

Annual Report on implementation of the DAFF Career Awareness Programme

2013/14



agriculture,
forestry & fisheries

Department:
Agriculture, Forestry and Fisheries
REPUBLIC OF SOUTH AFRICA

**Annual Report
on implementation of the
DAFF Career Awareness
Programme**

2013/14

DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES

2014

Printed and published by

Department of Agriculture, Forestry and Fisheries

Directorate: Communication Services

Private Bag X144

Pretoria 0001

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ACRONYMS

ARC	Agricultural Research Council
B.Sc.	Bachelor of Science
B.V.Sc.	Bachelor of Veterinary Science
CSS	Commercial Secondary School
DAFF	Department of Agriculture, Forestry and Fisheries
DBE	Department of Basic Education
EC	Eastern Cape
FET	Further Education and Training
FS	Free State
HS	High School
KZN	KwaZulu-Natal
NC	Northern Cape
N.Dip	National Diploma
NW	North West
NYDA	National Youth Development Agency
PDA	Provincial Department of Agriculture
SET	Sector Education and Training
SLA	Service Level Agreement
SS	Secondary School
SUN	Stellenbosch University
UFS	University of the Free State
UKZN	University of KwaZulu-Natal
UP	University of Pretoria
WC	Western Cape

EXECUTIVE SUMMARY

The Status Report on the implementation of the DAFF Career Awareness Programme for 2013 covers activities relating to the programme management processes in terms of recruitment and selection of participating schools, information management; modes of implementation, printing and distribution of promotional material as well as monitoring and evaluation of academic performance of programme beneficiaries.

The report indicates that 28 high schools from all provinces were visited as part of periodic school visits during the 2013 academic year. During these visits, presentations in various scarce and critical skills careers in agriculture, forestry and fisheries as well as DAFF bursary opportunities were made to grade 9, 10, 11 and 12 learners. In terms of exhibitions, the report shows that DAFF participated in 23 exhibitions in eight provinces. Furthermore, the provincial departments of agriculture (Limpopo, KwaZulu-Natal, Western Cape, Northern Cape and Gauteng) conducted 20 (twenty) outreaches in their respective provinces.

In both the periodic school visits and exhibitions, comprehensive databases profiling learners reached were kept as part of information and knowledge management. A total of 24 785 (twenty four thousand seven hundred and eighty five) learners and 1 685 educators/others were reached through these outreaches.

With regard to progress registered through the DAFF Schools Programme, the report highlights that, during 2013, 59 learners participated and benefited from the programme at the Further Education and Training (FET) band and 16 (sixteen) enrolled for various careers in agriculture, forestry and fisheries at tertiary institutions in the beginning of 2014.

The report further outlines the impact of the turnaround strategy that aimed at identifying good performing rural schools in Mathematics and Physical Science to be part of the DAFF schools programme with the number of learners qualifying to pursue the advertised DAFF careers. Furthermore, for the first time since the pilot stage a good number of learners participated in the programme at FET level. Moreover, children of farm workers from the schools that were adopted to be part of the programme, in realisation of the resolution of the Vulnerable Workers Summit of 2010, which seeks to promote careers in agriculture, forestry and fisheries in farm schools, benefited at FET level.

In conclusion, the report provides notable progress achieved since the inception of the programme in 2004 to 2013. In summary, 253 General Education and Training (GET) and FET learners benefited from the programme and were awarded DAFF High School bursaries. Of these learners, 148 furthered their studies in careers in agriculture, forestry and fisheries at tertiary level. To date, there are 51 learners at tertiary level and 55 successfully completed their qualifications.

1. BACKGROUND

The Department of Agriculture, Forestry and Fisheries (DAFF) Career Awareness Programme is a structured programme that focuses on the promotion of agriculture, forestry and fisheries as careers and livelihoods of choice: particularly among school-going youth to build skills based on agriculture, forestry and fisheries careers specifically within the identified scarce and critical skills. Furthermore, it is used as a vehicle to eliminate the negative perception of the school going youth towards agriculture and forestry and to raise the profile of fisheries, especially among the inland schools.

The programme was first piloted in the Northern Cape (NC) and KwaZulu-Natal (KZN) from 2004 to 2009. Flowing from the success recorded through the pilot phase, the programme was expanded and implemented nationally from 2010. The programme is implemented through various modes, which include, among others, DAFF Schools' Programme periodic school visits, exhibitions, campus recruitment and career seminars.

Crucial for the programme is the DAFF Schools' Programme in which DAFF enters into agreements with schools through the signing of Service Level Agreements (SLAs). Learners from these schools are given information on careers in agriculture, forestry and fisheries. DAFF High School bursaries are awarded to nominated learners from the schools and an undergraduate bursary is guaranteed for the beneficiaries upon completion of grade 12 on condition they enrol to further their studies in one of the identified scarce and critical skills in agriculture, forestry or fisheries.

Since the inception of the programme in 2004, 253 learners have benefited from the programme and 148 furthered their studies in one of the identified careers in agriculture, forestry and fisheries. Of this total, 55 successfully completed their qualifications. This report outlines the progress made during the 2013 academic year.

2. OBJECTIVES

The DAFF Career Awareness programme seeks to:

- Create awareness on careers and opportunities offered by the agriculture, forestry and fisheries sectors among the youth, particularly from historically disadvantaged communities.

- Lay a solid foundation at school level for learners to access agriculture, forestry and fisheries studies at tertiary level as a career of choice
- Expose school-going youth to practical agriculture, forestry and fisheries as early as possible
- Identify learners early at school level to be worthy recipients of DAFF bursary awards for studies 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 youth development initiatives implemented by the DAFF, i.e. external bursary scheme, internship programme, international exchange programmes and the requirements thereof.
- Create awareness on careers and opportunities offered by agriculture, forestry and fisheries.

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.)
- Bioresource Engineering
- Food Sciences and Technology
- Viticulture and Oenology
- Zoology and Entomology
- Plant Pathology
- Biotechnology (Forestry)
- Forestry and Climate Change
- Fire Management
- Woodland and Natural Forest Management
- Forestry Economics
- Product Development (Forestry)
- Community Forestry
- Agro Forestry
- Aquaculture
- Marine Biology and Oceanography
- Ichthyology and Fisheries Science
- Marine Botany
- Geo-informatics (GIS).

4. PROGRAMME MANAGEMENT PROCESSES

4.1 Recruitment and selection process for DAFF Schools Programme

The DAFF Schools Programme constitutes an integral part of the structured processes used by the department to create a pool of Mathematics and Physical Science learners at high school level from which qualifying learners could be awarded undergraduate bursaries to further their studies in one of the identified careers in agriculture, forestry and fisheries.

These schools from disadvantaged rural communities are identified and adopted, based on their academic performance. In implementing the programme, DAFF enters into an agreement (signed SLA) with each of the identified schools nationally. Learners with an interest in the DAFF fields of study are given an opportunity to apply and two good performing learners per school annually are awarded the DAFF High School Bursary, which guarantees them an undergraduate bursary upon completion of grade 12 on condition that they enrol to further their studies in one of the identified scarce and critical scarce skills in agriculture, forestry or fisheries.

The DAFF High School Bursary offered to qualifying learners is set at R15 000 a year and each participating learner also enters into a binding contract with the department.

The salient clauses of the agreement are outlined below:

- The department grants the bursar the bursary in terms of the agreement for the specific purpose of obtaining a National Senior Certificate (NSC)/Grade 12 (GR12);
- The bursar agrees that after completing NSC/G12 studies will follow a career in one of the identified scarce and critical skills in agriculture, forestry and fisheries;
- The bursar agrees that in the event of deciding to follow a different field of study other than the ones identified by the department as scarce and critical, he/she shall repay all the funds paid plus interest at the rate determined by the

Minister of Finance in terms of section 80(1) b of the Public Finance Act, 1999 (Act No.1 of 1999) from time to time, from the breach of contract;

- The bursar will not be allowed to have any additional sponsor/bursary that will impose an obligation to serve at the end of the study programme;
- The bursar cannot have both provincial and national Department of Agriculture, Forestry and Fisheries bursaries at the same time or switch from provincial to national Department of Agriculture sponsorships because they are from the same source;
- In the event of the bursar not being successful in the grade of study, the department shall have the right to suspend the bursary award.

The bursary offered to such learners is comprehensive and covers the following:

- registration
- school fees
- stationery
- prescribed books and study guides
- boarding fees.

