



## **STATUS REPORT**

# **Implementation of DAFF Career Awareness Programme 2011–2012**



**agriculture,  
forestry & fisheries**

Department:  
Agriculture, Forestry and Fisheries  
REPUBLIC OF SOUTH AFRICA



## **STATUS REPORT**

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### **Implementation of DAFF Career Awareness Programme 2011–2012**

DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES

2013

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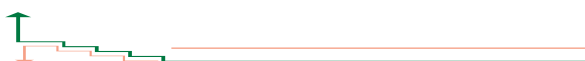
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## ACRONYMS

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|            |   |
|------------|---|
| 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                    |
| GET        | General Education and Training                    |
| FS         | Free State  |
| HS         | High School                                       |
| KZN        | KwaZulu-Natal                                     |
| NC         | Northern Cape                                     |
| Nat. Dipl. | 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                                      |





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## EXECUTIVE SUMMARY

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The Status report on the implementation of the DAFF Career Awareness Programme (2011-2012) 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 55 high schools from all provinces were visited as part of periodic school visits during the 2011 and 2012 academic years. During these visits, a presentation on various scarce and critical skills careers in agriculture, forestry and fisheries, as well as DAFF bursary opportunities was made to grade 9, 10, 11 and 12 Mathematics and Physical Science learners. In terms of exhibitions, the report shows that only two exhibitions in the Northern Cape and Gauteng were attended. In both the periodic school visit and exhibitions, comprehensive databases profiling learners reached were kept as part of information and knowledge management.

With regard to progress registered through the DAFF adopted schools programme, the report highlights that during 2011, 29 learners participated and benefited from the programme at the further education and training (FET) band and 9 enrolled for various careers in agriculture, forestry and fisheries at tertiary institutions at the beginning of 2012. For the 2012 academic year, the report indicates that 13 programme beneficiaries were in the FET band and 26 (twenty-six) enrolled at tertiary institutions for various careers in agriculture, forestry and fisheries at the beginning of 2013.

The report further outlines the implementation 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 and 10 schools countrywide were identified for this purpose. Furthermore, 11 schools hosting children of farm workers 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.

In conclusion, the report provides the notable progress achieved since the inception of programme in 2004 to 2012. In summary, 195 General Education and Training (GET) and Further Education and Training (FET) learners benefited from the programme and were awarded the DAFF High School Bursary. Of these learners, 135 furthered their studies in careers in agriculture, forestry and fisheries at tertiary level. To date, there are 55 learners at tertiary level and 47 successfully completed their qualifications.

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## 1. BACKGROUND

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The Department of Agriculture, Forestry and Fisheries (DAFF) Career Awareness Programme is a structured programme which focuses on promotion of agriculture, forestry and fisheries as careers and livelihoods of choice, particularly among school-going youth to build a skills base in 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. Following 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.

In the main for the programme is the DAFF Schools Programme wherein 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 that 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, 195 learners have benefited from the programme and 135 (one hundred and thirty-five) furthered their studies in one of the identified careers in agriculture, forestry and fisheries. Of this total, 47 successfully completed their qualifications. This report outlines the progress made during the 2011 and 2012 academic years.

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## 2. OBJECTIVES

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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.

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### 3. FOCUS AREAS FOR CAREER AWARENESS PROGRAMME

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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).

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### 4. PROGRAMME MANAGEMENT PROCESSES

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#### 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 the NSC/G12 studies he/she will follow a career in one of the identified scarce and critical scarce 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 amounts paid plus interest at the rate determined by the



Minister of Finance in terms of section 80(1)b of the Public Finance Management 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.

#### *4.1.1 Learner selection process for the DAFF Schools'Programme*

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

- Currently be in grade 11.
- Have a subject combination of Mathematics and Physical Science.
- Be excelling academically or having 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 extracurricular activities that enhance his/her performance.

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

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

## **4.2 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 fifteen 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.

## **4.3 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 the 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 the developed databases.

## **4.4 Support offered to programme beneficiaries**

All grade 12 learners attending schools participating in the DAFF Career Awareness Programme and 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 to 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 2011 and 2012 academic years, 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 2011 and 2012 academic years, 15 schools from 8 provinces participated in the programme. Furthermore, a turnaround strategy aimed at identifying good performing rural schools in Mathematics and Physical Science which will form part of the DAFF Schools Programme was also developed. Profiling of such schools with the emphasis on their academic performance was done, which culminated in the selection of 10 such schools.

Furthermore, 11 schools hosting children of farm workers were also 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.

Implementation meetings were held with the relevant parties within each school to introduce the programme and subsequently SLAs were signed.

#### 5.1.1 Progress recorded during the 2011 academic year through the DAFF Schools Programme

In 2011, 3 new beneficiaries were recruited and awarded a DAFF High School Bursary in addition to the 26 beneficiaries who were already in the system and enrolled at FET level, bringing the total to 29. The new beneficiaries were recruited from schools in the Free State and Western Cape provinces.

The profiles of the 2011 programme beneficiaries are indicated in the following tables and graphs:

**TABLE 1 Breakdown of learners per school and province for the 2011 academic year (n=29)**

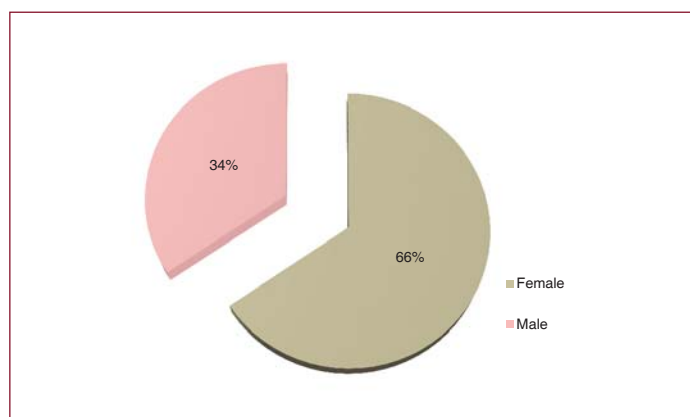
| School  | Grade    |           | Race      |          |          |          | Gender    |           | Province | Total     |
|---|----------|-----------|-----------|----------|----------|----------|-----------|-----------|----------|-----------|
|   | 11       | 12        | A         | W        | C        | I        | M         | F         |          |           |
| Phandulwazi Agric. High School                | 0        | 2         | 2         | 0        | 0        | 0        | 2         | 0         | EC       | 2         |
| PH Moeketsi Agric. High School                | 0        | 2         | 2         | 0        | 0        | 0        | 1         | 1         | NW       | 2         |
| Oakdale Agric. High School                    | 1        | 1         | 0         | 1        | 1        | 0        | 2         | 0         | WC       | 2         |
| Unicom High School                            | 0        | 2         | 2         | 0        | 0        | 0        | 2         | 0         | FS       | 2         |
| Northern Cape High School                     | 0        | 2         | 2         | 0        | 0        | 0        | 0         | 2         | NC       | 2         |
| Northern Cape Agric. High School              | 0        | 3         | 3         | 0        | 0        | 0        | 1         | 2         | NC       | 3         |
| Oranjezicht High School                       | 0        | 2         | 0         | 0        | 2        | 0        | 1         | 1         | NC       | 2         |
| Kuschke Agric. High School                    | 0        | 2         | 2         | 0        | 0        | 0        | 1         | 1         | LP       | 2         |
| Morgenzon Landbou Akademie                    | 1        | 1         | 0         | 2        | 0        | 0        | 0         | 2         | MP       | 2         |
| Alexandra High School                         | 2        | 1         | 3         | 0        | 0        | 0        | 0         | 3         | KZN      | 3         |
| Greytown High School                          | 0        | 1         | 1         | 0        | 0        | 0        | 0         | 1         | KZN      | 1         |
| Linpark High School                           | 0        | 1         | 1         | 0        | 0        | 0        | 0         | 1         | KZN      | 1         |
| Pietermaritzburg Girls High School            | 0        | 1         | 1         | 0        | 0        | 0        | 0         | 1         | KZN      | 1         |
| Heritage Academy Independent Christian School | 1        | 1         | 2         | 0        | 0        | 0        | 0         | 2         | KZN      | 2         |
| Marion High School                            | 2        | 0         | 2         | 0        | 0        | 0        | 0         | 2         | KZN      | 2         |
| <b>Total</b>                                  | <b>7</b> | <b>22</b> | <b>23</b> | <b>3</b> | <b>3</b> | <b>0</b> | <b>10</b> | <b>19</b> |          | <b>29</b> |

