
Total	89	27	22	40

The table above shows the progress made by students within the various fields of study.

The progress made by students within their chosen fields of study is satisfactory. There is a good spread of numbers in all the years of study with 10 (ten) students in final year.

TABLE 11: Breakdown of learners currently enrolled per year of study, n = 40

Field of study	Year of study				Total
	1	2	3	4	
B.Sc. Bioresource Engineering	1	2	1	–	4
B.Sc. Agric. Economics	1	2	5	5	13
B.Sc. Food Science	–	2	1	1	4
ND and B.Tech. Food Technology	–	–	3	3	6
B.Agric. Viticulture	–	2	1	–	3
B.Sc. Animal Genetics	1	–	1	–	2
B.Sc. Biological Sciences	1	–	–	–	1
B.Sc. Viticulture and Oenology	–	1	–	1	2
ND: Agric. Management	–	1	–	–	1
B.Com.: Agribusiness Management	–	1	–	–	1
B.Sc. Plant Pathology	1	–	–	–	1
Extended programme	2	–	–	–	2
Total	7	11	12	10	40

The table above depicts that of the 40 (forty) learners within the different fields of study, 7 (seven) are in level 1, 11 (eleven) are in level 2, 12 (twelve) are in level 3 and 10 (ten) are in level 4.

6.3 PROGRESS ACHIEVED THROUGH OTHER STRATEGIES EMPLOYED IN DAFF CAP

6.3.1 Exhibitions

DAFF has, over the years, participated in science exhibitions, career fairs, youth month events and the agri-consultation exhibitions. A total of 4000 (four thousand) learners and 400 (four hundred) educators

were registered at the DAFF stand during all exhibitions attended. The number of learners who registered represents an average of 20% of the total number of learners who visited the stand.

Following the exhibitions, 59 (fifty nine) learners indicated an interest in pursuing the different careers in agriculture. Most learners showed interest in Food Science and Technology (18) followed by Viticulture and Oenology (17), B.V.Sc. (16), Agricultural Economics (6), and Bioresource Engineering (2). So far, there is no record of learners who have pursued agricultural studies following this declaration owing to unavailability of bursary funds to support them.

6.3.2 Periodic school visits

DAFF conducted periodic school visits in 7 (seven) provinces. A total of 39 (thirty-nine) high schools were visited and learners from Grade 9 to 12 attended the presentation sessions on agricultural scarce careers that was made during the visits. The minisurvey questionnaires were also completed by 1500 (one thousand five-hundred) learners.

Following the periodic school visits, 134 (one hundred and thirty-four) learners indicated an interest in pursuing the different careers in agriculture. Most learners showed interest in Agricultural Economics (57), followed by Food Science and Technology (43), B.V.Sc. (28), and Bioresource Engineering (6). So far, there is no record of learners who have pursued agricultural studies following this declaration owing to unavailability of bursary funds to support them.

6.3.3 Campus recruitment

DAFF introduced the campus recruitment strategy in 2007. The strategy targets universities that have faculties of agriculture and offer the identified scarce skills. The main purpose of the strategy is to usher students who are already in the institution into agricultural careers. The implementation of the strategy started in 2007. The following Institutions were targeted for the initial phase of the implementation of the strategy:

- Stellenbosch University (SUN)
- University of Pretoria (UP)
- University of KwaZulu-Natal (UKZN)
- University of Free State (UFS)

The UFS was visited on 13 August 2007 and a presentation was made to 120 (one hundred and twenty) students from the foundation programme. From 3 to 4 May 2007, DAFF participated in the Career Open Day at UFS in the form of an exhibition. The UP was visited on 22 August 2007, and a presentation was made to 90 (ninety) students who are also in a bridging programme. The directorate participated in 2 (two) Career Open Days at the UP on 13 September 2007 and 24 May 2008 by means of an exhibition. The SUN was visited on 26 June 2008 where a presentation on the scarce skills careers was made to the SciMathus, a bridging programme designed especially for the previously disadvantaged groups, and 95 (ninety-five) students attended.

The UKZN was visited on 6 August 2008, and a presentation was made to 50 (fifty) science foundation/ access programme and the augmented/extended programme students. On 30 April 2009, the directorate participated in a Career Day where information about career opportunities in agriculture was shared with the students.