4.2 Learner selection process for DAFF Schools Programme

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

- Be currently doing grade 11
- Have a subject combination of Mathematics and Physical Science
- Excel academically or have a potential thereof with an average of 70% pass
- Have an interest in pursuing a career in agriculture, forestry or fisheries at tertiary level
- Be involved in extra curriculum 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.

4.3 Profiling of top performing rural schools in Mathematics and Physical Science

Annually, a results list of Mathematics and Physical Science is obtained from the Department of Basic Education (DBE). The list is then used to develop a directory of 15 top-performing schools from disadvantaged rural communities in each province for periodic school visits. Schools that participate in the DAFF Schools Programme are also identified through this process.

4.4 Information management

Information and knowledge management are important aspects for sound project management practices. In terms of the implementation of the DAFF Career Awareness Programme, the following databases were developed and are continuously updated:

- Database of all beneficiaries of DAFF Schools Programme;
- Database of all learners reached through exhibitions and periodic school visits;
- Database of promotional material distributed;
- Database of fees paid to various schools.

In addition, a file for each programme beneficiary is opened and relevant documents are filed accordingly. The information used for compilation of this report was derived from databases developed.

4.5 Support offered to programme beneficiaries

All grade 12 learners attending schools participating in the DAFF Career Awareness Programme who are interested in careers in agriculture, forestry and fisheries are assisted with applications for admission at relevant institutions of higher

learning and given information on available bursaries, including those of sector partners. The learners who are high school bursary holders through the DAFF Schools Programme are further offered the following support:

- intensive career guidance;
- academic support ;
- assistance with admission in universities with special emphasis on addressing access barriers to specific fields of study;
- counselling.

5 IMPLEMENTATION AND COORDINATION OF THE CAREER AWARENESS PROGRAMME

During the 2013 academic year, the programme was implemented nationally and coordinated by the Directorate: Sector Education and Training through the following modes:

- DAFF Schools Programme
- Periodic School Visits
- Exhibitions.

5.1 DAFF Schools Programme

During the 2013 academic year, 18 (eighteen) schools from all provinces participated in the programme. Of these schools, eight schools were hosting children of farm workers adopted to be part of the programme. In realisation of the resolution of the Vulnerable Workers' Summit of 2010, which seeks to promote careers in agriculture, forestry and fisheries in farm schools. Furthermore, a selection of learners was conducted and a total of 58 new learners were awarded with high school bursaries.

5.1.1 Progress recorded during the 2013 academic year through DAFF Schools Programme

In 2013, 58 new beneficiaries were recruited and awarded DAFF high school bursaries in addition to the one beneficiary who was already in the system and enrolled at FET level, bringing the total to 59.

The new beneficiaries (58) were recruited from schools in all provinces and were made up of three learners from agricultural high schools, 16 (sixteen) learners from rural schools and 39 learners from farm schools.

The profiles of the 2013 programme beneficiaries are indicated in the following tables and graphs:

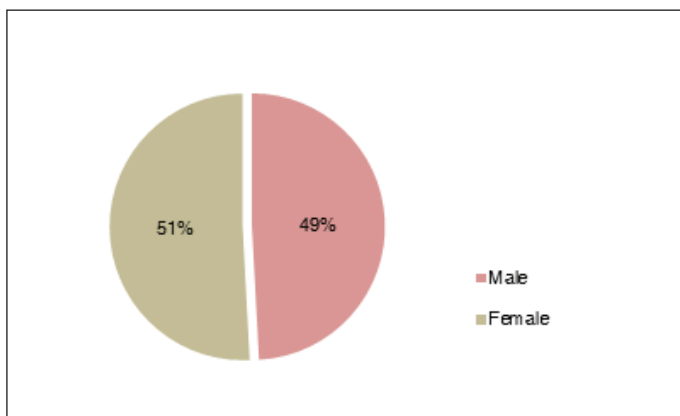
TABLE 1 Breakdown of learners per school and province for the 2013 academic year (n=59)

School	Grade		Race				Gender		Province	Total
	11	12	A	W	C	I	M	F		
Phandulwazi AHS	1	1	2	0	0	0	2	0	EC	2
Kuschke AHS	1	1	2	0	0	0	1	1	LP	2
Mampoi HS	1	1	2	0	0	0	1	1	FS	2
Sophumelela SSS	1	1	2	0	0	0	1	1	WC	2
Inkomazi HS	1	1	2	0	0	0	1	1	MPU	2
Masibumbane HS	1	1	2	0	0	0	1	1	KZN	2
Leshata SS	1	1	2	0	0	0	0	2	GP	2
Ndaliso SSS	1	1	2	0	0	0	1	1	EC	2
Kgagatlou HS	1	1	2	0	0	0	1	1	LP	2
Motswedi HS	0	2	2	0	0	0	1	1	NW	2
Schaumburg CS	3	3	6	0	0	0	4	2	GP	6
Oranjezicht HS	4	3	0	0	7	0	2	5	NC	7
Diwiti HS	3	3	6	0	0	0	2	4	MPU	6
De Rust Futura Academy	3	3	1	0	5	0	2	4	WC	6
Byletts CS	0	1	1	0	0	0	1	0	EC	1
Glen Edward SSS	3	3	5	0	1	0	5	1	KZN	6
Umfundlana CS	4	1	5	0	0	0	2	3	MPU	5
Breda CS	2	0	2	0	0	0	1	1	FS	2
Total	31	28	46	0	13	0	29	30		59

A = African; W = White; C = Coloured; I = Indian; M = Male; F = Female

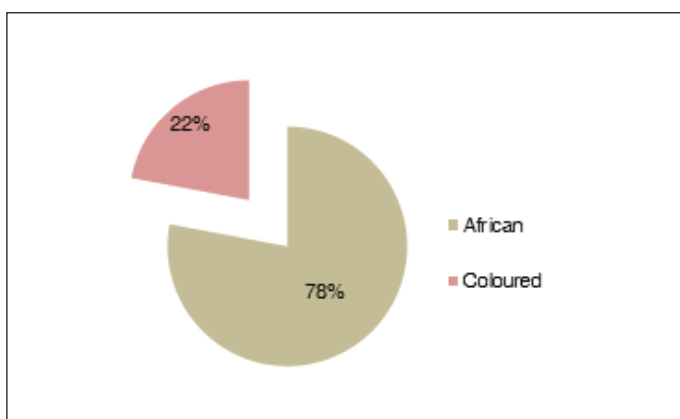
Table 1 above shows that 59 learners distributed among the 18 schools participated in the programme with 31 (thirty one) learners in grade 11 and 28 in grade 12. The table further shows that the majority of the learners were African (46) while

coloureds were thirteen. With regard to gender, the table shows that the majority of the learners were females 30, while males were 29 .



GRAPH 1 Analysis of learners for 2013 in terms of gender (n=59)

Graph 1 above shows that the females had a larger representation of 51% compared to the 49% for males.



GRAPH 2 Analysis of learners for 2013 in terms of race (n=59)

Graph 2 shows that the majority (78%) of the 2013 learners were Africans while (22%) were coloureds.

TABLE 2 Summary of learners per grade, race and gender for 2013 academic year (n=59)

Grade	Race				Gender		Total
	A	W	C	I	M	F	
Grade 12	23	0	5	0	15	13	28
Grade 11	23	0	8	0	13	18	31
Total	46	0	13	0	28	31	59

A = African; W = White; C = Coloured; I = Indian; M = Male; F = Female

Table 2 above shows that 31 grade 11 and 28 grade 12 learners participated in the programme in 2013.

TABLE 3 Breakdown of the 2013 intake per school, grade, gender, race and province (n=58)

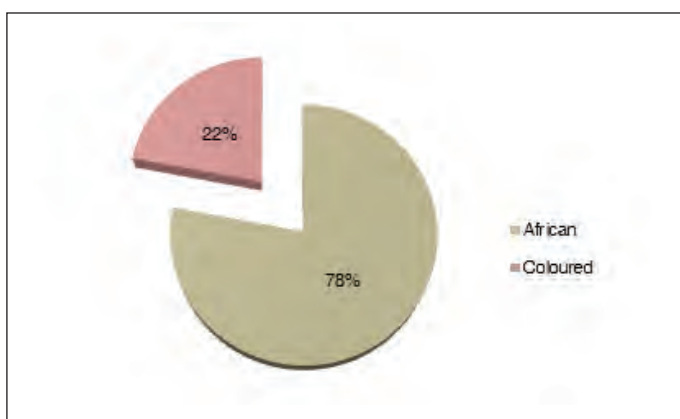
School	Grade		Race				Gender		Province	Total
	11	12	A	W	C	I	M	F		
Phandulwazi AHS	1	0	0	0	0	0	1	0	EC	1
Kuschke AHS	1	1	2	0	0	0	1	1	LP	2
Mampoi HS	1	1	2	0	0	0	1	1	FS	2
Sophumelela SSS	1	1	2	0	0	0	1	1	WC	2
Inkomazi HS	1	1	2	0	0	0	1	1	MPU	2
Masibumbane HS	1	1	2	0	0	0	1	1	KZN	2
Leshata SS	1	1	2	0	0	0	0	2	GP	2
Ndalisso SSS	1	1	2	0	0	0	1	1	EC	2
Kgagatlou HS	1	1	2	0	0	0	1	1	LP	2
Motswedi HS	0	2	2	0	0	0	1	1	NW	2

TABLE 3 Breakdown of the 2013 intake per school, grade, gender, race and province (n=58) (cont.)

