



Annual report on the implementation of the Experiential Training and Internship Programme

2006/07



agriculture

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2006/07

**Directorate Education, Training and Extension Services
DEPARTMENT OF AGRICULTURE**

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ACRONYMS

AIDP	Agri Industry Development Programme
CESM	Classification of Education Study Matter
DEXCO	Department of Agriculture Executive Committee
DoA	Department of Agriculture
DPSA	Department of Public Service Administration
ETES	Education, Training and Extension Services
NGO	Nongovernmental organisation
NQF	National Qualification Framework
PDP	Professional Development Programme
PWD	people with disabilities
SA	South Africa
SAQA	South African Qualifications Authority
SMME	Small, Medium and Micro Enterprises
USB	Stellenbosch Business School



DEFINITION OF TERMS

Internship	A structured workplace experience programme that is agreed to between the intern and the supervisor/line manager who is delegated this responsibility by a department.
Intern	Also called a graduate intern is a person who is contracted with a department to engage in an internship programme.
Trainee	Also called student intern is a student who is currently studying towards a higher education qualification and must undertake work experience in order to fulfil the requirements of the qualification.
Mentor	A person who is trained and appointed to offer advice and her or his knowledge, wisdom, insight that is useful to the protégé's professional and personal development.
Contract	A legitimate agreement between the department and the intern, describing the conditions of employment.
Youth	A person who is between the ages of 18 and 35 years.

1. BACKGROUND AND OBJECTIVES

1.1 Introduction and background

The problem of the lack of skills in the labour market persists throughout the entire world, however, in South Africa the situation is worse because of the imbalances caused by the Apartheid system. South Africa's transition to democracy in the last decade, and the associated liberation of the economy has coincided with the globalisation and increase in the knowledge and skills intensity at all levels of production. This was also accompanied by the adoption of labour policies and new reforms that were intended to improve the skills of the South African population in general.

In 2001, the Skills Development Strategy report of the Department of Labour identified that during Apartheid, education and training were separated and therefore there were very few links between acquired education and skills required. The internship provides for the establishment of the sectoral education and training that develop skills among the workforce. Worth noting is that adults do not learn from experience, they learn in experience. This implies that if adults have to learn, they must be embedded in the culture in which knowledge and learning have a meaning that is in the workplace.

As stated in the DPSA Circular No. 2003/1 that all Government departments should place in their various units the number of unemployed Agricultural graduates with requisite skills, this resulted in the adoption and the commitment of the Department of Agriculture to promote active labour market policies through the South Africa Qualifications Authority of 1995 (SAQA), Skills Development Act, Act No. 97 of 1998 and Skills Development Levies Act, Act No. 91 of 1999. These legislations seek to increase skills, improve productivity and global competitiveness of each of industry, business, commerce and services as well as the challenges of an unequal society as well as to encourage inclusiveness and greater cohesion within the country. To increase skills in agriculture, the department seeks to train and produce competent young agricultural graduates. The interns involved in this programme are placed at various directorates of the DoA to ensure that graduates get relevant work experience that will enable them to be competitive in the job market.

1.2 Objectives of the programme

- Contribute to accelerated service delivery by Government through the improved introduction of skilled personnel in the public service.
- Afford learners at tertiary institutions an opportunity of practical work experience as a requirement for them to obtain their qualifications.



- Enhance the employability of unemployed agricultural and other graduates.
- Develop skills and capacity of the previously disadvantaged people to direct commercial viable enterprises and engage effectively with the markets.
- Resolve the general shortage of qualified and skills people in the workforce by encouraging graduates to equip themselves with the necessary practical experience.
- Bridge the vacuum that exists between school and work by taking stock of skill gaps.
- Ensure the long-term sustainability of the agricultural sector in SA, by ensuring meaningful participation of black agricultural graduates.
- Actualise the Government's job creation strategy and voluntarism.

2. RECRUITMENT AND SELECTION

2.1 Needs analysis

Each year a needs analysis survey is conducted to determine the capacity of the various directorates (functional units) of the DoA and the requirements for the trainees that they can accommodate. This year a needs analysis questionnaire was sent to a total of 32 directorates, the office of the Director-General and the Office of the Minister. The questionnaire was also sent to all the mentors in the various directorates.

The information was captured as it was being received from the directorates. The total number of requested interns received from the directorates was 200. Owing to the fact that the programme accommodates 5% of the total staff complement and that in the case of the DoA this is 168, one hundred and thirty three (133) were placed within directorates or functional units within the DoA as "conventional" interns/trainees and 35 were placed in agribusinesses for the Agri Industry Development Programme (AIDP), a form of internship with specific focus on agribusiness management skills enhancement. The comprehensive report on the AIDP attached as **Annexure A**.