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

Table 1 above shows that 29 learners distributed among the 15 schools participated in the programme with seven learners in grade 11 and 22 in grade 12. The table further indicates that the majority of the learners were African (23) while whites

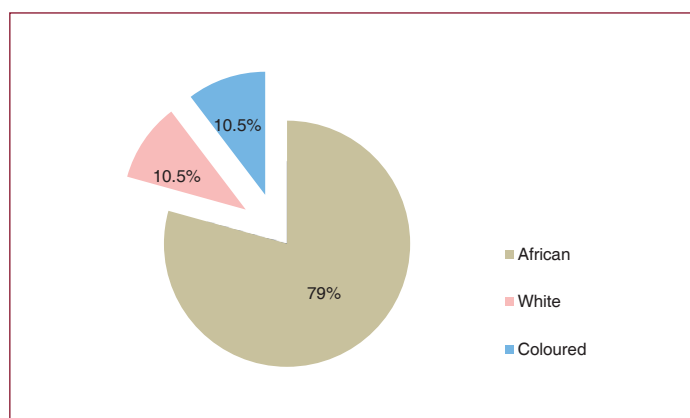
and coloureds were three each. With regard to gender, the table shows that the majority of the learners were females (19) while males were 10 (ten).

**GRAPH 1 Analysis of learners for 2011 in terms gender (n=29)**



Graph 1 shows that the females had a larger representation of 66% compared to the 34% for males.

**GRAPH 2 Analysis of learners for 2011 in terms of race (n=29)**



Graph 2 shows that the majority (79%) of the 2011 learners were Africans while 10,5% were Whites and Coloured, respectively.

**TABLE 2 Summary of learners per grade, race and gender for the 2011 academic year (n=29)**

| Grade    | Race |   |   |   | Gender |    | Total |
|----------|------|---|---|---|--------|----|-------|
|          | A    | W | C | I | M      | F  |       |
| Grade 12 | 18   | 2 | 2 | 0 | 9      | 13 | 22    |
| Grade 11 | 5    | 1 | 1 | 0 | 1      | 6  | 7     |
| Total    | 23   | 3 | 3 | 0 | 10     | 19 | 29    |

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

Table 2 above shows that seven grade 11 and 22 grade 12 learners participated in the programme in 2011.

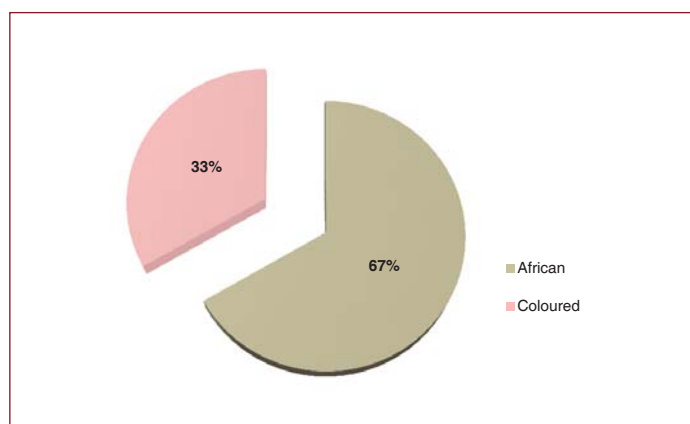
**TABLE 3 Breakdown of the 2011 intake per school, grade, gender, race and province (n=3)**

| School                     | Grade |    | Race |   |   |   | Gender |   | Province | Total |
|----------------------------|-------|----|------|---|---|---|--------|---|----------|-------|
|                            | 11    | 12 | A    | W | C | I | M      | F |          |       |
| Oakdale Agric. High School | 1     | 0  | 0    | 0 | 1 | 0 | 1      | 0 | WC       | 1     |
| Unicom High School         | 0     | 2  | 2    | 0 | 0 | 0 | 2      | 0 | FS       | 2     |
| Total                      | 1     | 2  | 2    | 0 | 1 | 0 | 3      | 0 |          | 3     |

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

Table 3 shows that three new male learners were selected during the 2011 academic year from the Free State and Western Cape provinces. The table further indicates that one learner was in grade 11 while the other two were in grade 12. In terms of race, two were Africans and one was coloured.

**GRAPH 3 Analysis of new intake of learners for 2011 in terms of race (n=3)**



Graph 3 shows that the majority (67%) of the 2011 intake were Africans and 33% were Coloureds.

**TABLE 4 Analysis of the 2011 learners per municipality and province (n=29)**

| Municipality/district | Province      | Total |
|-----------------------|---------------|-------|
| Pietermaritzburg      | KwaZulu-Natal | 10    |
| Greater Taung         | North West    | 04    |
| Ratlou                | North West    | 01    |
| Kai Garib             | Northern Cape | 02    |
| Sol Plaatje           | Northern Cape | 02    |
| Senqu                 | Eastern Cape  | 01    |
| Buffalo City          | Eastern Cape  | 01    |
| Oudtshoorn            | Western Cape  | 01    |
| Eden                  | Western Cape  | 01    |
| Midvaal               | Gauteng       | 01    |
| Gert Sibande          | Mpumalanga    | 01    |
| Capricorn             | Limpopo       | 02    |
| Mantsopa              | Free State    | 02    |
| Total                 |               | 29    |

Table 4 above shows the different (13) municipalities where the 29 learners came from. The table further indicates that all the nine provinces were represented with KZN having the majority (10) of learners.

#### *5.1.2 Academic performance of learners at FET during the 2011 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 the 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 measurement 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 norm to measure the success of the programme.

For the 2011 academic year, the performance of learners participating in the programme was satisfactory. All learners in grade 11 passed and only one learner (African and female) in grade 12 failed. The table below shows the performance of the learners.

**TABLE 5 Analysis of end of year academic performance of the 2011 learners (n=29)**

| Grade    | No. passed | % Passed | No. failed | % Failed | Total |
|----------|------------|----------|------------|----------|-------|
| Grade 12 | 21         | 95,5     | 1          | 4,5      | 22    |
| Grade 11 | 7          | 100      | 0          | 0        | 7     |
| Total    | 28         | 96,5     | 1          | 3,5      | 29    |

Table 5 above shows that 21 learners passed grade 12 and seven passed grade 11. The table further shows that one learner failed grade 12.



Of the 21 learners who passed grade 12, 9 enrolled for different fields of study in agriculture as outlined in Tables 6 and 7 below while 3 opted for fields of study in other sectors. Four learners failed to secure admission for tertiary studies and 5 reregistered to upgrade their grade 12 results.

**TABLE 6 Breakdown of 2011 grade 12 learners who enrolled at tertiary level per field of study (n=9)**

| Field of study                 | Number enrolled | Province | Municipality     |
|--------------------------------|-----------------|----------|------------------|
| B.Sc. Bioresource Engineering  | 1               | NW       | Mahikeng         |
| B.Sc. Genetics                 | 3               | NW       | Greater Taung    |
|                                | 2               | FS       | Mangaung         |
| B.Sc. Viticulture and Oenology | 2               | KZN      | Pietermaritzburg |
|                                | 1               | EC       | Buffalo City     |
| B.Sc. Biological Science       | 1               | WC       | Oudtshoorn       |
| B.V.Sc. (Veterinary Science)   | 1               | LP       | Capricorn        |
| Nat. Dipl. Food Technology     | 1               | KZN      | Pietermaritzburg |
| <b>Total</b>                   | <b>9</b>        |          |                  |

Table 6 above shows that 9 learners pursued six different fields of study in agriculture (Bioresource Engineering, Genetics, Viticulture and Oenology, Biological Science, B.V.Sc. and Food Technology). The table further indicates the seven municipalities and six provinces where the learners came from.