Following the campus recruitment, 11 (eleven) learners indicated an interest in pursuing the different careers in agriculture. Learners were from UKZN, and they showed interest in Agricultural Economics (7) and Bioresource Engineering (4).

6.3.4 Career seminars

DAFF identified a need for an intervention which will lead to a substantial number of top-performing learners in Mathematics and Physical Science to enroll in the identified scarce careers in agriculture. An Agricultural Career Seminar was identified as such a tool. The purpose of the seminar is to provide an information sharing

platform for learners by subject matter specialists from the sector and academia. DAFF has since conducted 2 (two) career seminars in 2007 and 2009.

There are a number of stakeholders who participated in the 2 (two) seminars made up of 5 (five) institutions of higher learning, 6 (six) private industries and sector partners. In the 2009, seminar invitations were sent to Human Resource Development managers (external) in all the provinces, and representatives from 5 (five) provinces attended. The provinces that participated were WC, FS, MP, LP and Gauteng.

Stakeholders representing institutions of higher learning were UP, SUN, UKZN, UFS and CPUT. Those representing the private industry and sector partners were the Agricultural Research Council, South African Bureau of Standards, Nederburg Winery, Tshepo Obekeng Economic Solutions, WC Department of Agriculture, AgriSETA, FoodBev, Pet Corner Vet Clinic, Absa, Cape Wine Makers and Proverto Educational Publishers. All stakeholders made presentations during the seminars except Proverto Educational Publishers that participated in exhibitions during the 2009 seminar. SUN and UFS also participated in the exhibition during the 2009 seminar. Furthermore, SUN held a competition for the learners and sponsored prizes for the winners.

6.3.4.1 Progress achieved on career awareness seminars

The seminar was held for the first time from 7 to 8 September 2007. The careers that were addressed in the seminar were Bioresource Engineering, B.V.Sc., Agricultural Economics, Food Science and Technology and Agricultural Biotechnology. The turnout for the seminar was 67 (sixty-seven) Grade 10, 11 and 12 learners accompanied by 13 (thirteen) educators. The seminar proved to be successful, such that in 2008 the results continued to show as the learners who were doing Grade 11 during the time continued to show interest in the scarce careers which they were introduced to.

Following the seminar, 52 (fifty-two) learners indicated an interest in pursuing the different careers in agriculture. Most learners showed interest in Agricultural Biotechnology (16) followed by B.V.Sc. (14), Food Science and Technology (10), Viticulture (6), Agricultural Economics (4) and Bioresource Engineering (2).

Resultant from the seminar, a total of 10 (ten) Grade 12 learners enrolled for agricultural careers and were awarded with the DAFF bursary. The choice made by learners was 1 (one) for Bioresource Engineering, 5 (five) for Agricultural Economics, 1 (one) for Biotechnology, 2 (two) for Viticulture and 1 (one) for Food Technology.

During this seminar, all the DAFF completing bursary holders were also invited for 2 (two) reasons. Firstly, they were to provide information and stand as ambassadors to the learners who are interested in pursuing agricultural careers. Secondly, DAFF invited them in order to introduce the Professional Development Programme (PDP) which would be launched in 2008.

DAFF held the second career seminar from 12 to 13 August 2009, and careers in Bioresource Engineering, B.V.Sc., Food Science and Technology, Agribusiness Management and Consumer Science: Food and Nutrition were addressed. The majority of the learners who attended were Grade 12 learners. The seminar was attended by 113 (one hundred and thirteen) learners from 35 (thirty-five) schools in the nine (9) provinces. Eastern Cape was represented by 2 (two) schools with 6 (six) learners, Free State 3 (three) schools with 11 (eleven) learners, Gauteng 1 (one) school with 4 (four) learners, KwaZulu-Natal 11 (eleven) schools with 24 (twenty-four) learners, Limpopo 3 (three) schools with 12 (twelve) learners, Mpumalanga 4 (four) schools with 16 (sixteen) learners, Northern Cape 2 (two) schools with 9 (nine) learners, North West 5 (five) schools with 20 (twenty) learners and Western Cape 3 (three) schools with 7 (seven) learners.

Following the seminar, 50 (fifty) learners indicated an interest in pursuing the different careers in agriculture. Most learners showed interest in Bioresource Engineering (22), followed by Food Science and Technology (9), Viticulture (8), B.V.Sc. (6) and Consumer Science (2).