2.2 Advertisement of vacancies

From the needs analysis an advert was drawn and flashed in both national and local print, and electronic media.

2.3 Short-listing and interviews

Upon receipt of applications, they were screened, sorted and short-listed. Interviews were conducted with various directorates with Directorate: Education, Training and Extension Services providing secretariat support. General criteria used for selecting interns included:

- A relevant study area and study record
- A commitment or desire to follow a public service career in a specific strategic occupation that has been identified
- Demographic representation according to requirements of the human resource planning and development plans to ensure broad representation
- Willingness to remain in or be deployed to a rural area (directorates with offices outside Gauteng)
- Participants must be between the ages of 18 and 35.

3. ARRIVAL PROGRAMME

3.1 Briefing session with directors and mentors

A briefing session is held between directors and mentors. The purpose is usually to explain a roadmap for the implementation of the programme. This is a platform where all affected parties discuss all

aspects relating to implementation and raise concerns and recommendations. Aspects discussed include: processing of monthly payments, monthly progress reports, logbooks, appointment contracts, discipline of interns, monitoring visits and training of interns.

3.2 Arrival

Interns/trainees reported at the DoA premises on 1 February 2006. The first day was devoted to administrative matters. Contracts were signed with the respective directors. All relevant interns' documents were forwarded to relevant functional units of the department for processing.

3.3 Orientation and Induction

The orientation and induction of the new intake was held at the Manhattan Hotel from 2 to 10 February 2006. The purpose of this session was to give them a broad overview of the programme and the expected outputs. Apart from this, it is also meant to lay a foundation for participants to come to a better understanding of the department, its values and the work ethic. Directors of different cross-cutting functions such as Security Services, Human Resources Management, Finance, Procurement and Information Services were invited to make presentations to inform interns/trainees about the detailed roles of those units.

Aspects covered in the programme included:

- Purpose presented by Education, Training and Extension Services
- The Experiential Training and Internship Policy presented by Education, Training and Extension Services
- Disciplinary code of conduct presented by Human Resources Management
- Financial issues: Subsistence and transport and management of losses presented by Financial Services
- Security management presented by Security Services
- The Logbook presented by Education, Training and Extension Services
- Monthly reports presented by Education, Training and Extension Services
- Monitoring visits presented by Education, Training and Extension Services
- Telephone and internet policy presented by Internal and Communication Technology
- Internal/External communications and media protocol presented by Agricultural Information Services
- Etiquette (telephone and table) presented by Agricultural Information Services
- Health and Wellness presented by Human Resources Management
- Transport presented by Supply Chain Management
- Sector Strategic Plan presented by Strategic Planning
- Departmental Strategic Plan presented by Strategic Planning
- Empowerment training presented by the Education, Training and Extension Services
- Batho Pele presented by the Chief Operations Office.

3.4 Capacity-building programmes for trainees

Interns attended a 3-day abridged accredited Project Management Fundamentals course at NQF level 4. The objective of the course was to provide learners with a thorough appreciation of the Project Management Model and project process groups. The course provided learners with the fundamental understanding of the project life cycle, parties and documentation involved and the role played by the

Project Management Administrator or Project Management Coordinator throughout the life cycle of the project. This was intended to enable learners to plan properly for effective service delivery. The course content was structured in the form of case studies which included the following:

- Project initiation
- Project definition
- Project control
- Project completion.

4. PROFILES OF THE 2006 “CONVENTIONAL” INTERNS/TRAINEES

The profiles of the 2006 conventional interns/trainees are presented in the following tables:

TABLE 1: Breakdown by race, gender and disability of “conventional” interns/trainees [n = 133]

Race	Gender	No.	Disabled
African	Male	54	1
	Female	79	3
Coloured	Male	0	0
	Female	0	0
Asian	Male	0	0
	Female	0	0
White	Male	0	0
	Female	0	0
Total		133	0

Currently participants in the programme are all Africans although all racial groups are welcomed. This can be ascribed to the fact that unemployment is rife in this particular racial group.





TABLE 2: Breakdown according to age of “conventional” interns/trainees [n = 133]

20–25 years		26–30 years		31–35 years		35+ years	
Female	Male	Female	Male	Female	Male	Female	Male
36	16	29	27	12	9	2	2

Although the programme is designed for youth (according to the Youth Commission definition), a few candidates above the age of 35 were accommodated. The reasons were that such candidates were within the correct age range at the time of the interviews. Table 2 further shows that the majority (56) of the participants were between the ages of 26 and 30 years.

TABLE 3: Breakdown according to placements within functional units of “conventional” interns/trainees [n = 133]

Line function (Core Agricultural Units)		Support function (Noncore Agricultural Units)	
Females	Males	Females	Males
53	41	26	13

The table above shows that the majority of the participants (94) which is 70,7 % were placed within line function directorates and 39, which is 29,3 % were placed within support function directorates of the DoA.