**TABLE 7 Breakdown of the 2011 grade 12 learners who enrolled at tertiary level per gender and race (n=9)**

| Field of study                 | Gender   |          | Race     |          |          |          | Total    |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|
|                                | M        | F        | A        | W        | C        | I        |          |
| B.Sc. Genetics                 | 3        | 0        | 3        | 0        | 0        | 0        | 3        |
| B.Sc. Bioresource Engineering  | 0        | 1        | 1        | 0        | 0        | 0        | 1        |
| B.Sc. Viticulture and Oenology | 0        | 2        | 2        | 0        | 0        | 0        | 2        |
| B.Sc. Biological Science       | 1        | 0        | 0        | 1        | 0        | 0        | 1        |
| B.V.Sc. (Veterinary Science)   | 0        | 1        | 1        | 0        | 0        | 0        | 1        |
| Nat. Dipl. Food Technology     | 0        | 1        | 1        | 0        | 0        | 0        | 1        |
| <b>Total</b>                   | <b>4</b> | <b>5</b> | <b>8</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>9</b> |

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

Table 7 above shows that 9 learners enrolled for five different fields of study in agriculture. It further indicates that 4 were males and 5 were females. In terms of race, the table indicates that 8 were Africans and one was White.

### 5.1.3 Progress recorded during the 2012 academic year through the DAFF Schools' Programme

In 2012, 6 new beneficiaries were recruited and awarded a DAFF High School Bursary in addition to the 7 beneficiaries who were already in the system and enrolled at FET level, bringing the total to 13. The new beneficiaries were recruited from schools in the EC, LP, FS and WC provinces. The last cohort of five learners who were selected during the pilot phase from KZN in 2004 was in grade 12. The following tables and graphs outline the profiles of these learners.

**TABLE 8 Breakdown of learners per school and province for the 2012 academic year (n=13)**

| School  | Grade    |           | Race      |          |          |          | Gender   |           | Province | Total     |
|---|----------|-----------|-----------|----------|----------|----------|----------|-----------|----------|-----------|
|   | 11       | 12        | A         | W        | C        | I        | M        | F         |          |           |
| Phandulwazi Agric. High School                | 1        | 0         | 1         | 0        | 0        | 0        | 1        | 0         | EC       | 1         |
| Oakdale Agric. High School                    | 0        | 2         | 0         | 1        | 1        | 0        | 2        | 0         | WC       | 2         |
| Unicom High School                            | 0        | 2         | 2         | 0        | 0        | 0        | 0        | 2         | FS       | 2         |
| Kuschke Agric. High School                    | 0        | 2         | 2         | 0        | 0        | 0        | 0        | 2         | LP       | 2         |
| Morgenzon Landbou Akademie                    | 0        | 1         | 0         | 1        | 0        | 0        | 0        | 1         | MP       | 1         |
| Heritage Academy Independent Christian School | 0        | 1         | 1         | 0        | 0        | 0        | 0        | 1         | KZN      | 1         |
| Marion High School                            | 0        | 2         | 2         | 0        | 0        | 0        | 0        | 2         | KZN      | 2         |
| Alexandra High School                         | 0        | 2         | 2         | 0        | 0        | 0        | 0        | 2         | KZN      | 2         |
| <b>Total</b>                                  | <b>1</b> | <b>12</b> | <b>10</b> | <b>2</b> | <b>1</b> | <b>0</b> | <b>3</b> | <b>10</b> |          | <b>13</b> |

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

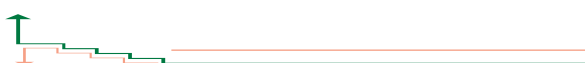
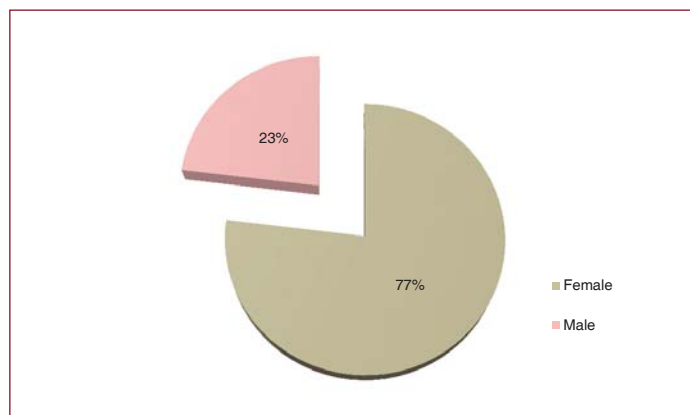


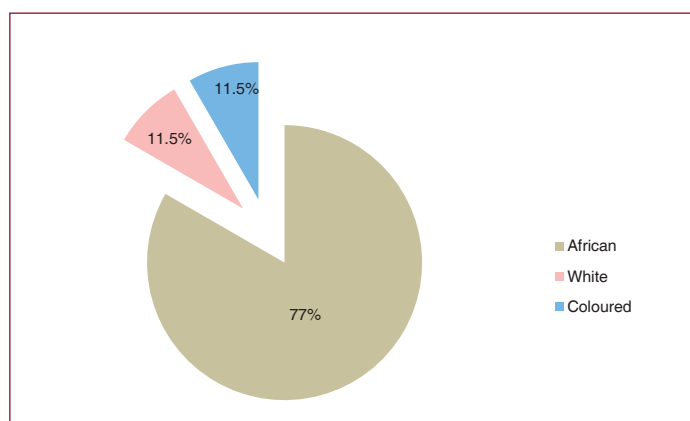
Table 8 shows that 13 learners from 8 high schools participated in the programme during the 2012 academic year, of which 10 were females and 3 were males. The table further shows that one learner was in grade 11 and twelve in grade 12. In terms of race, the table shows that the majority (10) were Africans, two Whites and one was Coloured.

**GRAPH 4 Analysis of learners for 2012 in terms gender (n=13)**



Graph 4 shows that the females had a larger representation of 77% compared to the 23% for males.

**GRAPH 5 Analysis of learners for 2012 in terms of race (n=13)**



Graph 5 shows that the majority (77%) of the 2012 learners were African, while 11.5% were White and 11.5% Coloured.

**TABLE 9 Summary of learners per grade, race and gender for the 2012 academic year (n=13)**

| Grade    | Race |   |   |   | Gender |    | Total |
|----------|------|---|---|---|--------|----|-------|
|          | A    | W | C | I | ♂      | ♀  |       |
| Grade 12 | 10   | 2 | 1 | 0 | 2      | 10 | 12    |
| Grade 11 | 1    | 0 | 0 | 0 | 1      | 0  | 1     |
| Total    | 10   | 2 | 1 | 0 | 3      | 10 | 13    |

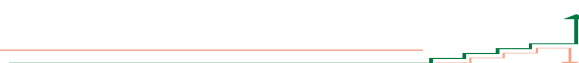
A = African W = White C = Coloured I = Indian ♂ = male ♀ = female

Table 9 above shows that 12 learners were enrolled for grade 12 while only one was registered for grade 11.

**TABLE 10 Analysis of the 2012 learners per municipality and province (n=13)**

| Municipality/District | Province          | Total |
|-----------------------|-------------------|-------|
| Buffalo City          | Eastern Cape      | 01    |
| George                | Western Cape      | 02    |
| Gangaung              | Orange Free State | 02    |
| Depelle/Dumpi         | Impopo            | 02    |
| Bert/Bibande          | Pumalanga         | 01    |
| Dietermaritburg       | Dwa/Dulu/Datal    | 00    |
| Total                 |                   | 13    |

Table 10 above shows the six municipalities where the 13 learners came from. The table further indicates that beneficiaries came from six provinces with the highest number (2) coming from Western Cape.