Resultant from the seminar, a total of 7 (seven) Grade 12 learners enrolled for agricultural careers and were awarded the DAFF bursary. The choice made by learners was 2 (two) for Bioresource Engineering, 3 (three) for Viticulture, 1 (one) for Plant Pathology and 1 (one) for Food Science and Technology.

The table below shows a total of 35 (thirty-five) schools from all the provinces which attended the 2009 career awareness seminar.

TABLE 12: A list of participating schools per province and breakdown in terms of grade, gender and race, for the 2009 seminar, n = 113

Province	School		No.	Gender		Race			
	Name	Grade		Male	Female	African	White	Coloured	Indian
Eastern Cape	Alexander Road H/S	12	2	2	–	–	2	–	–
	Clarendon Girls H/S	12	4	–	4	1	2	1	–
Free State	Eunice Girls H/S	11	2	–	2	–	2	–	–
	KgolaThutho H/S	12	4	2	2	4	–	–	–
	Bloemfontein H/S	12	5	2	3	2	3	–	–
Gauteng	Makgetse H/S	12	4	2	2	4	–	–	–
KwaZulu-Natal	Khula H/S	12	4	2	2	4	–	–	–
	Raisethorpe SS	12	4	3	1	2	–	–	2
	Weston Agric. College	12	7	7	–	3	3	–	1
	Alexandra H/S	12	1	–	1	1	–	–	–
	Pietermaritzburg Girls H/S	12	1	–	1	1	–	–	–
	Pietermaritzburg Boys College	11	1	1	–	1	–	–	–
	Marion H/S	9	3	–	3	3	–	–	–
		11	1	–	1	1	–	–	–
	Linpark H/S	10	1	–	1	1	–	–	–
	Greys Town H/S	10	1	–	1	1	–	–	–
	Heritage Academy	10	1	–	1	1	–	–	–
	St Nicholas Diocen School	11	1	–	1	1	–	–	–
	10	2	–	2	2	–	–	–	
Limpopo	Harry Oppenheimer Agric. H/S	12	4	4	–	4	–	–	–
	Mbilwi SS	12	4	2	2	4	–	–	–
	Thengwe SS	12	4	2	2	4	–	–	–
Mpumalanga	Sidlamafa SS	12	4	2	2	4	–	–	–
	Njeyeza SS	12	4	2	2	4	–	–	–
	HTS Witbank	12	4	1	3	4	–	–	–
	Mthombo SS	12	4	3	1	4	–	–	–
Northern Cape	Northern Cape Agric. H/S	12	1	–	1	1	–	–	–
		11	5	3	2	5	–	–	–
	Saul Damon H/S	12	3	2	1	–	–	3	–
North West	Letsatsing Science H/S	12	4	2	2	4	–	–	–
	Sol Plaatjie SS	12	4	2	2	3	–	–	1
	Batswana CSS	12	4	–	4	4	–	–	–
	Bethel Girls H/S	12	4	–	4	4	–	–	–
	Fields College	12	4	4	–	3	1	–	–
Western Cape	United Herzilia School	12	1	–	1	–	1	–	–
		11	1	–	1	–	1	–	–
	Bishop Lavis H/S	12	2	–	2	–	2	–	–
	Sinethemba H/S	12	3	–	3	3	–	–	–

The table below shows a total of 35 (thirty-five) schools from all the provinces which attended the 2009 career awareness seminar.

TABLE 13: A list of participating schools per province and breakdown in terms of grade, gender and race, for the 2007 seminar n = 61

Province	School		No.	Gender		Race			
	Name	Grade		Male	Female	African	White	Coloured	Indian
Eastern Cape	Collegiate Girls H/S	11	4	–	4	1	3	–	–
	Alexandria H/S	11	4	2	2	1	1	2	–
		10	2	–	2	1	1	–	–

**TABLE 13: A list of participating schools per province and breakdown in terms of grade, gender and race, for the 2007 seminar
n = 61 (cont.)**