TABLE 4: Breakdown according to tertiary institutions where “conventional” interns/trainees graduated [n = 133]

Institution	Number of interns/trainees
University of Pretoria	12
University of the Western Cape	1
University of the Free State	3
University of KwaZulu-Natal	3
University of Johannesburg	1
University of South Africa	6
Nelson Mandela Metropolitan University	1
University of Limpopo	46
North West University	16
University of Zululand	3
University of Fort Hare	6
Walter Sisulu University	3
Tshwane University of Technology	18
Durban Institute for Technology	1
Vaal University of Technology	4
Grootfontein Agricultural College	2
Tompi Seleka College of Agriculture	1
Vereeniging Technical College	1
Tshwane North College	3
Total	133

The table above, indicates that a considerable number of candidates graduated from the University of Limpopo (46), followed by Tshwane University Technology and the University of Pretoria with 18 and 16 respectively.

TABLE 5: Breakdown according to Classification of Education Study Matter of “conventional” interns/trainees [n = 133]

Category	National Diploma	B. degree	Postgraduate	Total
Humanities	18	16	3	37
Agriculture and Renewable Resources	6	44	6	56
Health and Health Care	0	1	0	1
Engineering Sciences	0	3	0	3
Life, Physical and Mathematical	3	13	3	19
Business and Commerce	6	10	1	17
Total	33	87	13	133

The table above indicates that 13 (9,8%) of the interns/trainees were postgraduates. The table further shows that 56 of the 133 participants had qualifications within the category of Agriculture and Renewable Resources followed by the Humanities with 37.

5. MONITORING AND EVALUATION

5.1 Monitoring visits

Monitoring visits constitute an important monitoring tool. Such visits are arranged between the mentors and interns/trainees and are conducted on a quarterly basis and when the need arises. However, because of limited human resources such schedules were not always adhered to.

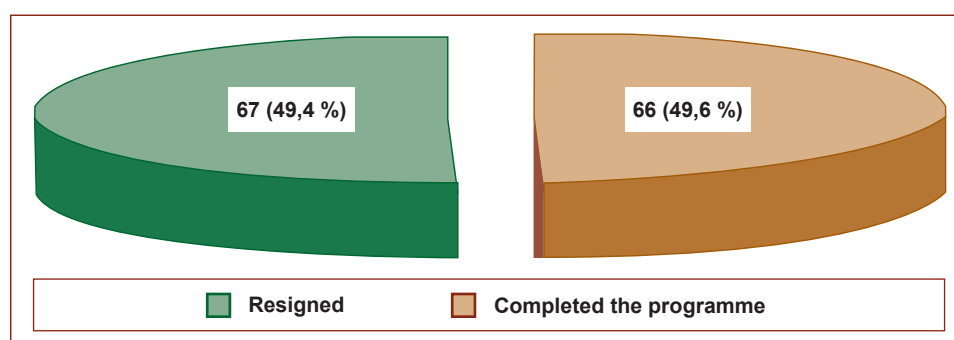
Issues attended to during the monitoring visits include ensuring sufficient office space, other necessary amenities and the preparedness of directorates to host interns as trainees. The visits also assist the directorates to ensure measures pertaining to the optimal development of interns/trainees.

Most directorates raised the issue of study leave as some of the participants are enrolled either for postgraduate studies. Logbooks are checked regularly during the visits, and although the use is not adhered to by some, it is used by most and is regarded as effective.

5.2 Status of resignation for the 2006 “conventional” interns/trainees

One of the major aspects used in measuring the success of the programme is monitoring of resignation (the list of resignation is attached as **Annexure C**). Out of the total intake of 133, 66 have left the programme because of the following reasons:

- Securing employment in the public service
- Securing employment in the private sector
- Starting their own business
- Contract terminated.



GRAPH 1: Status of resignation of “conventional” interns/trainees [n = 66]