School	Grade		Race				Gender		Province	Total
	11	12	A	W	C	I	M	F		
Schaumburg CS	3	3	6	0	0	0	4	2	GP	6
Oranjezicht HS	4	3	0	0	7	0	2	5	NC	7
Diwiti HS	3	3	6	0	0	0	2	4	MPU	6
De Rust Futura Academy	3	3	1	0	5	0	2	4	WC	6
Byletts CS	0	1	1	0	0	0	1	0	EC	1
Glen Edward SSS	3	3	5	0	1	0	5	1	KZN	6
Umfundlana CS	4	1	5	0	0	0	2	3	MPU	5
Breda CS	2	0	2	0	0	0	1	1	FS	2
Total	31	27	45	0	13	0	28	30		58

A = African; W = White; C = Coloured; I = Indian; M = Male; F = Female

Table 3 above shows that 58 new learners were selected during the 2013 academic year from all provinces. The table further shows that 31 learners were in grade 11 while the other 27 were in grade 12. In terms of race, 45 were Africans and 13 were coloureds. In terms of gender 28 were male while 30 were female.



GRAPH 3 Analysis of new intake of learners for 2013 in terms of race (n=58)

Graph 3 shows that the majority (78%) of the 2013 intake were Africans and 22% were Coloureds.

TABLE 4 Analysis of the 2013 learners per municipality and province (n=59)

Municipality/district	Province	Total
Ulundi	KwaZulu-Natal	2
Greater Kokstad	KwaZulu-Natal	6
Ramotshere Mailoa	North West	2
Kai Garib	Northern Cape	7
Amathole	Eastern Cape	2
Ngquza	Eastern Cape	2
Buffalo City	Eastern Cape	1
Theewaterskloof	Western Cape	6
City of Cape Town	Western Cape	2
City of Johannesburg	Gauteng	2
Madibeng	Gauteng	2
Mogale City	Gauteng	4
Inkomazi	Mpumalanga	2
Bushbuckridge	Mpumalanga	6
Msukwalgwa	Mpumalanga	5
Lepelle- Nkumpi	Limpopo	2
Polokwane	Limpopo	2
Maluti-a-Phofung	Free State	2
Dihlabeng	Free State	2
Total		59

Table 4 above shows 19 (nineteen) different municipalities where the 59 (fifty nine) learners came from. The table further shows that all the nine provinces were represented.

5.1.2 Academic performance of learners at FET during the 2013 academic year

The academic performance of learners (high school bursary holders) is analysed in order to determine the return on investment as well as the overall success of the programme. The performance of bursary holders is analysed on the basis of individual learners' results as received from participating schools. A school report indicating whether a learner qualifies (passed) or does not qualify (failed) to proceed to the next class or level of study is used as a criterion for the learner's performance. The number of learners who successfully complete grade 12 and meet the requirements to enrol for one of the identified scarce and critical skills in agriculture, forestry and fisheries is used as a criterion to measure the success of the programme.

For the 2013 academic year, the performance of learners participating in the programme was satisfactory. Only two learners failed (one in each grade, 11 and 12). The table below shows the performance of the learners.

TABLE 5 Analysis of end of year academic performance of the 2013 learners (n=59)

Grade	No. passed	% Passed	No. failed	% Failed	Total
Grade 12	27	96.4	1	3.6	28
Grade 11	30	97	1	3	31
Total	57	96.6	2	3.4	59

Table 5 above shows that 27 learners passed grade 12 and 30 passed grade 11. The table further shows that two learners failed (one in each grade, 11 and 12).

Of the 27 learners who passed grade 12, 16 (sixteen) enrolled for different fields of study in agriculture and forestry as outlined in Table 6 and 7 below, while two opted for fields of study in other sectors. The remaining 9 (nine) learners failed to secure admission for tertiary studies and they re-registered to upgrade their grade 12 results.

TABLE 6 Breakdown of 2013 grade 12 learners who enrolled at tertiary level per field of study, province and municipality (n=16)

Field of study	No. enrolled	Province	Municipality	
B.Sc. Bioresource Engineering	3	1	KZN	Ulundi
		1	LP	Lepelle-Nkumpi
		1	MPU	Inkomazi
B.Sc. Food Science	1	LP	Polokwane	
B.V.Sc. (Veterinary Science)	3	1	GP	City of Johannesburg
		1	NW	Ramotshere Mailoa
		1	EC	Ngquza
Nat. Dipl. Food Technology	3	1	GP	Mogale City
		1	NW	Ramotshere Mailoa
		1	NC	Kai !Garib
B. Agric. Viticulture	1	WC	Theewaterskloof	
ND: Forestry	1	FS	Maluti-a-Phofung	
Dipl. Forestry	4	2	MPU	Bushbuckridge
		1	GP	Madibeng
		1	KZN	Greater Kokstad
Total	16			

Table 6 above shows that 16 (sixteen) learners pursued six different fields of study in agriculture and forestry (Bioresource Engineering, Food Science, Viticulture, Food Technology, B.V.Sc. and Forestry). The table further indicates the 15 municipalities where the learners came from and that all provinces were represented.

TABLE 7 Breakdown of the 2013 grade 12 learners who enrolled at tertiary level per gender and race (n=16)

Field of study	Gender		Race				Total
	M	F	A	W	C	I	
B.V.Sc. (Veterinary Science)	1	2	3	0	0	0	3
B.Sc. Bioresource Engineering	2	1	3	0	0	0	3
B. Agric. Viticulture	1	0	1	0	0	0	1
B.Sc. B.Sc. Food Science	0	1	1	0	0	0	1
Nat. Dipl. Food Technology	2	1	2	0	1	0	3
ND: Forestry	1	0	1	0	0	0	1
Dipl. Forestry	2	2	4	0	0	0	4
Total	9	7	15	0	1	0	16

M = Male; F = Female; A = African; W = White; C = Coloured; I = Indian

Table 7 above shows that 16 learners enrolled for six different fields of study in agriculture and forestry. It further shows that nine were males and seven were females. In terms of race, the table indicates that 15 were Africans and one was coloured.

5.1.3 Schools that were actively participating in the programme during the 2013 academic year

During 2013 eighteen schools were actively participating in the programme as follows:

- Agricultural High Schools—02;
- Rural Schools—08
- Farm Schools—08.

The tables below indicate the agricultural, rural and farm schools that participated in the DAFF Schools Programme.

TABLE 8 List of agricultural high schools for DAFF Schools Programme during the 2013 academic year

Name of school	Town	Province
Phandulwazi Agricultural High School	Alice	Eastern Cape
Kuschke Agricultural High School	Eerstegoud	Limpopo

Table 8 above shows the two agricultural high schools from two provinces which were participating in the programme.

TABLE 9 List of rural schools for the DAFF Schools Programme during the 2013 academic year

Name of school	Town	Province
Phandulwazi Agricultural High School	Alice	Eastern Cape
Kuschke Agricultural High School	Eerstegoud	Limpopo
Mampoi Secondary School	Phuthaditjhaba	Free State
Motswedi High School	Zeerust	North West
Kgagatlou Secondary School	Lephalele	Limpopo
Ndaliso Secondary School	Flagstaff	Eastern Cape
Masibumbane High School	Ulundi	KwaZulu-Natal
Inkomazi Secondary School	KwaLugedlana	Mpumalanga
Sophumelela Secondary School	Philippi	Western Cape
Leshata Secondary School	Orange Farm	Gauteng

Table 9 above shows the eight rural schools from eight provinces which were participating in the programme.