Province	School		No.	Gender		Race			
	Name	Grade		Male	Female	African	White	Coloured	Indian
Free State	Rehauhetswe Public School	12	4	3	1	4	–	–	–
Gauteng	Makgetse H/S	11	4	2	2	4	–	–	–
KwaZulu-Natal	Raisethorpe H/S	11	5	2	3	2	–	–	3
Limpopo	Thengwe SS	11	4	2	2	4	–	–	–
	Mbilwi SS	11	4	3	1	4	–	–	–
Mpumalanga	Kopanong SS	11	4	1	3	4	–	–	–
	Mthombo SS	12	4	3	1	4	–	–	–
	Kwazamokuhle SS	11	4	1	3	4	–	–	–
Northern Cape	Saul Damon H/S	12	4	3	1	1	–	3	–
		11	1	–	1	1	–	–	–
	Northern Cape H/S	11	5	–	5	–	4	1	–
North West	Letsatsing Science H/S	12	4	2	2	4	–	–	–
	JM Ntsime H/S	12	4	3	1	4	–	–	–

7

Alignment of career awareness activities with forestry and fisheries

Following the amalgamation of Agriculture, Forestry and Fisheries into one Department of Agriculture, Forestry and Fisheries, it was agreed in the GPSSBC's Chamber Workshop: held on 4 June 2010 that the process of identifying and reviewing the policies to align and/or establish new policies for a reconfigured department should be undertaken

The process of aligning the promotion of careers and opportunities of the former Department of Agriculture, Department of Water and Forestry and Department of Environmental Affairs and Tourism into a new career awareness programme for the DAFF was initiated by the Director: Education, Training and Extension Services (Agriculture), Director: Integrated Human Resources Management (Fisheries) and Acting Director: Policy and Strategy (Forestry).

The task team comprising Project Managers who are responsible for the implementation of Internal and External International Training Policies from Agriculture, Forestry and Fisheries was established, and a series of workshops were held to align the policies.

The draft of the amended CAP for the DAFF was concluded on 30 November 2010.

8

Expansion of the programme to other provinces in 2010

In 2010 the CAP was expanded to the remaining 7 (seven) provinces because the pilot yielded the desired results in KZN. A decision was also taken to resuscitate the programme in the NC Province because it did not move at the desired pace during the pilot period. This decision was especially reached owing to a number of reasons that include the following:

- The province requires this form of intervention given its status of workforce and graduates output in the agricultural sector.
- The change of structure for project implementation which is anticipated to yield better results when the programme is implemented nationally.

- The Provincial Agriculture Education and Training (PAET) and National Agriculture Education and Training (NAET) structures will be used to assist with the provision of an oversight of the programme in the provinces because they are custodians of the implementation of the AET strategy of 2005.

A decision was also taken to change the strategy of implementation and focus on agricultural schools instead. A survey was done to identify the best suited schools to start the nationalisation process, and resulting from this survey, 1 (one) school in each of the 7 (seven) provinces was selected. Each of the selected schools was given an opportunity to select 2 (two) learners, and 6 (six) schools made the selection.

In NC Province, a minisurvey was also conducted among the schools which participated in the pilot project in order to identify the challenges that impeded the desired results. After the analysis of the survey results, a decision was taken to start with 2 (two) schools in the province, and those schools were also requested to make the selection of 2 (two) learners each. Both schools made the selection.

8.1 SELECTION CRITERIA FOR SCHOOLS

In identifying the schools, a questionnaire was developed as a tool used to obtain the profiles of all the agricultural high schools in the 7 (seven) provinces which did not benefit when the programme was introduced in 2004. Those provinces are: EC, Gauteng, FS, LP, Mpumalanga, NW and WC. The purpose of the questionnaire was to assist in selecting the best performing schools in line with DAFF requirements. The total number of agricultural high schools in these provinces is 34 (thirty-four). The questionnaires were successfully distributed to 32 (thirty-two) schools. After several attempts, 2 (two) schools could not be reached, namely KhetoNxumalo Agricultural High School in LP and Beefmaster School in NW.

Out of 32 questionnaires sent to agricultural high schools nationally, DAFF received a total number of 26 (twenty-six) filled in questionnaires back from schools. The questionnaire consisted of 13 (thirteen) questions. Questions 1 to 5 were intended to collect the demographic information about the school to provide DAFF with the size, location, accessibility and capacity of the school. Questions 6 to 8 were intended to assess the learning capacity in the school and the availability of the resources that support Agricultural Studies, Mathematics and Physical Science. Questions 9 to 11 were intended to establish the academic performance of the school and the consistency thereof. Question 12 was intended to establish the curriculum for G12 learners to confirm whether the grade 12 learners in the schools have the recommended subject combination of Mathematics and Physical Science. The last question (13) was intended to establish the interest of the school to participate in the CAP. The recommendations on selected schools were mainly based on the schools' responses on questions number 8 to 12 in the questionnaire.