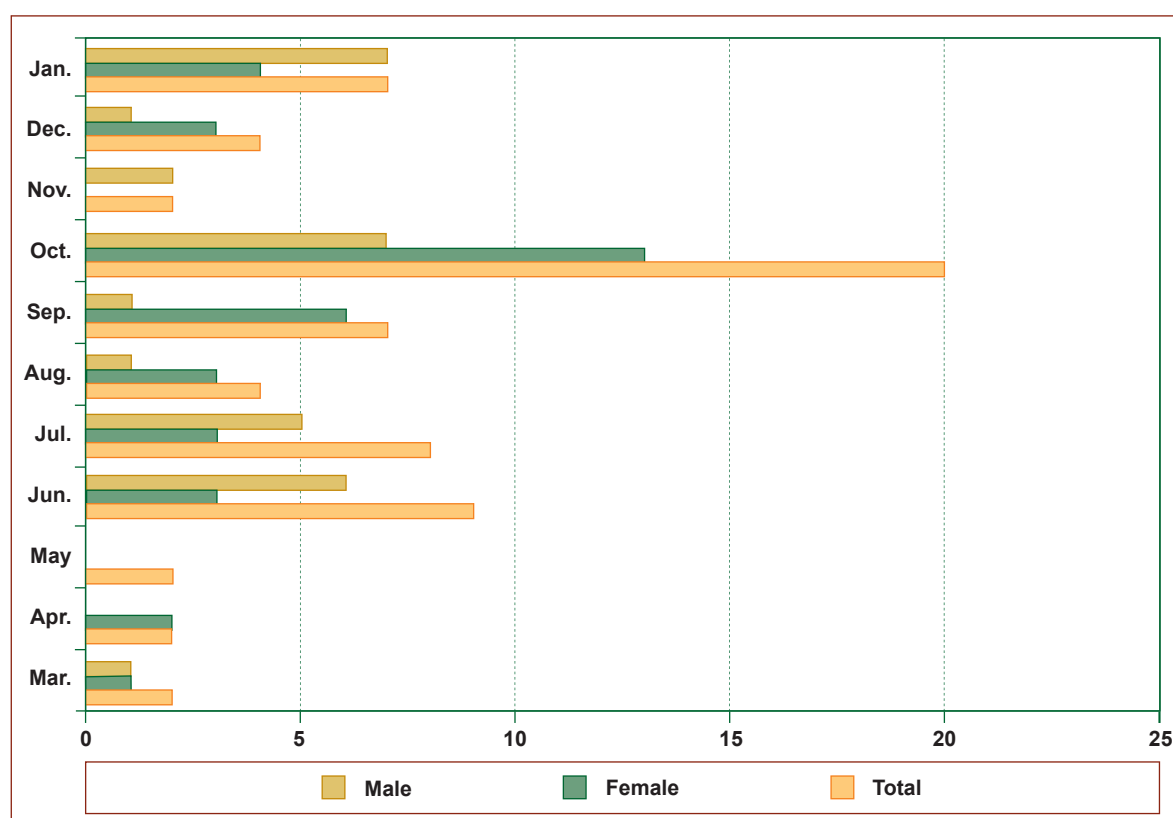
Graph 1 illustrates that 49,6 % of the interns/trainees resigned from the programme and 49,4 % completed the 12-months programme.

TABLE 6: Status of resignation of “conventional” interns/trainees according to organisation [n = 66]

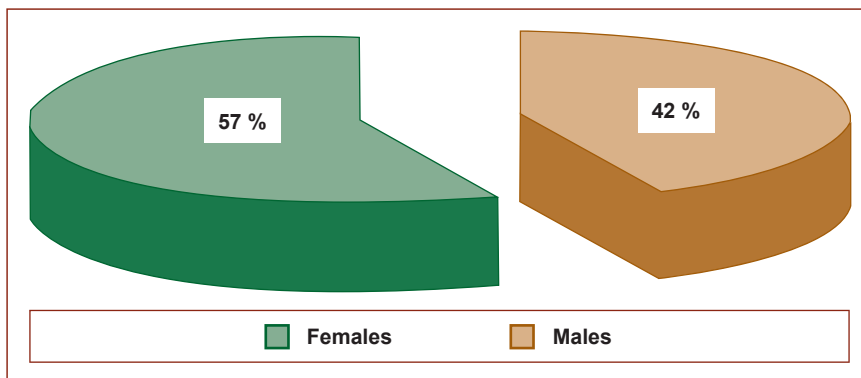
Organisation	No.
DoA	36
Other Government departments	25
Private sector	3
Own business	1
Contract terminated	1
Total	66

Table 6 illustrates that most interns secured employment within the host department and the majority were employed by the public service. This clearly indicates that the internship programme provides benefits to the employer. The internship therefore serves as an intensive recruitment and selection opportunity. In this way the employer finds interns who, if offered a permanent post, will contribute towards reducing scarce and critical skills shortages.

These findings also reflect that the majority of the new entrants into the labour market enter into the public service. According to the South African Graduate Survey conducted by Magnet Communication, most graduates prefer a career in the public service because of the job security it offers. This trend is also evident from the interns. The findings of the research also reveal that students prefer the public service because they believed that it offered equal opportunities for both men and women compared to the private sector (*Sunday Times*, 26 November 2006).



GRAPH 2: Analysis of status of resignation according to period of stay of for “conventional” interns/trainees [n = 66]



GRAPH 3: Status of resignation by gender of “conventional” interns/trainees [n = 66]

Graph 2 indicates that towards the end of the programme more interns secured employment.