TABLE 10 List of farm schools for the DAFF Schools Programme during the 2013 academic year

Name of school	Sector	Town	Province
Breda Combined FS	Agriculture	Fouriesburg	Free State
Byletts Combined Farm School	Agriculture	Cintsa	Eastern Cape
Glen Edward Combined School	Agriculture	Kokstad	KwaZulu-Natal
Oranjezicht High School	Agriculture	Keimoes	Northern Cape
Umfundlana Combined School	Agriculture	Ermelo	Mpumalanga
Diwiti High School	Forestry	Bushbuckridge	Mpumalanga
De Rust Futura Academy	Agriculture	Grabouw	Western Cape
Schaumburg Combined School	Agriculture	Gauteng West	Gauteng

Table 10 above shows the eight schools hosting children of vulnerable farm workers from seven provinces that were participating in the programme. The table further indicates that seven farm schools (agriculture) and one school near plantations (forestry) were active during 2013 academic year.

5.1.4 Expenditure on high school bursaries for the 2013 academic year

An amount of R653 506 was budgeted for high school bursaries during the 2013 academic year and only R391 522, 83 was spent to support learners who were awarded bursaries. The balance of R261 983, 21 was carried over to the 2014 academic year.

The funds that were paid to the schools were processed against accepted invoices as per the procedure for implementation. At the end of the 2013 academic year the schools were requested to submit expenditure reports accompanied by signed confirmation forms by parents and learners (confirming receipt of bursary funds for those amounts declared by the school in their expenditure reports). The table below shows the bursary amounts spent and the expenditure thereof.

TABLE 11 Summary of expenditure on high school bursaries for the 2013 academic year

Name of school	Expenditure (R)
Phandulwazi Agricultural High School	16 380,00
Kuschke Agricultural High School	29 975,00
Mampoi Secondary School	8 685,55
Motswedi High School	25 000,00
Kgagatlou Secondary School	17 993,92
Ndaliso Secondary School	11 567,00
Masibumbane High School	26 716,66
Inkomazi Secondary School	12 798,80
Sophumelela Secondary School	13 043,71
Leshata Secondary School	14 000,00
Breda Combined Farm School	11 000,00
Byletts Combined Farm School	3 800,00
Glen Edward Combined School	47 624,30
Oranjezicht High School	39 602,98
Umfundlana Combined School	3 170,00
Diwiti High School	29 364,96
De Rust Futura Akademie	58 200,00
Schaumburg Combined School	22 600,00
Total	391 522,88

Table 11 above shows the breakdown expenditure of R391 522,88 incurred for high school bursaries during the 2013 academic year.

5.1.5 Summary of programme beneficiaries since inception (2004–2013)

In total, 253 learners have benefited from the programme since its inception in 2004 to 2013. The analysis of the programme beneficiaries is depicted in Table 12 below.

TABLE 12 Summary of all programme beneficiaries from 2004–2013 per school and grade (n=253)

School	Grade							Province	Total
	6	7	8	9	10	11	12		
Raisethorpe SS	0	0	0	0	0	10	15	KZN	25
Aquadane SS	0	0	0	0	0	5	5	KZN	10
Qhakaza HS	0	0	0	0	0	10	15	KZN	25
Welabasha HS	0	0	0	0	0	9	16	KZN	25
Nombuso HS	0	0	0	0	0	5	5	KZN	10
Fezokuhle PS	5	15	0	0	0	0	0	KZN	20
Weston AC	0	0	0	0	0	0	1	KZN	01
Dover CFS	0	0	0	0	0	5	10	KZN	15
Saul Damon HS	0	0	0	0	0	1	4	NC	05
Northern Cape HS	0	0	0	0	0	7	4	NC	11
Motswedi-Thuto PS	0	0	0	3	0	0	0	NW	03
St Paul MS	0	0	0	2	0	0	0	NW	02
Raipela PS	0	0	10	0	0	0	0	NW	10
PH Moeketsi AHS	0	0	0	0	0	2	0	NW	02
Oakdale AHS	0	0	0	0	0	2	2	WC	04
Unicom HS	0	0	0	0	0	0	6	FS	06
Kuschke AHS	0	0	0	0	0	3	3	LP	06
Morgenzon AA	0	0	0	0	1	1	0	MP	02
Phandulwazi AHS	0	0	0	0	1	3	10	EC	14
Mampoi HS	0	0	0	0	0	1	1	FS	02
Sophumelela SSS	0	0	0	0	0	1	1	WC	02
Inkomazi HS	0	0	0	0	0	1	1	MPU	02
Masibumbane HS	0	0	0	0	0	1	1	KZN	02
Leshata SS	0	0	0	0	0	1	1	GP	02
Ndaliso SSS	0	0	0	0	0	1	1	EC	02
Kgagatlou HS	0	0	0	0	0	1	1	LP	02
Motswedi HS	0	0	0	0	0	1	1	NW	02
Schaumburg CS	0	0	0	0	0	3	3	GP	06

TABLE 12 Summary of all programme beneficiaries from 2004–2013 per school and grade (n=253) (cont.)

School	Grade							Province	Total
	6	7	8	9	10	11	12		
Oranjezicht HS	0	0	0	0	0	4	5	NC	09
Diwiti HS	0	0	0	0	0	3	3	MPU	06
De Rust Futura Academy	0	0	0	0	0	3	3	WC	06
Byletts CS	0	0	0	0	0	0	1	EC	01
Glen Edward SSS	0	0	0	0	0	3	3	KZN	06
Umfundlana CS	0	0	0	0	0	4	1	MPU	05
Breda CS	0	0	0	0	0	2	0	FS	02
Total	5	15	10	5	2	93	123		235

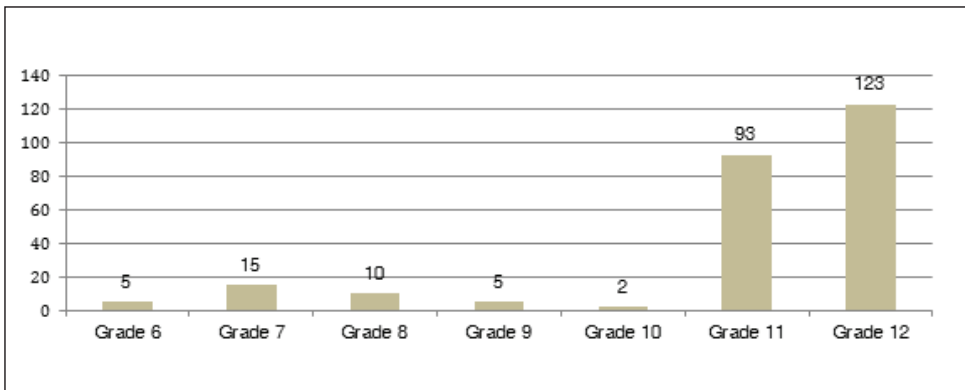
Table 12 above shows the 35 schools that participated in the programme. The table furthermore indicates that five grade 6, 15 grade 7, 10 grade 8, five grade 9, two grade 10, 93 grade 11 and 123 grade 12 learners participated in the programme over the years. The majority of the learners (121) came from KZN, followed by NC and NW with 18 and 17 learners, respectively.

TABLE 13 Summary of all programme beneficiaries from 2004 to 2013 per race and gender (n=253)

School	Gender		Race				Province	Total
	M	F	A	W	C	I		
Raisethorpe Secondary School	11	14	2	0	0	23	KZN	25
Aquadane Secondary School	8	2	10	0	0	0	KZN	10
Qhakaza High School	14	11	25	0	0	0	KZN	25
Welabasha High School	15	10	25	0	0	0	KZN	25
Nombuso High School	6	4	10	0	0	0	KZN	10
Fezokuhle Primary School	4	16	20	0	0	0	KZN	20
Weston Agricultural College	1	0	01	0	0	0	KZN	01
Dover Combined Farm School	8	7	15	0	0	0	KZN	15
Saul Damon High School	3	2	1	0	4	0	NC	05
Northern Cape High School	3	8	7	2	2	0	NC	11
Oranjezicht High School	1	1	0	0	2	0	NC	02
Motswedi-Thuto Primary School	2	1	3	0	0	0	NW	03
St Paul Middle School	0	2	2	0	0	0	NW	02
Raipela Primary School	5	5	10	0	0	0	NW	10
PH Moeketsi Agric High School	1	1	2	0	0	0	NW	02
Oakdale Agric High School	4	0	0	3	1	0	WC	04
Unicom High School	3	3	6	0	0	0	FS	06
Kuschke Agric. High School	2	4	6	0	0	0	LP	06
Morgenzon Agric Academy	0	2	0	2	0	0	MP	02
Phandulwazi Agric High School	9	5	14	0	0	0	EC	14
Mampoi HS	1	1	2	0	0	0	FS	02
Sophumelela SSS	1	1	2	0	0	0	WC	02
Inkomazi HS	1	1	2	0	0	0	MPU	02
Masibumbane HS	1	1	2	0	0	0	KZN	02
Leshata SS	0	2	2	0	0	0	GP	02
Ndalisso SSS	1	1	2	0	0	0	EC	02
Kgagatlou HS	1	1	2	0	0	0	LP	02
Motswedi HS	1	1	2	0	0	0	NW	02
Schaumburg CS	4	2	6	0	0	0	GP	06
Oranjezicht HS	2	5	0	0	7	0	NC	07
Diwiti HS	2	4	6	0	0	0	MPU	06
De Rust Futura Academy	2	4	1	0	5	0	WC	06
Byletts CS	1	0	1	0	0	0	EC	01
Glen Edward SSS	5	1	5	0	1	0	KZN	06
Umfundlana CS	2	3	5	0	0	0	MPU	05
Breda CS	1	1	2	0	0	0	FS	02
Total	126	127	201	7	22	23		253