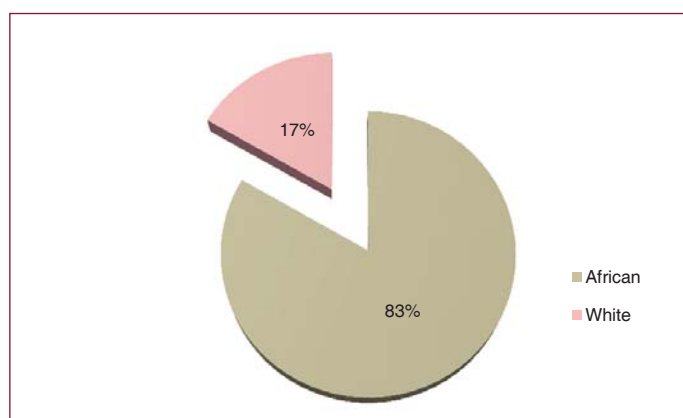


**TABLE 11 Breakdown of the 2012 new intake per school, grade, gender, race and province (n=6)**

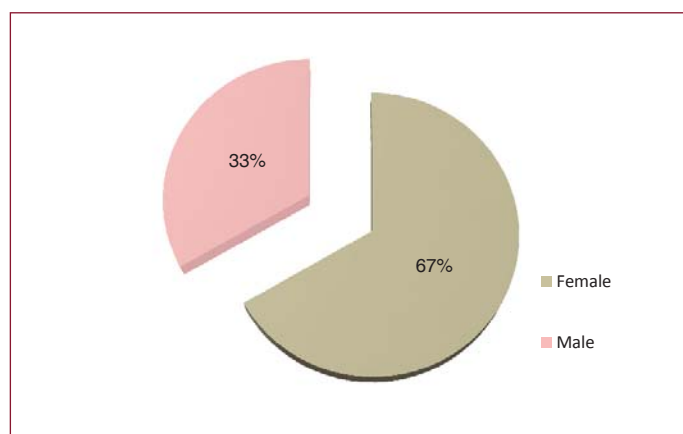
| School                         | Grade    |          | Race     |          |          |          | Gender   |          | Province | Total    |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|                                | 11       | 12       | A        | W        | C        | I        | M        | F        |          |          |
| Phandulwazi Agric. High School | 1        | 0        | 1        | 0        | 0        | 0        | 1        | 0        | EC       | 1        |
| Unicom High School             | 0        | 2        | 2        | 0        | 0        | 0        | 0        | 2        | FS       | 2        |
| Kuschke Agric. High School     | 0        | 2        | 2        | 0        | 0        | 0        | 0        | 2        | LP       | 2        |
| Oakdale Agric.. High School    | 0        | 1        | 0        | 1        | 0        | 0        | 1        | 0        | WC       | 1        |
| <b>Total</b>                   | <b>1</b> | <b>5</b> | <b>5</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>4</b> |          | <b>6</b> |

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

Table 11 above shows the new six learners recruited during 2012 from four schools in four provinces. The table further indicates that one learner was in grade 11 and five in grade 12. In terms of race, the table shows that majority of the learners were Africans (5) and one was White. In terms of gender, it shows that two learners were males and four were females.

**GRAPH 6 Analysis of new intake of learners for 2012 in terms of race (n=6)**

Graph 6 shows that the majority (83%) of the 2012 intake was African and 17% was White.

**GRAPH 7 Analysis of new intake of learners for 2012 in terms of gender (n=6)**

Graph 7 shows that females had a larger representation of 67% compared to the 33% for males.

#### 5.1.4 Academic performance of learners at FET during the 2012 academic year

The performance of learners at FET level during 2012 was satisfactory. One learner in grade 11 and 11 learners in grade 12 passed while one learner (African and female) in grade 12 failed.

**TABLE 12 Analysis of end of year academic performance of the 2012 learners (n=13)**

| Grade        | No. passed | % Passed  | No. failed | % Failed | Total     |
|--------------|------------|-----------|------------|----------|-----------|
| Grade 12     | 11         | 92        | 1          | 8        | 12        |
| Grade 11     | 1          | 100       | 0          | 0        | 1         |
| <b>Total</b> | <b>12</b>  | <b>92</b> | <b>1</b>   | <b>8</b> | <b>13</b> |

Table 12 shows the 11 learners who passed grade 12 and the one who passed grade 11. It also shows that one learner failed grade 12.

Of the 11 learners who passed grade 12, seven enrolled for different fields of study in agriculture and fisheries as outlined in Tables 13 and 14. Two learners took a gap year, one enrolled for an extended programme for Agronomy and one reregistered to upgrade the grade 12 results.

Tables 13 and 14 also include 8 learners who passed grade 12 in 2011 who could not secure admission for tertiary studies, as well as 11 more learners who were recruited from the farm schools to study for the National Diploma in Agriculture or Forestry.

**TABLE 13 Breakdown of the 2012 learners who enrolled at tertiary level per field of study (n=26)**

| Fields of study                | Number enrolled | Province | Municipality        |
|--------------------------------|-----------------|----------|---------------------|
| B.Sc. Agricultural Economics   | 1               | KZN      | Pietermaritzburg    |
| B.Sc. Food Science             | 1               | KZN      | Pietermaritzburg    |
| Nat.Dipl. Food Technology      | 1               | KZN      | Pietermaritzburg    |
| B.V.Sc.                        | 1               | LP       | Mogalakwena         |
| B.Sc. Viticulture and Oenology | 3               | 1 WC     | Eden                |
|                                | 2               | FS       | Mangaung            |
| Nat.Dipl. Agric. Management    | 10              | 3 KZN    | Pietermaritzburg    |
|                                | 1               | NW       | Greater Taung       |
|                                | 6               | EC       | Chris Hani          |
| B.Sc. Plant Pathology          | 1               | KZN      | Pietermaritzburg    |
| B.Sc. Marine Biology           | 1               | LP       | Mogalakwena         |
| Nat.Dipl. Forestry             | 7               | 2 KZN    | Greater Kokstad     |
|                                | 5               | NW       | Greater Taung       |
|                                |                 |          | Ngaka Modiri Molema |
|                                |                 |          | Madibeng            |
| Total                          | 26              |          |                     |

Table 13 above shows that 26 learners pursued agriculture, forestry and fisheries fields of study after completion of their grade 12. It also shows the 11 municipalities and six provinces where the learners came from.

**TABLE 14 Breakdown of 2012 learners who enrolled at tertiary level per gender and race (n=26)**

| Field of study                 | Gender |    | Race |   |   |   | Total |
|--------------------------------|--------|----|------|---|---|---|-------|
|                                | M      | F  | A    | W | C | I |       |
| B.Sc. Agric. Economics         | 0      | 1  | 1    | 0 | 0 | 0 | 1     |
| B.Sc. Food Science             | 0      | 1  | 1    | 0 | 0 | 0 | 1     |
| Nat.Dipl. Food Technology      | 0      | 1  | 1    | 0 | 0 | 0 | 1     |
| B.V.Sc.                        | 0      | 1  | 1    | 0 | 0 | 0 | 1     |
| B.Sc. Viticulture and Oenology | 1      | 2  | 2    | 0 | 1 | 0 | 3     |
| B.Sc. Plant Pathology          | 0      | 1  | 1    | 0 | 0 | 0 | 1     |
| Nat.Dipl. Agric Management     | 5      | 5  | 10   | 0 | 0 | 0 | 10    |
| B.Sc. Marine Biology           | 0      | 1  | 1    | 0 | 0 | 0 | 1     |
| Nat.Dipl. Forestry             | 5      | 2  | 7    | 0 | 0 | 0 | 7     |
| Total                          | 11     | 15 | 25   | 0 | 1 | 0 | 26    |

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

Table 14 above shows that 26 learners pursued agriculture, forestry and fisheries fields of study after completion of their grade 12. It further indicates that 11 were males and 15 were females. In terms of race, the table shows that 25 were Africans and one was Coloured.

#### 5.1.5 Schools adopted during the 2012 academic year for the DAFF Schools Programme

Performing rural schools were adopted, one in each province, with the exception of NC where two schools were adopted. In addition, 11 farm schools were also adopted to be part of the programme.

The tables below indicate newly identified rural and farm schools adopted to be part of the DAFF Schools Programme as well as a summary of implementation meetings conducted.



**Table 15 List of adopted rural schools for DAFF Schools Programme during the 2012 academic year**

| Name of school                 | Town           | Province      |
|--------------------------------|----------------|---------------|
| 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 |
| Rekgarathlile Secondary School | Kuruman        | Northern Cape |
| Saul Damon Secondary School    | Upington       | Northern Cape |
| Inkomazi Secondary School      | KwaLugedlana   | Mpumalanga    |
| Sophumelela Secondary School   | Philippi       | Western Cape  |
| Leshata Secondary School       | Orange Farm    | Gauteng       |

Table 15 above shows the 10 rural schools from all the provinces which were identified and adopted into the programme.

**TABLE 16 List of adopted schools for the Vulnerable Farm Workers' Programme**

| Name of school                  | Sector      | Town          | Province      |
|---------------------------------|-------------|---------------|---------------|
| Breda Combined FS               | Agriculture | Fouriesburg   | Free State    |
| Moedwil Secondary School        | Agriculture | Rustenburg    | North West    |
| Giyana High School              | Agriculture | Giyani        | Limpopo       |
| Byletts Combined Farm School    | Agriculture | Cintsa        | Eastern Cape  |
| Milton Mbekela Secondary School | Forestry    | Qunu          | 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 Akademie         | Agriculture | Grabouw       | Western Cape  |
| Schaumburg Combined School      | Agriculture | Gauteng West  | Gauteng       |

Table 16 above shows the 11 schools hosting children of vulnerable farm workers from all provinces that were identified and adopted into the programme. The table further indicates that nine farm schools (agriculture) and two schools near plantations (forestry) were adopted. Schools from the fisheries sector will be adopted during the 2013 academic year.