Graph 3 illustrates that more males secured employment.

TABLE 7: Analysis of period of stay before securing employment for “conventional” interns/trainees [n = 66]

Period of participation (months)	No. terminated during the period
1–3	4
4–6	19
7–9	30
10–12	13
Total	66

The table above indicates that 45, 5 % (30) of those who secured employment secured it within 7 and 9 months. It is also important to note at which levels the trainees/interns secure employments. The following table illustrates the levels of securing employment.



TABLE 8: Levels of employment of “conventional” interns/trainees [n = 66]

Salary level	Number of trainee/interns
Own business	1
Contract terminated	1
SL 3	6
SL 4	4
SL 5	4
SL 6	15
SL 7	19
SL 8	14
SL 9	2
Total	66

The table above indicates that 24,2 % (16) of the trainees were appointed in managerial positions (SL 8 and SL). According to the table, 28,8 % (19) of the trainees were appointed at salary level 7. Only one trainee managed to open an own business.

5.3 Analysis of exit interview forms

Upon resignations interns/trainees are required to fill in an exit interview form as a tool to evaluate the programme. Interns/trainees reflected the following as benefits of the programme:

- Relevant exposure consequently leading to securing employment
- Exposure to the workplace
- Boosted competence and confidence
- Access to resources, information and assistance for job searches and interviews
- Skills gained as follows:
 - Project management
 - Work planning
 - Policy implementation
 - Report writing
 - Analysis of documents
 - Research
 - Computer skills
 - Writing of correspondence.

Although most respondents responded with either no comment or no weaknesses the following weaknesses were also highlighted:

- Lack of exposure to relevant courses
- Level of preparation by the directorates on arrival was very low
- Internship period was too short
- Entry date to start of a new financial year
- Lack of guaranteed employment created lack of focus owing to most time spent searching for jobs, especially towards the end of the contract period
- More human resources for ETES to monitor the programme.

General comment

Although the exit interview form is meant to be filled in by the intern/trainees, some were filled in by the mentors instead of the interns, thereby losing the purpose.

6. EXIT CEREMONY

A customary certification ceremony was held on 24 January 2007 at the CSIR Conference Centre. The purpose was to bid farewell to the interns/trainees, to congratulate those who secured employment and to encourage those who have not secured employment. Certificates of Service were awarded to all interns. Stakeholders attending the ceremony included interns/trainees, mentors, directors, other government departments and NGOs. Speakers for the day included the Chief Operations Officer delivering the keynote address. In his address, he highlighted critical areas that resulted in the success of the programme. These included commitment and dedication of the mentors, the use of a management toolkit, which is an effective planning tool, and exposure to accredited courses.

The Chief Director: Sector Services, Mr Mkhululi Mankazana, focused on the future plans for the programme. He emphasised the importance of promoting linkages with the private sector in order to achieve maximum exposure and actualise skills transfer.

The Director Education, Training and Extension Services elucidated on the intake, roadmap followed and the achievements of the programme.

On behalf of the mentors Ms Susan Adams emphasised the importance of the relationship between the mentor and the mentee, and training of the mentors so that they can understand their responsibilities. She further highlighted that the internship programme can be an effective recruitment tool, especially with the vast number of vacancies that the department is currently experiencing.

7. FUTURE PLANS FOR THE PROGRAMME

A concept document entitled “Revitalisation of the DoA Experiential Training and Internship Programme”, has since been drafted to this effect. This document seeks to address the limitations of the current programme. In the proposed document the programme will be structured as follows:

- **Experiential training** targeting students needing practical experience as a requirement for obtaining their qualifications. **Requirements:** A formal request from an institution of higher learning. **Placement:** DoA, 10 spaces will be made available annually.
- **Entrepreneurship development** targeting youth in agribusiness. This includes the current AIDP. To be eligible candidates must already be involved in agribusiness. Placement will be in various agribusinesses and 50 spaces will be availed annually.
- **Professional development** targeting postgraduate students wanting to follow some professions in agriculture and needing experiential exposure prior to securing permanent employment. To be eligible candidates will have to possess a qualification in agriculture and they must be willing to conduct research, focusing on areas prioritised by the DoA. **Placement:** Research institutes and specialised industry companies (30 spaces).
- **Skills transfer/industrial placement** of youth with agricultural qualifications in line function directorates. **Requirements:** A qualification in agriculture; must be prepared to work with related industry; must be entering the internship programme for the first time. **Placement:** DoA plus a minimum of 5 months with related industry companies (25).
- **Job seekers** unemployed agricultural and other graduates. **Requirements:** A qualification as reflected below; must be entering the internship programme for the first time. Candidates will be placed in the DoA (55 spaces will be made available annually).