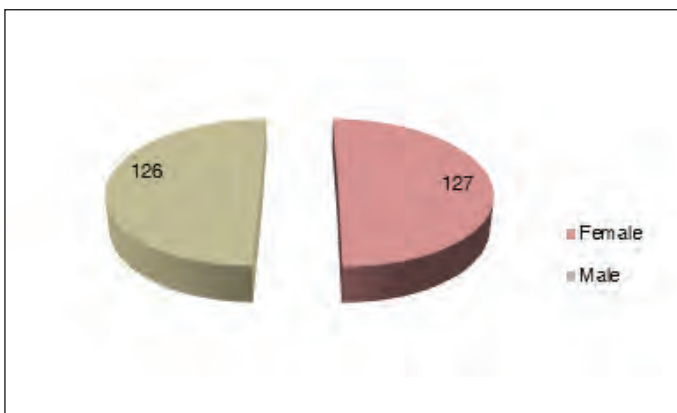
M = Male; F = Female; A = African; W = White; C = Coloured; I = Indian

Table 13 above shows that of the 253 learners who participated in the programme, 126 were males and 127 were females. In terms of race, the table furthermore shows that 201 of them were Africans, 23 were Indians, 22 were coloureds and seven were whites.



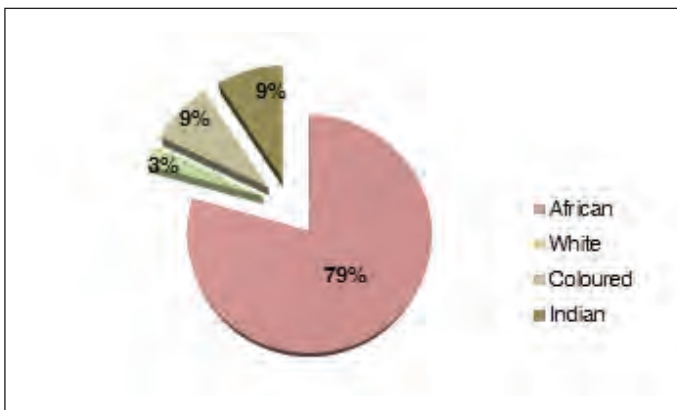
GRAPH 4 Analysis of all programme beneficiaries since inception in terms of grade (n=253)

Graph 4 above shows that the majority (218) of the learners participated in the programme at FET level and fewer (35) at GET level. In terms of grades, the highest number (123) of beneficiaries were in grade 12 followed by grade 11 (93) and grade 7 with 15 learners.



GRAPH 5 Analysis of all programme beneficiaries since inception in terms of gender (n=253)

Graph 5 shows that the females had a larger representation of 51% compared to the 49% for males.



GRAPH 6 Analysis of all programme beneficiaries since inception in terms of race (n=253)

Graph 6 shows that the majority (79%) of the learners were Africans followed by 9% Indians and Coloureds and 3% Whites.

5.2 Periodic school visits

Periodic school visits are structured careers outreach sessions held with identified good 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 DAFF External Bursary Scheme. The table below shows the profiled good-performing rural schools from all provinces for the purpose of periodic school visits.

TABLE 14 List of good-performing rural schools profiled

EC	WC	NC	KZN	NW	MP	LP	FS	GP
J. S. Skenjana SSS	Fezeka SSS	Vuyolwethu HS	Masibumbane HS	Eletsa SS	Takheni SS	Dendron SS	Tsoseletso SS	Makgetse HS
Holy Cross SSS	Manzomthombo SSS	Mogomotsi HS	Hearther SSS	Pres Mangope Tech HS	Inkomazi SS	Makgoka HS	Lenyora La Thuto CSS	Reitumetse SS
St Johns College	Matthew Goniwe SSS	Galaletsang HS	Raisethorpe SSS	Letsatsing HS	Sitintile SS	Derek Kobe SSS	Seemahale SS	Soshanguve Tech. Centre
Ndaliso SSS	Luhlaza SSS	Rekgarathile HS	Arena Park SSS	Sol Plaatje SS	Mabotho SS	Kgagatlou SS	Ntsu SS	Modiri SS
St James SSS	Sophumelela SSS	Remmogo HS	Dr Lazarus SSS	Motswedi HS	Sofunda SS	Giyana HS	Mampoi SS	Phumlani SS
Bizana SS	Kayamnandi SS	HS Diamantveld	Zwelibanzi HS	Malatse-Motsepe HS	Lindile SS	Thohoyandou SS	Albert Maroka SS	Sikhululekile HS
Mariazell SSS	Joe Slovo SS	HS Duineveld	Sehole C S	Tsogo SS	Ndleala SS	Thohoyandou Tech. H.	RT Mokgopa SS	Thuto-ke-Maatla CS
Sidinane SSS	Masiyile SS	St Boniface HS	Siyamnikela HS	Kgaphamadi HS	Thomas Nhlabathi SS	Mbilwi SS	Leseding TS	Blue Hills College
Lehana SSS	Manyano HS	Kgomotso HS	Khombindlela HS	JM Ntsime HS	Hayzview CS	Tshivhase SS	Kgolathuto SS	Eqinisweni SS
Nyanga SSS	Inkwenkwezi SS	HS Namaqualand	Thathunyawo SS	Bethel HS	Suikerland SS	Khanyise Ed. Centre	Mamellang-Thuto SS	Emshukantambo SS
Ndamase SSS	Sinethemba SS	Upington HS	Khula HS	Tswelelopele HS	Kwandebele Sci. CS	Motse Maria SS	Kheleng SS	Sekolo Borokgo SS
Toli SSS	Mondale HS	Kalahari HS	Dlangezwa HS	Mahikeng HS	Bushbuckridge SS	St Brendan Catholic SS	Setjhaba-se-Maketse CS	Tebogwana SS
Khanyisa HS	Weston SS	Carlton Van Heerden HS	Mlokothwa HS	Mmabatho HS	Orhovelani HS	EPP Mhinga SS	Ntumediseng SS	Ratshepo SS
Zingisa CS	Centre of Science and Technology	EP Lekhela HS	Nsikayendlu HS	St Mary's SS	Makhosana Manzini HS	Thengwe SS	Nomsa SS	Inqayizivele SS
Mthatha HS	Masiphumelele HS	Baitiredi Tech	Tholokuhle SS	Batswana HCS	Kwamhlanga SS	Louis Trichardt SS	Kgolagano SS	Zitikeni SS

Table 14 above shows that 15 schools per province were profiled for periodic school visits.

5.2.1 Progress recorded during the 2013 academic year through periodic school visits

A total of six good-performing rural schools in Mathematics and Physical Science and those that are participating in the programme (DAFF Schools Programme) were visited in four provinces during the 2013 academic year. Moreover, another 22 high schools were visited for career awareness.

A presentation was made to a total of 2 734 (two thousand seven hundred and thirty four) learners in grades 10, 11 and 12 during the school visits.

The table below shows the 28 schools that were visited during 2013 in terms of municipality and province.