**TABLE 17 Analysis of implementation meetings held with the rural and farm schools during 2012**

| Date      | Schools visited                 | Purpose   | Attendees | Outcome of meetings  |
|-----------|---------------------------------|---|-----------|--|
| 06.6.2012 | Saul Damon Secondary School     | To meet with the School Management Team (SMT), School Governing Body (SGB), Circuit Manager (DBE) to discuss the following: | 15        | <p>The following salient points were adequately outlined by DAFF during the meetings held:</p> <ul style="list-style-type: none"> <li>The form and size as well as the modes of implementing the DAFF Schools Programme.</li> <li>Learner selection matrix.</li> <li>Salient clauses of the Service Level Agreement between DAFF and the participating schools.</li> <li>Contents of the DAFF High School Bursary, as well as the undergraduate bursary.</li> <li>Salient clauses of the High School Bursary agreement highlighting implications of signing the agreement.</li> <li>What DAFF will offer participating schools and selected learners.</li> </ul> |
| 07.6.2012 | Rekgarathlile Secondary School  |   | 11        |  |
| 20.6.2012 | Leshata Secondary School        |   | 14        |  |
| 12.7.2012 | Masibumbane High School         |   | 24        |  |
| 26.7.2012 | Kgagatlou Secondary School      |   | 06        |  |
| 27.7.2012 | Giyani High School              |   | 10        |  |
| 23.8.2012 | Mampoi Secondary School         |   | 08        |  |
| 23.8.2012 | Breda Combined Farm School      |   | 07        |  |
| 24.8.2012 | Glen Edward Combined School     |   | 05        |  |
| 29.8.2012 | Motswedi High School            |   | 09        |  |
| 06.9.2012 | Sophumelela Secondary School    |   | 07        |  |
| 06.9.2012 | De Rust Futura Akademie         |   | 08        |  |
| 12.9.2012 | Umfundlana Combined School      |   | 07        |  |
| 13.9.2012 | Inkomazi Secondary School       |   | 30        |  |
| 14.9.2012 | Diwiti High School              |   | 08        |  |
| 17.9.2012 | Schaumburg Combined School      |   | 08        |  |
| 19.9.2012 | Byletts Combined Farm School    |   | 03        |  |
| 20.9.2012 | Milton Mbekela Secondary School |   | 06        |  |
| 21.9.2012 | Ndaliso Secondary School        |   | 15        |  |
| 26.9.2012 | Oranjezicht High School         |   | 07        |  |
| 30.9.2012 | Moedwil Secondary School        |   | 10        |  |

Table 17 shows the implementation meetings that were held in 21 schools. It also outlines the purpose and outcomes of the meetings, as well as the number of people who attended the meetings per school.

### 5.1.6 Summary of programme beneficiaries since inception (2004 to 2012)

There is a total of 195 learners who benefited from the programme from 2004 to 2012.

**TABLE 18 Summary of all programme beneficiaries from 2004 to 2012 per school and grade (n=195)**

| School                         | Grade    |           |           |          |          |           |           | Province | Total      |
|--------------------------------|----------|-----------|-----------|----------|----------|-----------|-----------|----------|------------|
|                                | 6        | 7         | 8         | 9        | 10       | 11        | 12        |          |            |
| Raisethorpe Secondary School   | 0        | 0         | 0         | 0        | 0        | 10        | 15        | KZN      | 25         |
| Aquadane Secondary School      | 0        | 0         | 0         | 0        | 0        | 5         | 5         | KZN      | 10         |
| Qhakaza High School            | 0        | 0         | 0         | 0        | 0        | 10        | 15        | KZN      | 25         |
| Welabasha High School          | 0        | 0         | 0         | 0        | 0        | 9         | 16        | KZN      | 25         |
| Nombuso High School            | 0        | 0         | 0         | 0        | 0        | 5         | 5         | KZN      | 10         |
| Fezokuhle Primary School       | 5        | 15        | 0         | 0        | 0        | 0         | 0         | KZN      | 20         |
| Weston Agriculture College     | 0        | 0         | 0         | 0        | 0        | 0         | 1         | KZN      | 01         |
| Dover Combined Farm School     | 0        | 0         | 0         | 0        | 0        | 5         | 10        | KZN      | 15         |
| Saul Damon High School         | 0        | 0         | 0         | 0        | 0        | 1         | 4         | NC       | 05         |
| Northern Cape High School      | 0        | 0         | 0         | 0        | 0        | 7         | 4         | NC       | 11         |
| Oranjezicht High School        | 0        | 0         | 0         | 0        | 0        | 2         | 0         | NC       | 02         |
| Motswedi-Thuto Primary School  | 0        | 0         | 0         | 3        | 0        | 0         | 0         | NW       | 03         |
| St Paul Middle School          | 0        | 0         | 0         | 2        | 0        | 0         | 0         | NW       | 02         |
| Raipela Primary School         | 0        | 0         | 10        | 0        | 0        | 0         | 0         | NW       | 10         |
| PH Moeketsi Agric. High School | 0        | 0         | 0         | 0        | 0        | 2         | 0         | NW       | 02         |
| Oakdale Agric. High School     | 0        | 0         | 0         | 0        | 0        | 2         | 2         | WC       | 04         |
| Unicom High School             | 0        | 0         | 0         | 0        | 0        | 0         | 6         | FS       | 06         |
| Kuschke Agric. High School     | 0        | 0         | 0         | 0        | 0        | 2         | 2         | LP       | 04         |
| Morgenzon Landbou Akademie     | 0        | 0         | 0         | 0        | 1        | 1         | 0         | MP       | 02         |
| Phandulwazi Agric. High School | 0        | 0         | 0         | 0        | 0        | 3         | 10        | EC       | 13         |
| <b>Total</b>                   | <b>5</b> | <b>15</b> | <b>10</b> | <b>5</b> | <b>1</b> | <b>64</b> | <b>95</b> |          | <b>195</b> |

Table 18 shows that 195 learners have participated in the programme since its inception in 2004 to 2012. The table furthermore indicates that five grade 6, 15 grade 7, ten grade 8, five grade 9, one grade 10, 64 grade 11 and 95 grade 12 learners participated in the programme over the years. The majority of the learners came from KZN followed by NC and NW with 18 and 17 learners, respectively.

**TABLE 19 Summary of all programme beneficiaries from 2004 to 2012 per race and gender (n=195)**

| 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 Agriculture 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    |



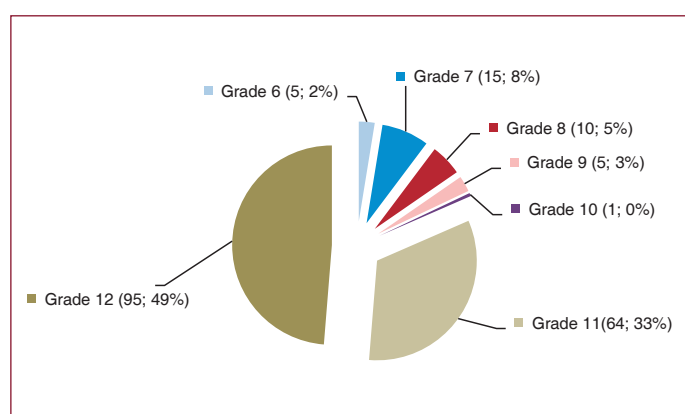
**TABLE 19 Summary of all programme beneficiaries from 2004 to 2012 per race and gender (n=195) (Cont.)**

| School                         | Gender    |           | Race       |          |          |           | Province | Total      |
|--------------------------------|-----------|-----------|------------|----------|----------|-----------|----------|------------|
|                                | M         | F         | A          | W        | C        | I         |          |            |
| 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     | 1         | 3         | 4          | 0        | 0        | 0         | LP       | 04         |
| Morgenzon Landbou Akademie     | 0         | 2         | 0          | 2        | 0        | 0         | MP       | 02         |
| Phandulwazi Agric. High School | 8         | 5         | 13         | 0        | 0        | 0         | EC       | 13         |
| <b>Total</b>                   | <b>98</b> | <b>97</b> | <b>156</b> | <b>7</b> | <b>9</b> | <b>23</b> |          | <b>195</b> |