Implementation

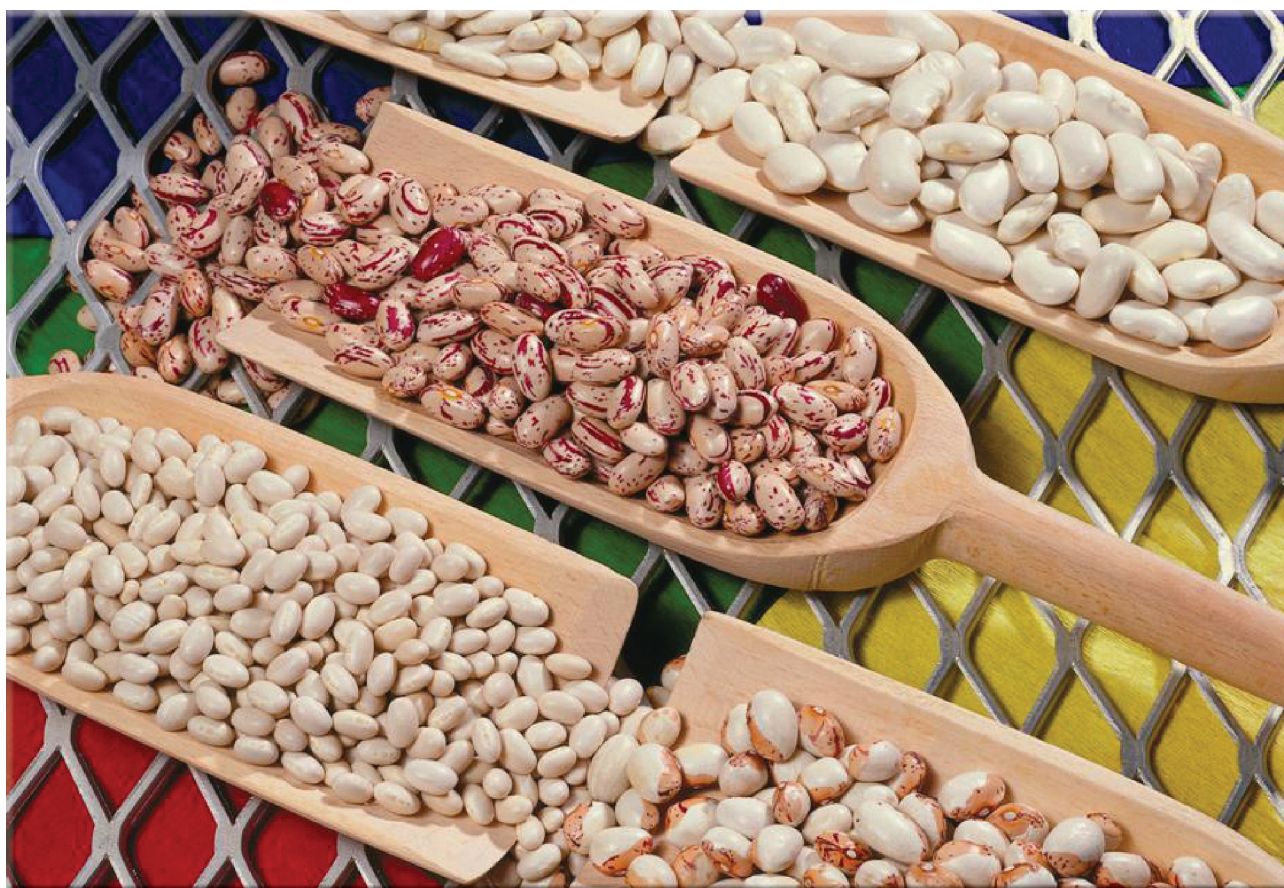
The document has since been discussed with all directorates during a meeting called for all directors. No objections were received concerning the proposed restructuring. The proposed categories will be implemented in 2008.

8. STATE OF EXPENDITURE REPORT

Expenditure includes venues for orientation and the exit ceremony, printing of logbooks, files, advertising, project management training, consultancy fees for capturing of applications, analysis of reports, and framing of certificates. The total amount spent for the 2006 intake of “conventional” interns/trainees was **R6 037 214,98**.