TABLE 14: Selected schools in seven provinces and NC

Province	Name of school
North West	P.H. Moeketsi Agricultural High School
Eastern Cape	Phandulwazi Agricultural High School
Free State	Unicom High School
Western Cape	Oakdale Agricultural High School
Limpopo	Kuschke Agricultural High School
Gauteng	Bekker High School
Mpumalanga	Morgenzon Agricultural Academy
Northern Cape	Northern Cape High School
Northern Cape	Oranjezicht High School

The table above shows that a total of 9 (nine) schools were selected. Of the 9 (nine) schools, 2 (two) were from NC province and the others were from other 7 (seven) provinces.

Service Level Agreements (SLAs) were signed between DAFF and the selected schools to outline the responsibility of both parties concerning the programme. After the signing of the SLAs the learner selection process then took place.

8.2 LEARNER SELECTION MATRIX

A learner selection matrix was developed as guidelines for learner selection. According to the guidelines, the selected learner should be:

- doing grade 11
- having a subject combination of Mathematics, Physical Science and Agricultural Science
- excelling academically or have a potential thereof with an average of 70% pass
- having an interest in pursuing a career in agriculture, forestry or fisheries at tertiary level
- involved in extracurricular activities that enhance his/her performance.

Furthermore, the profiles of the selected learners should assist DAFF in achieving its aim of:

- Creating awareness among the youth, particularly from historically disadvantaged communities of the careers and opportunities offered by agriculture, forestry and fisheries.
- Exposing school-going youth to practical agriculture, forestry and fisheries as early as possible.
- Laying a solid foundation at school level to access studies in agriculture, forestry and fisheries at tertiary level and enter therein as a career of choice.
- Identifying learners early at school level to be worthy recipients of DAFF bursary awards for studies in agriculture, forestry and fisheries.

A total of 16 (sixteen) learners were selected by the schools with the exception of Bekker High School in Gauteng. The majority of the learners who were selected were in grade 11, with 3 learners in grade 12 and 1 in grade 10.

TABLE 15: Selected learners in the different provinces in 2010, n = 16

Name of school	Grade	No. of learners
P.H. Moeketsi Agricultural High School	11	2
Phandulwazi Agricultural High School	11	2
Unicom High School	12	2
Oakdale Agricultural High School	11	1
	12	1
Kuschke Agricultural High School	11	2
High School Bekker	0	0
Morgenzon Agricultural Academy	10	1
	11	1
Northern Cape High School	11	2
Oranjezicht High School	11	2
Total		16

The table above shows that a total of 16 (sixteen) learners were selected in the different provinces from various grades in 2010.

8.3 IMPLEMENTATION OF THE PROGRAMME NATIONALLY

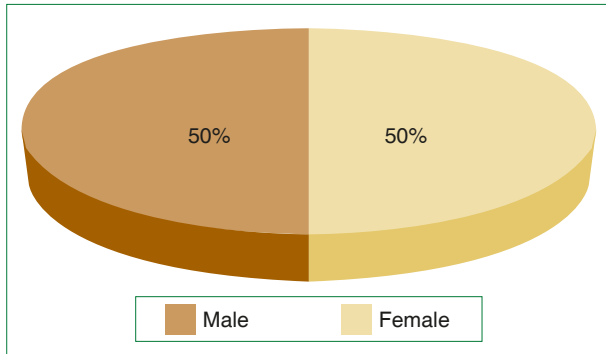
To facilitate the initial coordination of the implementation of the programme in the selected schools, visits were made to the schools and meetings were held with the school management.

In 2010, there were 16 (sixteen) FET and GET learners who were beneficiaries and were awarded with DAFF bursary. There were 3 (three) for grade 12, 12 (twelve) for grade 11, and 1 (one) for grade 10.