TABLE 15 List of schools visited for career awareness during the 2013 academic year

Name of school	Town	Municipality	Province	No. of learners reached			Total
				Grade 10	Grade 11	Grade 12	
Zingisa Comprehensive HS	Mthatha	King Sabata	EC	0	131	65	196
Ndaliso SSS	Flagstaff	Ingquza Hill	EC	0	0	52	52
Kgagatlou SS	Gampahlele	Mphahlele	LP	0	91	14	105
Orhohvelani HS	Thulamahashe	Bushbuckridge	MPU	0	64	173	237
Ebusi CS	Dundee	Umzinyathi	KZN	0	0	36	36
Phathakahle HS	Dannhauser	Dannhauser	KZN	0	0	37	37
Masibumbane HS	Ulundi	Ulundi	KZN	0	0	175	175
Siyaqhala HS	Empangeni	uMhlatuze	KZN	0	0	77	77
Gaborone HS	Lichtenburg	Ditsobotla	NW	0	20	31	51
Regolotswe SS	Lichtenburg	Ditsobotla	NW	0	40	50	90
Setumo HS	Mahikeng	Mahikeng	NW	0	79	50	129
Onkgopotse Tiro CFS	Mahikeng	Mahikeng	NW	0	30	47	77

TABLE 15 List of schools visited for career awareness during the 2013 academic year (cont.)

Name of school	Town	Municipality	Province	No. of learners reached			Total
				Grade 10	Grade 11	Grade 12	
Mogakolodi SS	Rekopantswe	Moretele	NW	0	15	22	37
Leteane HS	Rekopantswe	Moretele	NW	140	173	120	433
Motsaalore HS	Zeerust	Ramotshere Moiloa	NW	0	25	35	60
Ramatu HS	Zeerust	Ramotshere Moiloa	NW	0	38	52	90
Reebone SS	Kgetleng river	Kgetleng river	NW	0	43	38	81
Mphe-Bana SS	Kgetleng river	Kgetleng river	NW	25	36	52	113
Thabo-Vuyo SS	Rouxville	Mohakare	FS	0	20	20	40
Hendrik Potgieter AHS	Reddersburg	Kapanong	FS	0	0	35	35
Ala Setshaba PS	Parys	Ngwathe	FS	0	15	15	30
Ikaelelo HS	Bloemfontein	Mangaung	FS	32	13	25	70
Lekhulong SC	Bloemfontein	Mangaung	FS	63	47	30	140
Fundinjobo HS	Nelspruit	Mbombela	MPU	24	20	0	44
Mmasekobe SS	Bushbuckridge	Bushbuckridge	MPU	10	7	8	25
Ditau SS	Bushbuckridge	Bushbuckridge	MPU	0	45	30	75
Bushbuckridge HS	Bushbuckridge	Bushbuckridge	MPU	0	101	50	151
Ngodini SS	Kabokweni	Mbombela	MPU	0	0	48	48
Total				294	1 053	1 387	2 734

Table 15 above shows that 2 734 learners in grades 10, 11 and 12 from 28 schools visited received career awareness and guidance from DAFF during the 2013 academic year.

5.3 Exhibitions

The Department of Agriculture, Forestry and Fisheries uses career exhibitions 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. Priority is, however, 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.

5.3.1 Progress recorded on exhibition during the 2013 academic year

During the 2013 academic year, the Directorate: SET established a task team responsible for career awareness with the aim to expand the reach of the department to the targeted groups. As a result DAFF participated in a total of 23 exhibitions during the 2013 academic year. A total of 4 025 learners visited the DAFF stand and the following objectives were achieved:

- Information on DAFF's scarce/critical skills and DAFF Comprehensive Bursary Scheme was disseminated to learners with the subject combination of Mathematics and Physical Science and educators from various schools;
- Career guidance to learners who were interested in pursuing studies in agriculture, forestry and fisheries was provided;
- Information on institutions of higher learning and colleges of agriculture to learners with an interest in pursuing agricultural, forestry and fisheries related studies was provided.

Furthermore, a total of 179 educators/others visited the DAFF stand and the following objectives were achieved:

- Engage the different target groups who visited the exhibition, in so doing the organisations would reduce the time, effort and cost of reaching such;
- Advise students on career paths and bursary programmes;
- Highlight career opportunities in the sector;
- Build brand recognition and awareness.

The participants were from 86 high schools from all provinces except NW.

TABLE 16 Summary of exhibitions attended during the 2013 academic year

Name of event	Town	Municipality	Province
De Doorns DAFF exhibition	De Doorns	De Doorns	WC
eMalahleni Government Expo	eMalahleni	eMalahleni	MPU
DBE Career Expo	Khatu	Khatu	NC
African Education Week Career Indaba	Sandton	Ekurhuleni	GP

TABLE 16 Summary of exhibitions attended during the 2013 academic year (cont.)

Name of event	Town	Municipality	Province
My Career Choice Expo	Khayelitsha	City of Cape Town	WC
My Career Choice Expo	Durban	eThekweni	KZN
Sasol Techno X 2013	Sasolburg	Sasolburg	FS
National Arbor Week Launch	Hammarsdale	eThekweni	KZN
Domino Servite School Career Awareness Day	Kranskop	Umvoti	KZN
SANCO Career Expo (NMMU)	Port Elizabeth	Nelson Mandela Metropolitan	EC
Biodiversity Day	Pietermaritzburg	Msunduzi	KZN
Biodiversity Day	Makhado	Makhado	LP
Biodiversity Day	Nelspruit	Mbombela	MPU
Biodiversity Day	Bloemfontein	Mangaung	FS
Arbor Week Event—Career Awareness	Zastron	Mohokare	FS
DBE Career Exhibition	Matatiele	Matatiele	EC
Youth Summit	Boksburg	Ekurhuleni	GP
Arbor Week Launch	Cradock	Inxuba yetemba	EC
Arbor Week Event—Exposition	Centane	Mquma	EC
Arbor Week Event—Exposition	Mthatha	Nyandeni	EC
Youth Summit—Environmental Education	Port Elizabeth	Nelson Mandela Metropolitan	EC
Langa Career Expo	Langa	City of Cape Town	WC
Annual Career, Learnership and Skills Programme Information Week	Pietermaritzburg	Msunduzi	KZN

Table 16 shows the 23 exhibitions in eight provinces and 19 municipalities that DAFF participated in during the 2013 academic year.

6. ENROLMENTS AND GRADUATE OUTPUTS

A total of 148 learners pursued agriculture, forestry and fisheries studies upon receiving exposure to such careers through the DAFF Career Awareness Programme.

6.1 Learners who pursued DAFF careers as a result of the different modes of implementation used by DAFF

Since the inception of the programme, 23 learners enrolled for different fields of study in agriculture upon exposure afforded by the other modes (seminars, school visits and farm projects) of implementation for the programme. The table below shows the summary.

TABLE 17 Breakdown of the learners who enrolled at tertiary level per gender and race (n=23)

Field of study	Gender		Race				Total
	M	F	A	W	C	I	
B.Sc. Viticulture and Oenology	0	2	2	0	0	0	2
B.Sc. Bioresource Engineering	0	2	2	0	0	0	2
B. Agric. Viticulture	1	0	0	0	0	1	1
B.Sc. Agric Economics	3	1	4	0	0	0	4
B.Sc. B.Sc. Food Science	2	0	2	0	0	0	2
B.Sc. Plant Pathology	0	1	0	0	0	1	1
B.Sc. Biological Science/ B.V.Sc.	0	1	1	0	0	0	1
Dipl. in Agriculture Management	2	3	5	0	0	0	5
Dipl. Forestry	4	1	5	0	0	0	5
Total	12	11	21	0	0	2	23

M = Male; F = Female; A = African; W = White; C = Coloured; I = Indian

Table 17 above shows the nine different field of study in which the 23 learners enrolled.

6.2 Enrolment and graduate outputs of programme beneficiaries since inception (2004–2013)

Of the 148 learners who enrolled in different fields of study, to date 125 were recruited through the DAFF Schools Pro-

gramme while 23 were recruited through the other modes. The table below shows the analysis of all the learners.