TABLE 9: State of expenditure for “conventional” interns/trainees

Item description	Amount
Personnel	
Intern/Trainee remuneration	(Finance will avail comprehensive report once all interns have been paid their taxes)
Goods and services	
Stationery	R192 000,00 R6 995,54
Advertisements	R422 507,96
Printing and publications	R18 992,40
Consultancy services	R185 136,00 R184 680,00
Training (project management)	R551 070,00
Training (skills programmes)	R35 365,00
Venues and facilities	R144 500,00 R46 014,96
Total	R6 072 579,98



9. APPENDICES

9.1 Annexure A

2005–2006 Report on Agri Industry Development Programme

9.1.1 *Background of the programme*

The AIDP is one of the DoA's AgriBEE initiatives. While it is a skills development programme in terms of process and outcome, its ultimate impact feeds into the department's programme on Agricultural Trade and Business Development. The programme aims at the promotion of broad-based black economic empowerment in the sector through the provision of appropriate skills and experiences. The provision of appropriate skills and mentoring will help mainstream the many informal to semiformal and emerging small and medium enterprises (SMMEs) into agriculture and related businesses to a stable economic transformation.

9.1.2 *Objectives of the programme*

- Significantly improve participants' managerial capabilities.
- Enhance their understanding of the imperatives directing the vision, mission and strategies of their companies/businesses.
- Develop their business skills.
- Enhance their capacity for personal change and implementation of change.
- Enhance their ability to understand and implement strategy.

9.1.3 *Programme structure*

The programme is facilitated and presented by the Stellenbosch Business School (USB-ED) at the Bellville campus in the Western Cape. The programme has been pitched at NQF level 5 with 70 credits. In order to offer the participants the optimal learning experience, the programme has been divided into four phases:

- The Individual Phase, which starts as soon as the participant has received his/her study material. It is expected that the participant shall have read all the prescribed material before the commencement of the first session.
- The Conceptual Phase, which is prefaced by the participant having absorbed the study material and now being ready to debate the realities in the South African and international context. The phase is made up of a number of modules that are presented at a venue in South Africa. It is also possible to utilise electronic technology to bring the academic section of the programme to the participant.
- The Experiential Phase, which occurs between sessions where the programme participant is required to complete practical assignments that are applicable to his/her own environment. This is part of the action learning approach also manifesting through mentoring.
- The Integration Phase, which takes place during the period after the last module where the various fields of study are integrated. During this phase the participant plays a role in completing an integrated project for submission to the institution of higher learning.

TABLE 10: The modules registered by AIDP interns/trainees

Modules (credits)	
General management and entrepreneurship (10)	Project management (8)
Financial management (10)	People management (10)
Presentation skills (2)	Integration and project preparation (2)
Writing of assignments (2)	Marketing management (8)
Leadership (10)	Financing of projects (2)
Economics (6)	

9.1.4 Profiles of the 2005 and 2006 beneficiaries of the AIDP

The profiles of the 2005 and 2006 intake of the AIDP are presented in the following tables and graphs.

TABLE 11: Breakdown by race and gender for 2005 AIDP interns/trainees [n = 24]

Total	African		Coloured		Indian		White	Disabled
	Female	Male	Female	Male	Female	Male	Female	
24	13	11	0	0	0	0	0	0

Table 11 indicates that all beneficiaries of the programme in 2005 were Africans although all racial groups are welcomed. The table further shows that 54,2 % (13) of the participants were female and 45,8 % (11) were male.

TABLE 12: Breakdown according to age for 2005 AIDP interns/trainees [n = 24]

20–25 years		26–30 years		31–35 years		35+ years	
Female	Male	Female	Male	Female	Male	Female	Male
5	6	4	4	4	1	0	0

Although the programme is designed for youth (according to the Youth Commission definition), a few candidates (5) above the age of 35 were accommodated because they were within the age category during the time of the interviews.

TABLE 13: Breakdown according placements for 2005 AIDP interns/trainees [n = 24]

Company name	Mentor' name	No. of interns/trainees allocated				
		Total	African		Coloured	
			M	F	M	F
Prodsure Brits	Mr J Wolfaard	3	3	0	0	0
Sunwes Klerksdorp	Mr D Bezuidenhout	6	4	2	0	0
Wes-Kaap Agri	Mr M Jones	4	2	2	0	0
Khanyisela Management Services	Mr B Ndhlaleni	4	1	3	0	0
AFGRI	Mr K Steenkamp	3	0	3	0	0
Pioneer Foods	Mr F Joosh	2	1	1	0	0
Manstrat	Mr J van der Linden	1	0	1	0	0
Impetus Consulting Service	Ms B Enslin	1	0	1	0	0
Total		24	11	13	0	0

Table 13 shows that Senwes Klerksdorp hosted the highest number of interns/trainees (6) followed by Wes-Kaap Agri and Khanyisela Management Services, both with 4 trainees each.

TABLE 14: Breakdown by race and gender for 2006 AIDP interns/trainees [n = 35]

Total	African		Coloured		Indian		White		Disabled	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
35	11	18	1	5	0	0	0	0	0	0

Table 14 shows that in 2006, 67,7 % (23) of the participants in the programme were male and 34,3 % (12) were female. The table further indicates that 82,9 % (29) of the participants were Africans and Coloureds constituted 17,1 % (6) of the total intake of 35.