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

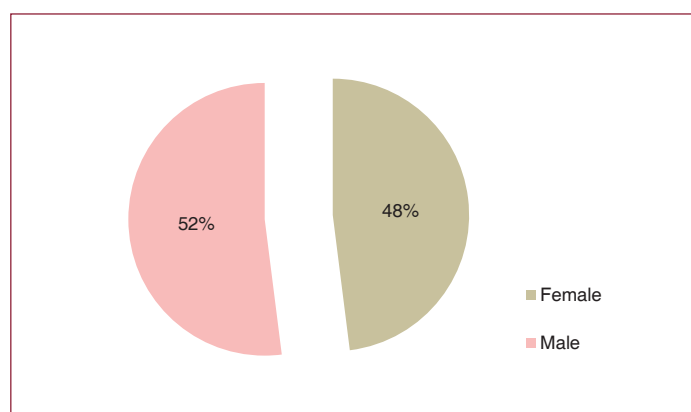
Table 19 above shows that of the 195 learners who participated in the programme, 98 were males and 97 were females. In terms of race, the table furthermore indicates that 156 of them were Africans, 23 were Indians, nine were Coloureds and seven were Whites.

**GRAPH 8 Beneficiaries since inception in terms of grade (n=195)**



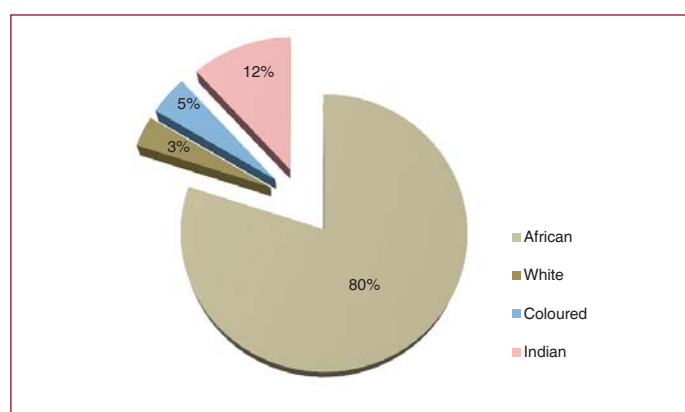
Graph 8 shows that the majority (160) of the learners participated in the programme at FET level and fewer (35) at GET level. In terms of grades, the highest number (95) of beneficiaries were in grade 12 followed by grade 11 and 7 with 64 and 15 learners, respectively.

**GRAPH 9 Beneficiaries since inception in terms of gender (n=195)**



Graph 9 shows that the males had a larger representation of 52% compared to the 48% for females.

**GRAPH 10 Beneficiaries since inception in terms of race (n=195)**



Graph 10 shows that majority (80%) of the learners were Africans followed by 12% Indians, 5% Coloureds and 3% Whites.

### 5.1.7 Enrolment and graduate outputs of programme beneficiaries since inception (2004 to 2012)

The overall number of learners who have enrolled in the different fields of study to date is 135. Of this number 125 were recruited through the DAFF Schools' Programme while 10 were recruited through the other modes.

**TABLE 20 Analysis of learners who completed grade 12 from 2004 to 2012 and enrolled for DAFF careers (n=135)**

| Field of study                        | Numbers enrolled |          |          |           | Total      | Total completed |           | Total     |
|---------------------------------------|------------------|----------|----------|-----------|------------|-----------------|-----------|-----------|
|                                       | 2004–2010        | 2011     | 2012     | 2013      |            | Other provinces | KZN       |           |
| B.Sc. Bioresource Engineering         | 20               | 1        | 1        | 0         | 22         | 0               | 8         | 8         |
| B.Sc. Agric. Economics                | 29               | 1        | 0        | 1         | 31         | 6               | 11        | 17        |
| B.Sc. Food Science                    | 8                | 0        | 0        | 1         | 9          | 0               | 2         | 2         |
| Nat.Dipl. and B.Tech. Food Technology | 12               | 0        | 1        | 1         | 14         | 1               | 10        | 11        |
| B. Agric. Viticulture                 | 7                | 0        | 0        | 0         | 7          | 2               | 2         | 4         |
| B.Sc. Animal Genetics                 | 1                | 1        | 3        | 0         | 5          | 0               | 0         | 0         |
| B.Sc. Biotechnology                   | 4                | 0        | 0        | 0         | 4          | 0               | 1         | 1         |
| B.V.Sc.                               | 1                | 0        | 1        | 1         | 3          | 0               | 0         | 0         |
| B.Sc. Viticulture and Oenology        | 7                | 1        | 2        | 3         | 13         | 0               | 1         | 1         |
| Nat.Dipl. Agric. Management           | 2                | 0        | 0        | 10        | 12         | 1               | 0         | 0         |
| B.Com: Agribusiness Management        | 1                | 0        | 0        | 0         | 1          | 0               | 0         | 0         |
| B.Sc. Biological Science              | 1                | 0        | 1        | 0         | 2          | 0               | 0         | 0         |
| B.Sc. Plant Pathology                 | 2                | 1        | 0        | 1         | 4          | 0               | 0         | 0         |
| B.Sc. Animal Production               | 1                | 0        | 0        | 0         | 1          | 1               | 0         | 1         |
| B. Agric. Extension                   | 1                | 0        | 0        | 0         | 1          | 1               | 0         | 1         |
| B.Sc. Marine Biology                  | 0                | 0        | 0        | 1         | 1          | 0               | 0         | 0         |
| Nat. Dipl. Forestry                   | 0                | 0        | 0        | 7         | 7          | 0               | 0         | 0         |
| <b>Total</b>                          | <b>95</b>        | <b>5</b> | <b>9</b> | <b>26</b> | <b>135</b> | <b>12</b>       | <b>35</b> | <b>47</b> |

Table 20 above depicts that of the 135 learners within the different fields of study, 95 enrolled in the years up to 2010, five enrolled in 2011, nine enrolled in 2012 and 26 enrolled in 2013. Furthermore it depicts that of these learners 47 have completed their studies and of those 12 were from other provinces and 35 were from KZN.

**TABLE 21 Academic progress of all learners enrolled for DAFF advertised scarce careers per fields of study (n=135)**

| Field of study                        | No. Registered | No. Dropouts | No. Completed | Current   |
|---------------------------------------|----------------|--------------|---------------|-----------|
| B.Sc. Bioresource Engineering         | 22             | 10           | 8             | 4         |
| B.Sc. Agric. Economics                | 31             | 5            | 17            | 9         |
| B.Sc. Food Science                    | 8              | 4            | 2             | 2         |
| Nat.Dipl. and B.Tech. Food Technology | 14             | 0            | 12            | 2         |
| B. Agric .Viticulture                 | 7              | 0            | 3             | 4         |
| B.Sc. Animal Genetics                 | 5              | 3            | 0             | 2         |
| B.Sc. Biotechnology                   | 3              | 2            | 1             | 0         |
| B.V.Sc.                               | 3              | 1            | 0             | 2         |
| B.Sc. Viticulture and Oenology        | 13             | 6            | 1             | 6         |
| Nat.Dipl. Agric. Management           | 12             | 1            | 1             | 10        |
| B.Com. Agribusiness Management        | 1              | 0            | 0             | 1         |
| B.Sc. Biological Science              | 2              | 0            | 0             | 2         |
| B.Sc. Plant Pathology                 | 4              | 1            | 0             | 3         |
| B.Sc. Animal Production               | 1              | 0            | 1             | 0         |
| B. Agric. Extension                   | 1              | 0            | 1             | 0         |
| B.Sc. Marine Biology                  | 1              | 0            | 0             | 1         |
| Nat.Dipl. Forestry                    | 7              | 0            | 0             | 7         |
| <b>Total</b>                          | <b>135</b>     | <b>33</b>    | <b>47</b>     | <b>55</b> |

Table 21 depicts that of the 135 learners within the different fields of study 33 have dropped out, 47 have completed and currently there are 55 learners who are still studying.