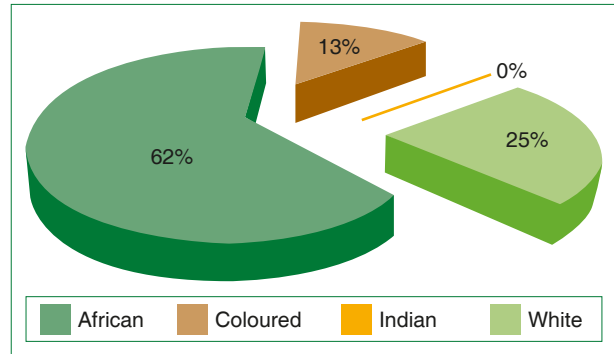
TABLE 16: Breakdown of 2010 learners in terms of race and gender, n = 16

Grade	Race								Gender				Total
	African		Indian		Coloured		White		Male		Female		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Grade 12	2	67	0	0	0	0	1	33	2	67	1	3	3
Grade 11	8	50	0	0	2	25	2	25	6	50	6	50	12
Grade 10	0	0	0	0	0	0	1	100	0	0	1	100	1
Total	10	62	0	0	2	13	4	25	8	50	8	50	16

The table above shows the total of 16 (sixteen) learners who were selected in 2010.



GRAPH 9: Analysis of 2010 learners in terms of gender



GRAPH 10: Analysis of 2010 learners in terms of race

Graph 9 shows that there was equal representation of gender in the learners recruited, 50% males and 50% females.

Graph 10 shows that all races were represented by the recruited learners except Indians, however, Africans had the highest representation (62%), whites 25% and coloureds 13%.

From the 2010 learners' selection, 3 learners completed grade 12 and are currently registered at universities pursuing studies in agriculture. To date, a total of 185 (one hundred and eighty-five) learners have benefited from the programme. Over the years, a total number of 89 (eighty-nine) learners opted for agricultural studies at tertiary level while others switched for various reasons such as poor matric results, misconduct, poor performance, choosing a field of study that is not agriculture related, to name a few. Currently, there is a total of 66 (sixty-six) learners with 28 (twenty-eight) learners at high school and 40 (forty) learners at tertiary level.

9 Future Strategic focus of the Career Awareness Programme

9.1 DAFF CAREER AWARENESS STRATEGY

In the 2011/12 financial year, a strategy for DAFF CAP will be developed, which will mandate the implementation of the programme.

9.2 STAKEHOLDER RELATIONSHIPS

DAFF, through the CAP, strives to develop established relationships with all its stakeholders and future stakeholders. This is motivated by the knowledge and understanding that working together, more can be achieved.

10 Conclusion

The implementation of the CAP has been done through the different modes. These modes were selected according to their suitability in achieving the objectives of the programme. Career awareness seminars were used to achieve immediate results while the others would achieve the long-term results of the programme.

The directorate has generated a report on agricultural programmes, graduate enrolments and outputs at public higher education institutions and colleges of agriculture from 2004 to 2007. In these reports it still shows low numbers of enrolments and graduate outputs on some of the critically scarce skills in agriculture. DAFF will, therefore, conduct further investigation into the cause and recommend further interventions to address this challenge.

Acronyms

ACIW	Agricultural Career Information Week	HRD	Human Resource Development
AET	Agricultural Education and Training	HS	High School
B.Sc.	Bachelor of Science	KZN	KwaZulu-Natal
B.V.Sc.	Bachelor of Veterinary Science	LP	Limpopo Province
CAP	Career Awareness Programme	NAET	National Agricultural Education and Training
CSS	Commercial Secondary School	NC	Northern Cape
DAFF	Department of Agriculture, Forestry and Fisheries	ND	National Diploma
DBE	Department of Basic Education	NW	North West
DST	Department of Science and Technology	PAET	Provincial Agricultural Education and Training
EC	Eastern Cape	PDA	Provincial Department of Agriculture
ETES	Education, Training and Extension Services	SS	Secondary School
FET	Further Education and Training	SUN	Stellenbosch University
FS	Free State	UFS	University of the Free State
GET	General Education and Training	UKZN	University of KwaZulu-Natal
GPSSBC	General Public Service Sector Bargaining Council	UP	University of Pretoria
		WC	Western Cape

Definition of terms

Youth	A person who is between the ages of 18 and 35 years in South Africa.
Access Science Programme	A programme offered at universities for students who need to improve their science aggregate score.
Augmented Programme	A programme offered at universities for students who do not entirely meet the entry requirements for admission in their fields of choice.