TABLE 15: Breakdown according to age for 2006 AIDP interns/trainees [n = 35]

20–25 years		26–30 years		31–35 years		35+ years	
Female	Male	Female	Male	Female	Male	Female	Male
4	3	7	7	1	9	0	4

Although the programme is designed for youth (according to the Youth Commission definition), a few candidates above the age of 35 were accommodated because such candidates were within the correct age range at the time of the interviews. Table 15 further shows that the majority (14) of the participants were between the ages of 26 and 30 years.

TABLE 16: Breakdown according placements of the 2006 AIDP interns/trainees [n = 35]

Company name	No. of interns allocated				Total
	African		Coloured		
	Male	Female	Male	Female	
Sundays River Citrus Company	1	0	0	0	1
SA Golden Leaf (Tobacco Growers' Association)	3	0	0	0	3
PPECB	1	0	1	1	3
Khanyisela Management Services	1	1	0	0	2
Le Toit Management Services	0	1	0	0	1
Nu-Laid	1	0	0	0	1
Citrus Growers' Association	6	3	0	0	9
Manstrat	1	4	0	0	5
Amasuper Co 2	2	0	0	0	2
Youth Projects	2	2	0	0	4
KAAPAGRI	0	0	4	0	4
Total	18	11	5	1	35

Table 16 shows that the Citrus Growers' Association hosted the highest number of interns/trainees (9) followed by Manstrat with 5. The table further shows that coloureds were only hosted by KAAPAGRI and PPECB.



TABLE 17: Breakdown according to tertiary institutions where 2005/06 AIDP interns/trainees graduated

Institutions	No. of interns 2005	No. of interns 2006
Tshwane University of Technology	3	7
University of Venda	1	3
Tompoti Seleka	1	2
University of Hare	5	3
Cape Town University of Technology	0	1
Vaal Triangle Technikon	0	1
Fort Cox College of Agriculture	10	3
University of the North	1	2
Dower College	0	1
University of Pretoria	1	3
University of Stellenbosch	1	2
Port Elizabeth Technikon.	0	1
Owen Sitole College of Agriculture	1	1
Without higher education qualifications	0	4
University of the Western Cape	0	1
Total	24	35

Table 17 above shows that in 2005, the majority of the interns (10) graduated from Fort Cox College of Agriculture whereas in 2006 the majority (7) graduated from Tshwane University of Technology.

TABLE 18: Breakdown according to qualifications of 2005/2006 AIDP interns/trainees [n = 24]

Qualifications	2005	2006
Honours degree	0	1
Bachelor degrees	9	12
National diplomas	10	10
Diplomas	3	8
Certificates	2	4
Total	24	35

9.1.5 Status of resignation of 2005/2006 AIDP interns/trainees

9.1.5.1 THE 2005 GROUP

Out of the total intake of 24 interns/trainees, 15 secured permanent employment, 1 started his own company in the Western Cape and 6 furthered their studies and 3 were still unemployed at the end of the programme.

9.1.5.2 THE 2006 GROUP

Out of the total intake of 35 interns/trainees, 4 terminated their contract because of studies, 13 secured permanent employment, 9 started their own businesses and 9 were still unemployed at the end of the programme.

9.1.6 Analysis of exit interview forms

Upon resignations interns/trainees are required to fill in an exit interview form as a tool to evaluate the programme. Interns/trainees reflected the following as benefits of the programme:

- Relevant exposure consequently leading to securing employment
- Exposure to the workplace
- Boosted competence and confidence
- Access to resources, information and assistance for job searches and interviews
- Skills gained as follows:
 - Teambuilding events for AIDP learners and mentors
 - Quarterly Review Meetings
 - Quarterly site visits.

9.1.7 State of expenditure report

Expenditure includes venues for orientation and the exit ceremony, printing of logbooks, files, advertising, consultancy fees for capturing of applications, analysis of reports and framing of certificates. The total amounts spent for the 2005 and 2006 intakes of interns for the AIDP were **R4 371 416,00**

TABLE 19: State of expenditure for the 2005/2006 AIDP interns/trainees

Item description	2005 intake (R)	2006 intake (R)
Personnel		
Intern/Trainee Remuneration	895 104	1 010 880
Orientation		
Conference	26 528	58 800
Accommodation	74 720	195 800
Files	No files	5 559
Log books	1 800	3 850
Transport	15 960	34 940
Exit ceremony		
Ceremony (venue)	3 600	6 125
Certificates (framing and printing)	2 500	4 500
Training		
Project Management Course	No course	67 650
Course at USB	741 600	1 221 500
Total	1 761 812	2 609 604