**TABLE 22 Analysis of the level of study of all learners enrolled for DAFF careers (n=55)**

| Field of study                        | Year of study |   |   |    | Total |
|---------------------------------------|---------------|---|---|----|-------|
|                                       | 1             | 2 | 3 | 4  |       |
| B.Sc. Bioresource Engineering         | 0             | 1 | 1 | 2  | 4     |
| B.Sc. Agric. Economics                | 1             | 0 | 1 | 7  | 9     |
| B.Sc. Food Science                    | 1             | 0 | 0 | 1  | 2     |
| Nat.Dipl. and B.Tech. Food Technology | 1             | 1 | 0 | 0  | 2     |
| B. Agric. Viticulture                 | 0             | 0 | 0 | 4  | 4     |
| B.Sc. Animal Genetics                 | 0             | 2 | 0 | 0  | 2     |
| B.Sc. Biotechnology                   | 0             | 0 | 0 | 0  | 0     |
| B.V.Sc.                               | 2             | 0 | 0 | 0  | 2     |
| B.Sc. Viticulture and Oenology        | 3             | 2 | 1 | 0  | 6     |
| Nat.Dipl. Agric. Management           | 10            | 0 | 0 | 0  | 10    |
| B.Com. Agribusiness Management        | 0             | 0 | 0 | 1  | 1     |
| B.Sc. Biological Science              | 0             | 1 | 0 | 1  | 2     |
| B.Sc. Plant Pathology                 | 1             | 0 | 1 | 1  | 3     |
| B.Sc. Animal Production               | 0             | 0 | 0 | 0  | 0     |
| B. Agric. Extension                   | 0             | 0 | 0 | 0  | 0     |
| B.Sc. Marine Biology                  | 1             | 0 | 0 | 0  | 1     |
| Nat.Dipl. Forestry                    | 7             | 0 | 0 | 0  | 7     |
| Total                                 | 27            | 7 | 4 | 17 | 55    |

Table 22 above depicts that of the 55 learners within the different fields of study 27 were at level one, seven were at level two, four were at level three and 17 were at level four.

## 5.2 Periodic school visits

Periodic school visits are structured career 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 the DAFF External Bursary Scheme. The table below shows the identified good performing rural schools from all provinces.

**TABLE 23 List of good performing rural schools profiled during the 2011 academic year**

| EC                 | WC                 | NC              | KZN             | NW                   | MPU                 | LIMP                | 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     | Manzom-thombo SSS  | Mogomotsi HS    | Hearthar 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 Daimantveld  | 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 | J.M. Ntsime HS       | Hayzyview CS        | Tshivhase SS        | Kgolathuto SS        | Eqiniseni SS           |
| Nyanga SSS         | Inkwenkwezi SS     | HS Namaqualand  | Thathunya-woSS  | Bethel HS            | Suikerland Ss       | Khanyise Ed. Centre | Mamellang-Thuto SS   | Emshukant-ambo SS      |

**TABLE 23 List of good performing rural schools profiled during the 2011 academic year (Cont.)**

| EC          | WC                               | NC                     | KZN            | NW            | MPU                  | LIMP                   | FS                     | GP               |
|-------------|----------------------------------|------------------------|----------------|---------------|----------------------|------------------------|------------------------|------------------|
| Ndamase SSS | Sinethemba SS                    | Uppington HS           | Khula HS       | Tswelopele HS | Kwandebele Sci. CS   | Motse Maria SS         | Kheleng SS             | Sekolo Boroko 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  |
| Umtata HS   | Masiphumelele HS                 | Baitiredi Tech         | Tholokuhle SS  | Batswana HCS  | Kwamhlanga SS        | Louis Trichardt SS     | Kgolagano SS           | Zitikeneni SS    |

Table 23 shows that 15 schools per province were profiled for further selection during the 2011 academic year.

### 5.2.1 Progress recorded during the 2011 academic year through periodic school visits

A total of 25 good performing rural schools in Mathematics and Physical Science and those that are participating in the programme (DAFF Schools Programme) were visited in eight provinces during the 2011 academic year and the analysis is as follows:

- Gauteng, Northern Cape, Mpumalanga and Eastern Cape: 5 each
- North West: 2
- Western Cape, Free State and Limpopo: 1 each.

A presentation was made to a total of 2 923 Mathematics and Physical Science learners in grades 10, 11 and 12, as well as grade 9 learners during the school visits.

The following table shows the 25 schools that were visited during 2011 in terms of municipality and province.

**TABLE 24 List of schools visited for career awareness during the 2011 academic year**

| Name of school                    | Town         | Municipality    | Province      | Number of learners reached |      |       |      |       |
|-----------------------------------|--------------|-----------------|---------------|----------------------------|------|-------|------|-------|
|                                   |              |                 |               | G 9                        | G 10 | G 11  | G 12 | Total |
| Phandulwazi Agric .High School    | Alice        | Amathole        | Eastern Cape  | 70                         | 0    | 14    | 24   | 108   |
| P.H. Moeketsi Agric. High School  | Taung        | Greater Taung   | North West    | 62                         | 0    | 24    | 17   | 103   |
| Oakdale Agric. High School        | Riversdale   | Eden            | Western Cape  | 58                         | 0    | 28    | 36   | 122   |
| Unicom High School                | Tweespruit   | Mantsopa        | Free State    | 173                        | 0    | 39    | 57   | 269   |
| Northern Cape High School         | Kimberley    | Sol Plaatje     | Northern Cape | 0                          | 82   | 70    | 62   | 214   |
| Northern Cape Agric. High School  | Jan Kempdorp | Phokwane        | Northern Cape | 36                         | 0    | 14    | 7    | 57    |
| Oranjezicht High School           | Keimoes      | Kai Garib       | Northern Cape | 0                          | 0    | 30    | 20   | 50    |
| Kuschke Agric .High School        | Eerstegoud   | Capricorn       | Limpopo       | 0                          | 0    | 36    | 28   | 64    |
| Morgenzon Agricultural Academy    | Morgenzon    | Gert Sibande    | Mpumalanga    | 0                          | 0    | 17    | 18   | 35    |
| Letsatsing Science High School    | Mmabatho     | Mahikeng        | North West    | 0                          | 0    | 0     | 50   | 50    |
| Ratshepo High School              | Hammanskraal | City of Tshwane | Gauteng       | 0                          | 0    | 94    | 0    | 94    |
| Sikhululekile High School         | Hammanskraal | City of Tshwane | Gauteng       | 0                          | 0    | 71    | 0    | 71    |
| Bokamoso High School              | Hammanskraal | City of Tshwane | Gauteng       | 0                          | 0    | 41    | 26   | 67    |
| Hosea Kekana High School          | Hammanskraal | City of Tshwane | Gauteng       | 0                          | 0    | 35    | 55   | 90    |
| Boitshepo High School             | Hammanskraal | City of Tshwane | Gauteng       | 0                          | 0    | 77    | 32   | 109   |
| Rekgarathile High School          | Kuruman      | Kgalagadi       | Northern Cape | 0                          | 0    | 134   | 0    | 134   |
| Vuyolwethu High School            | Kimberley    | Sol Plaatje     | Northern Cape | 0                          | 0    | 55    | 0    | 55    |
| Sitintile Secondary School        | KaNyamazane  | Mbombela        | Mpumalanga    | 0                          | 0    | 94    | 0    | 94    |
| Inkomazi Secondary School         | KwaLugedlane | Nkomazi         | Mpumalanga    | 0                          | 0    | 70    | 0    | 70    |
| Takheni Secondary School          | Elukwatini   | Albert Luthuli  | Mpumalanga    | 0                          | 0    | 100   | 0    | 100   |
| Sofunda Secondary School          | Middelburg   | Steve Tshwete   | Mpumalanga    | 0                          | 0    | 144   | 0    | 144   |
| St John's College                 | Mthatha      | King Sabata     | Eastern Cape  | 0                          | 0    | 405   | 0    | 405   |
| Zingisa Comprehensive High School | Mthatha      | King Sabata     | Eastern Cape  | 0                          | 0    | 151   | 0    | 151   |
| Ndaliso High School               | Lusikisiki   | Qaukeni         | Eastern Cape  | 0                          | 0    | 82    | 0    | 82    |
| Holy Cross High Schools           | Mthatha      | King Sabata     | Eastern Cape  | 0                          | 0    | 185   | 0    | 185   |
| Total                             |              |                 |               | 399                        | 82   | 2 010 | 432  | 2 923 |





Table 24 shows that 2 923 Mathematics and Physical Science learners in grades 9, 10, 11 and 12 from 25 schools visited, received career awareness and guidance from DAFF during the 2011 academic year.