TABLE 18 Analysis of learners who enrolled for DAFF careers from 2004 to 2013 (n=147)

Field of study	Numbers enrolled					Total	No. completed
	2004–2010	2011	2012	2013	2014		
B.Sc. Bioresource Engineering	18	1	1	0	4	24	8
B.Sc. Agric Economics	26	1	0	1	0	28	17
B.Sc. Food Science	12	0	0	1	1	14	4
N.Dip. and B.Tech. Food Technology	16	0	1	1	3	21	15
B. Agric Viticulture	3	0	0	0	1	4	3
B.Sc. Animal Genetics	0	1	3	0	0	4	0
B.Sc. Biotechnology	4	0	0	0	0	3	1
B.V.Sc.	1	0	1	1	3	6	0
B.Sc. Viticulture and Oenology	7	1	2	3	0	14	2
N.Dip. Agric. Management	2	0	0	7	0	9	1
B.Com. Agribusiness Management	1	0	0	0	0	1	1
B.Sc. Biological Science	1	0	1	0	0	2	0
B.Sc. Plant Science	2	1	0	1	0	4	1
B.Sc. Animal Production	1	0	0	0	0	1	1
B. Agric. Extension	1	0	0	0	0	1	1
B.Sc. Marine Biology	0	0	0	1	0	1	0
N.Dip. Forestry	0	0	0	7	4	11	0
Total	95	5	9	23	16	148	55

Table 18 above depicts that of the 148 learners within the different fields of study, 95 (ninety five) enrolled in the years up to 2010, five enrolled in 2011, nine enrolled in 2012, 23 enrolled in 2013 and 16 (sixteen) enrolled in 2014. Furthermore it depicts that of these learners 55 have completed their studies.

TABLE 19 Academic progress of all learners enrolled for DAFF advertised scarce careers per field of study (n=148)

Field of study	No. registered	No. dropouts	No. completed	Current
B.Sc. Bioresource Engineering	24	10	8	6
B.Sc. Agric. Economics	28	7	17	4
B.Sc. Food Science	14	5	4	5
N.Dip. and B.Tech. Food Technology	21	2	15	4
B. Agric Viticulture	4	0	3	1
B.Sc. Animal Genetics	4	3	0	1
B.Sc. Biotechnology	3	2	1	0
B.V.Sc.	6	1	0	5
B.Sc. Viticulture and Oenology	14	7	2	5
N.Dip. Agric. Management	9	1	1	7
B.Com. Agribusiness Management	1	0	1	0
B.Sc. Biological Science	2	2	0	0
B.Sc. Plant Science	4	2	1	1
B.Sc. Animal Production	1	0	1	0
B. Agric. Extension	1	0	1	0
B.Sc. Marine Biology	1	0	0	1
N.Dip. Forestry	11	0	0	11
Total	148	42	55	51

Table 19 above depicts that of the 148 learners within the different fields of study 42 have dropped out, 55 have completed and currently there are 51 learners who are still studying.

TABLE 20 Analysis of the level of study of all learners enrolled for DAFF careers (n=51)

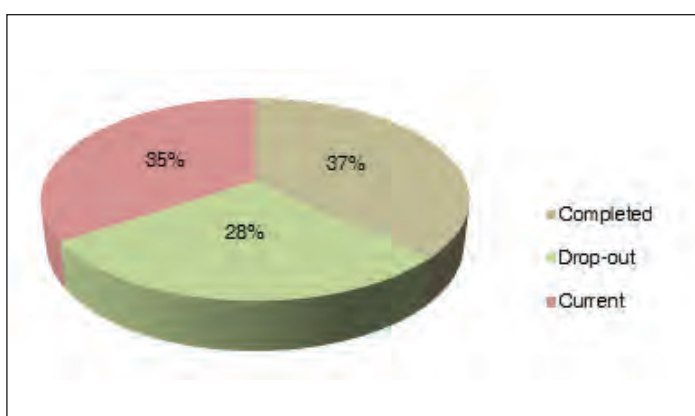
Field of study	Year of study				Total
	1	2	3	4	
B.Sc. Bioresource Engineering	4	0	1	1	6
B.Sc. Agric. Economics	0	1	1	2	4
B.Sc. Food Science	1	1	0	0	5
N.Dip. and B.Tech. Food Technology	3	0	1	0	4
B. Agric. Viticulture	1	0	0	0	1

TABLE 20 Analysis of the level of study of all learners enrolled for DAFF careers (n=51) (cont.)

Field of study	Year of study				Total
	1	2	3	4	
B.Sc. Animal Genetics	0	0	2	0	2
B.V.Sc.	4	1	0	0	5
B.Sc. Viticulture and Oenology	0	3	2	1	6
N.Dip. Agric Management	0	7	0	0	7
B.Sc. Plant Pathology	0	1	0	1	2
B.Sc. Marine Biology	0	1	0	0	1
N.Dip. Forestry	5	6	0	0	11
Total	18	21	7	5	51

Table 20 above depicts that of the 51 learners within the different fields of study 18 were in level one, 21 were at level two, seven were at level three and five were in level four.

The performance of learners who enrolled at HEIs is satisfactory with the highest rate (37%), having completed their studies while 35% are still busy with their studies and only 28% dropping-out. The graph below summarises the performance of learners.



GRAPH 7 Summary of performance of learners at tertiary level (n=148)

Graph 7 above shows that of all the learners who enrolled at higher education institutions (HEIs) 37% completed their studies, 35% are currently busy with their studies while 28% dropped out.

7. CAREER AWARENESS ACTIVITIES PERFORMED BY PROVINCIAL DEPARTMENTS OF AGRICULTURE (PDAS)

In order to properly report on career awareness activities performed by the DAFF, alignment with provincial departments became necessary. The DAFF therefore assumed the role of providing guidance, support and monitoring of all career awareness activities performed by the PDAs. The rationalisation meeting for bursary, internship and career awareness, which is held once every year, is used to discuss issues relating to the programme.

The PDAs were provided with the following necessary tools for them to conduct career awareness in their respective provinces where necessary:

- standard Power Point presentation to use during school visits;
- promotional material to disseminate to schools;
- templates for collecting information during outreaches and learners and
- reporting templates.

During the 2013 academic year, the following four PDAs carried out a number of outreaches as follows:

- KwaZulu-Natal: Participated in eight school career expos in eight different municipalities. During these expos, 2 172 grade 12 learners were reached. Furthermore, 641 educators/others were also reached.
- Western Cape: Participated in five career fairs and expos in five different municipalities. During these outreaches, 3 425 learners were reached. Furthermore, 435 educators/others were also reached.
- Northern Cape: Conducted outreaches targeting winter schools in the province in six different municipalities. During these outreaches, 1 870 grade 12 learners were reached.
- Limpopo: Participated in 37 career awareness events in five districts. During these outreaches, 11 348 learners were reached. Furthermore, 430 educators/others were also reached.

TABLE 21 Summary of outreaches conducted by the PDAs for career awareness during the 2013 academic year

Name of school	Town	Municipality	Province	No. of learners reached				
				Others	Grade 10	Grade 11	Grade 12	Total
School Career Expo—Cecil Emmet	Vryheid	Abaqulisi	KZN	45	0	0	116	161
School Career Expo—Pongola	Pongola	Pongola		28	0	0	65	93
School Career Expo—Bhekizulu High School	Nongoma	Nongoma		98	0	0	237	335
School Career Expo—Esikhaleni	Empangeni	uMhlathuze		146	0	0	366	512
School Career Expo—Eshowe	Eshowe	uMlalazi		126	0	0	477	603
School Career Expo—Mthonjaneni	Melmoth	Mthonjaneni		30	0	0	131	161
School Career Expo—Nkandla	Nkandla	Nkandla		89	0	0	504	593
School Career Expo—Ulundi Multi-purpose	Ulundi	Ulundi		79	0	0	276	355
Paarl Annual Career Exhibition	Paarl	Cape Winelands		WC	200	1 000	1 000	1 000
SUN Career and Bursary Fair	Stellenbosch	Stellenbosch	100		0	0	250	350
Jegdag	Piketberg	Piketberg	0		2	80	3	85
Youth Day Career Expo	Riversonderend	Riversonderend	100		20	50	20	190
Thusong Mobiles	Saldanha Bay	Saldanha Bay	35		0	0	0	35
Winter School—NC HS	Kimberley	Sol Plaatje	NC	0	0	0	830	830
Winter School —NC AHS	Jankempdorp	Phokwane		0	0	0	310	310
Winter School	De Aar	Siyancuma		0	0	0	149	149
Winter School	Douglas	Siyancuma		0	0	0	234	234
Winter School	Pofadder	Pofadder		0	0	0	60	60
Winter School	Springbok	Nama-Khoi		0	0	0	176	176
Winter School	Hantam	Hantam		0	0	0	111	111
Lemana EMPC Hall	Elim	Makhado	LP	22	199	205	150	576
Mutale Community Hall	Mutale	Mutale		11	88	102	134	335
Shingwedzi EMPC Hall	Malamulele	Thulamela		28	200	180	177	585
Makhado Multi-Purpose Centre	Dzanani	Makhado		13	150	142	115	420
Thohoyandou Indoor Sports Centre	Thohoyandou	Thulamela		15	81	71	105	272
Pienaars River	Bela Bela	Bela bela		2	0	0	49	51
Regorogile Hall	Thabazimbi	Thabazimbi		2	0	0	35	37
OR Tambo Hall	Modimolle	Modimolle		4	0	0	200	204
Mahwelereng	Mokopane	Mogalakwena		10	0	0	376	386
Seleka hall	Lephalale	Lephalale		8	0	0	198	206
Mookgophong	Naboom	Mookgophong		3	0	0	195	198
Cornelius Masebe Primary School	Mokopane	Mogalakwena		2	0	0	50	52
Fetakgomo High School	Burgersfort	Fetakgomo		21	192	259	300	772
Moreko High School	Groblersdal	Makhudu-thamaga		27	212	332	401	972

TABLE 21 Summary of outreaches conducted by the PDAs for career awareness during the 2013 academic year (cont.)

Name of school	Town	Municipality	Province	No. of learners reached				
				Others	Grade 10	Grade 11	Grade 12	Total
Lepelle Secondary School	Marblehall	Ephraim Mogale		2	0	0	168	170
Nthame Primary School	Burgersfort	Tubatse		12	62	102	140	316
Nthame Primary School	Burgersfort	Tubatse		7	10	39	60	116
Fetakgomo Secondary School	Burgersfort	Fetakgomo		12	91	109	204	416
Jane Furse Combined School	Groblersdal	Makhudu-thamaga		28	220	280	457	985
Moreko Secondary School	Burgersfort	Tubatse		20	100	239	380	739
Mang-le-Mang Secondary School	Marblehall	Ephraim Mogale		17	99	103	260	479
Kwana Community Center	Burgersfort	Fetakgomo		19	0	30	104	153
Maklerekeng Community Hall	Groblersdal	Elias Motsoaledi		9	21	99	129	258
Mokhine Secondary School	Burgersfort	Fetakgomo		2	0	89	105	196
Giyani Science Centre	Giyani	Greater Giyani		6	0	90	150	246
Makhuva Community Hall	Giyani	Greater Giyani		5	0	40	60	105
Mokwakwaila Hall	Letaba	Greater Letaba		7	0	103	170	280
Jacob Zuma Primary Hall	Sekgosese	Greater Letaba		4	0	38	55	97
Bankuna High School	Tzaneen	Greater Tzaneen		8	0	50	68	126
Lenyenye Community Hall	Tzaneen	Greater Tzaneen		6	0	70	98	174
Metz Community Hall	Maruleng	Greater Maruleng		5	0	38	65	108
Lulekani Community Hall	Phalaborwa	Ba-Phalaborwa		5	0	55	83	143
Mokomene	Molemole	Molemole		2	0	0	100	102
Matladi	Polokwane	Lepelle Nkumpi		36	0	0	662	698
Helen Frans	Senwabarwana	Blouberg		12	0	0	155	167
Karabi	Polokwane	Aganang		11	0	0	198	209
Bana Ba Thari	Polokwane	Mankweng		27	0	0	402	429
Total				1 506	2 747	3 995	12 073	2 0321

Table 21 above shows the 57 outreaches conducted by four provinces (KZN, WC, NC and LP). Furthermore it shows that 1 506 educators/others and 18 542 learners were reached and therefore received career awareness and guidance from PDAs during the 2013 academic year.

8. MONITORING AND EVALUATION

Monitoring is conducted with the the learners who are high school bursary holders participating in the DAFF Schools Programme.

8.1 Monitoring meetings conducted

Twenty two monitoring meetings were conducted in schools that participated in the programme during the 2013 academic year. The table below shows the summary of the meetings held.

TABLE 22 Monitoring visits conducted in 2013 for the DAFF Schools Programme

Date	Schools visited	Purpose	Outcome of meetings
7.5.2013	Leshata SS	To meet with the parents, learners and educators from the schools to discuss the following:	The following information was presented to bursary holders, teachers and parents during the meeting:
8.5.2013	Sophumelela SS		
9.5.2013	De Rust Futura Academy	<ul style="list-style-type: none"> Introduce the DAFF Career Awareness Programme. Monitor academic progress of learners. 	<ul style="list-style-type: none"> Overview of the implementation of the DAFF Career Awareness Programme. Careers in agriculture, forestry and fisheries for learners upon completion of grade 12.
13.5.2013	Oranjezicht HS		
14.5.2013	Saul Damon SS	<ul style="list-style-type: none"> Discuss administration of bursary payments and compliance. Submission of quarterly progress reports of learners. 	<ul style="list-style-type: none"> Administration process with regard to payment of school fees. Obligations and responsibilities of DAFF, parents, and learners with regard to high school bursaries.
15.5.2013	Rekgarathile SS		
29.5.2013	Glen Edward CS	<ul style="list-style-type: none"> Student support and counselling services for DAFF bursars and accessibility thereof. What DAFF undergraduate bursary covers. 	Learners were encouraged and motivated to work very hard in order to meet entry requirements for fields of study of their choices for tertiary level.
30.5.2013	Masibumbane HS		
6.7.2013	Umfundlana CS	<ul style="list-style-type: none"> Challenges experienced by parents, teachers and learners with regard to implementation of the programme were also addressed during the meetings. Learners selected in the NC schools were withdrawn due to schools failing to comply with some of the administration issues. 	
7.7.2013	Diwiti HS		
8.7.2013	Inkomazi SS		
14.7.2013	Schaumburg CS		
27.7.2013	Kuscke AHS		
28.7.2013	Kgagatlou SS		
11.9.2013	Breda CFS		
12.9.2013	Mampoi SS		
17.9.2013	Moedwil SS		
18.9.2013	Motswedi HS		
9.10.2013	Ndaliso SS		
10.10.2013	Byletts CFS		
10.10.2013	Milton Mbekela SS		
11.10.2013	Phandulwazi AHS		

Table 22 above shows the 22 monitoring meetings that were conducted during 2013. It further shows the purpose and the outcomes of the meetings.

9. DISTRIBUTION OF PROMOTIONAL MATERIAL

On an annual basis, the existing promotional material used for career awareness programmes is updated and new materials developed when the need arises.

The Directorate: SET provided the PDAs and the DAFF branches with brochures upon request during the 2013 academic year. Furthermore, promotional material was distributed to school and various stakeholders in all provinces during exhibitions, periodic school visits, career expos etc. The tables below show the summary of the promotional material distributed during the 2013 academic year.

TABLE 23 Analysis of promotional material distributed during the 2013 academic year

Outreaches/ institutions	Province	Scarce skills careers in agriculture	Scarce skills careers in forestry and fisheries	Geo-informatics leaflets	Careers in agriculture, forestry and fisheries	Bioresource engineering leaflets	Viticulture and oenology leaflets	Food science and technology leaflets	Veterinary science (b.v.sc.) leaflets	DAFF external bursary scheme leaflets	DAFF internship programme	DAFF bursary advert	Total
DAFF Directorates	WC, EC and GP	1 050	250	550	3 150	300	300	200	300	4 500	550	550	11 700
PDAs	WC and NC	700	500	600	750	600	500	600	600	1 000	200	800	6 850
Exhibition	GP and EC	750	450	1 100	550	500	500	500	500	300	300	900	6 350
Schools	All provinces	410	460	670	1 200	340	340	340	340	250	340	450	5 140
Total		2 910	1 660	2 920	5 650	1 740	1 640	1 640	1 740	6 050	13 90	27 00	30 040

Table 23 above shows that in total, 30 040 items of promotional material were distributed during the 2013 academic year.

10. STRATEGIC FOCUS OF THE CAREER AWARENESS PROGRAMME

10.1 Development of DAFF Career Awareness Strategy

The strategy for DAFF Career Awareness which will mandate the implementation of the programme and provide guidance for agriculture, forestry and fisheries career awareness in South Africa was developed and presented to the departmental

structures for approval during the 2013/14 financial year. Furthermore, stakeholder consultation was done for input and a validation workshop was held prior to DAFF approving the strategy.

10.2 Stakeholder relationships

Ongoing communication was maintained with schools participating in the programme, as well as HEIs that offer qualifications that have been identified as scarce and critical.

11. CONCLUSION

The career awareness programme is critical for addressing the skills shortage in the agriculture, forestry and fisheries sector. It also contributes in sustaining growth and creating awareness about the importance of science in the sector. It plays a vital role in assuring that there is constant flow of information to the young people about career options and opportunities that are available to them.