### 5.2.2 Progress recorded during the 2012 academic year through periodic school visits

A total of 30 good performing rural schools in Mathematics and Physical Science were visited in all provinces during the 2012 academic year and the analysis is as follows:

- Limpopo and KwaZulu-Natal: 5 each
- Gauteng, Free State and North West: 4 each
- Mpumalanga: 3
- Western Cape and Northern Cape: 2 each
- Eastern Cape Province: 1.

A presentation was made to a total of 4 833 Mathematics and Physical Science learners in grades 10, 11 and 12 during the school visits.

The following table shows the 30 schools that were visited during 2012 in terms of municipality and province.

**TABLE 25 List of schools visited for career awareness during the 2012 academic year**

| Name of school                        | Town           | Municipality         | Province      | Number of learners reached |       |       |       |
|---------------------------------------|----------------|----------------------|---------------|----------------------------|-------|-------|-------|
|                                       |                |                      |               | G 10                       | G 11  | G 12  | Total |
| Sophumelele High School               | Philippi       | City of Cape Town    | Western Cape  | 0                          | 125   | 110   | 235   |
| Luhlaza High School                   | Khayelitsha    | City of Cape Town    | Western Cape  | 0                          | 86    | 74    | 160   |
| Umfundlana Combined School            | Ermelo         | Gert Sibande         | Mpumalanga    | 0                          | 40    | 34    | 74    |
| Inkomazi Secondary School             | KwaLugedlana   | Nkomazi              | Mpumalanga    | 0                          | 138   | 118   | 256   |
| Diwiti High School                    | Bushbuck Ridge | Bushbuckridge        | Mpumalanga    | 0                          | 56    | 37    | 93    |
| Byletts Combined School               | Cintsa         | Mooiplaas            | Eastern Cape  | 0                          | 64    | 46    | 110   |
| Schaumburg Combined School            | Magaliesburg   | Mogale City          | Gauteng       | 0                          | 58    | 45    | 103   |
| Mampoi High School                    | Qwaqwa         | Maluti-A-phofung     | Free State    | 0                          | 149   | 61    | 210   |
| Motswedi High School                  | Zeerust        | Ramotshere Moiloa    | North West    | 70                         | 75    | 64    | 209   |
| Onkgopontse Tiro Comprehensive School | Mahikeng       | Ngaka Modiri Molema  | North West    | 0                          | 45    | 6     | 51    |
| Ntsu Secondary School                 | Bethlehem      | Dihlabeng            | Free State    | 0                          | 145   | 42    | 187   |
| Tsoseletso High School                | Blumanda       | Mangaung             | Free State    | 0                          | 0     | 72    | 72    |
| Lenyora La Thuto Comprehensive School | Botshabelo     | Mangaung             | Free State    | 0                          | 23    | 25    | 48    |
| Ikusasaletu High School               | Mtubatuba      | Hlabisa              | KwaZulu-Natal | 0                          | 138   | 85    | 223   |
| King Bhikizulu Secondary School       | Nongoma        | Nongoma              | KwaZulu-Natal | 0                          | 81    | 37    | 118   |
| Mlokothwa High School                 | Nongoma        | Nongoma              | KwaZulu-Natal | 0                          | 128   | 141   | 269   |
| Masibumbane High School               | Ulundi         | Ulundi               | KwaZulu-Natal | 0                          | 88    | 115   | 203   |
| Nsikayendlu High School               | Ulundi         | Ulundi               | KwaZulu-Natal | 0                          | 104   | 83    | 187   |
| Pres. Mangope Tech. High School       | Rustenburg     | Bojanala             | North West    | 0                          | 186   | 146   | 332   |
| Eletsa Secondary School               | Brits          | Madibeng             | North West    | 0                          | 47    | 70    | 117   |
| Dendron Secondary School              | Dendron        | Molemole             | Limpopo       | 0                          | 210   | 150   | 360   |
| Makgoka Secondary School              | Polokwane      | Polokwane            | Limpopo       | 0                          | 91    | 68    | 159   |
| Giyana High School                    | Giyani         | Greater Giyana       | Limpopo       | 0                          | 124   | 56    | 180   |
| Derek Kobe Secondary School           | Boyne          | Lelle Nkumpi         | Limpopo       | 0                          | 121   | 99    | 220   |
| Kgakgatlou Secondary School           | Nylstroom      | Phagameng            | Limpopo       | 0                          | 69    | 112   | 181   |
| Leshata Secondary School              | Orange Farm    | City of Johannesburg | Gauteng       | 0                          | 119   | 50    | 169   |
| Blue Hills College                    | Midrand        | City of Johannesburg | Gauteng       | 0                          | 31    | 51    | 82    |
| Eqiniseni Secondary School            | Midrand        | City of Johannesburg | Gauteng       | 0                          | 58    | 55    | 113   |
| Saul Damon High School                | Upington       | Siyanda              | Northern Cape | 0                          | 37    | 13    | 50    |
| Rekgarathile Secondary School         | Kuruman        | Gasegonyana          | Northern Cape | 38                         | 24    | 0     | 62    |
| Total                                 |                |                      |               | 108                        | 2 660 | 2 065 | 4 833 |



Table 25 shows that 4 833 Mathematics and Physical Science learners in grades 10, 11 and 12 from 30 schools visited, received career awareness and guidance from DAFF during the 2012 academic year.

### 5.3 Exhibitions

The Department of Agriculture, Forestry and Fisheries uses career exhibition and science fairs to reach maximum numbers of young people who meet the criteria for entry into agriculture, forestry and fisheries study fields at a central point. On an annual basis a calendar of events is developed from which a number of exhibitions are selected based on merit and relevance. 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, career opportunities and support mechanisms offered to pursue such careers.

#### 5.3.1 Progress recorded on exhibition during the 2011 and 2012 academic years

During the 2011 and 2012 academic years, DAFF participated in the following two exhibitions owing to serious human resource constraints in the unit responsible for career awareness:

- The Sol Plaatje Youth Empowerment and Career Expo held from 17 to 19 August 2011 at Kimberley, in the Northern Cape Province. The expo targeted young people from the Northern Cape who are seeking new opportunities in their careers and/or business ventures.
- A total of 258 learners visited the DAFF stand and the following objectives were achieved:
  - Information on DAFF scarce/critical skills and the DAFF Comprehensive Bursary Scheme was disseminated to learners with the subject combination of Mathematics and Physical Science and educators from various schools.
  - Career guidance was provided to learners who were interested in pursuing studies in agriculture, forestry and fisheries.
  - Information on institutions of higher learning and colleges of agriculture to learners with an interest in pursuing agriculture, forestry and fisheries-related studies was provided.

The participants were from seven high schools in the Northern Cape Province.

- The African Education Week Career Indaba was held from 2 to 4 July 2012 at Sandton, in the Gauteng Province. The Indaba was incorporated in the 6<sup>th</sup> Annual Convention and Learning Expo of the 2012 African Education Week. The main purpose of the career indaba was to provide a platform for stakeholders to:
  - Engage the different target groups who visited the exhibition, in so doing the organisations would reduce the time, effort and cost of reaching such groups.
  - Advise students on career paths and bursary programmes.
  - Highlight career opportunities in the various sectors.
  - Build brand recognition and awareness.

A total of 206 learners and 39 educators visited the DAFF stand. The participants were from 98 high schools around Gauteng, Mpumalanga and Limpopo provinces.

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## 6. MONITORING AND EVALUATION

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Monitoring is conducted with the learners who are high school bursary holders participating in the DAFF Schools Programme. Monitoring was done per school and, where necessary, in a central place in the event that learners are spread in small numbers in different schools.

### 6.1 Career workshop

A workshop was held on 28 May 2011 to meet with high school bursary holders in KZN together with their parents and teachers. The purpose of the workshop was as follows:

- Showcase careers in agriculture, forestry and fisheries and bursary opportunities
- Meet with parents and teachers to outline roles and responsibilities (DAFF, parents, learners) with regard to a high school bursary
- Provide career guidance and support to learners.

The workshop was attended by ten learners from six schools, their parents and teachers.



## 6.2 Monitoring meetings conducted

Thirteen monitoring meetings were held with 11 schools during the 2011 and 2012 academic years. The table below shows the summary of the meetings held.

**TABLE 26 Monitoring visits conducted in 2011 and 2012 for the DAFF Schools' Programme**

| Date    | Schools visited                               | Attendees | Duration (h) | Purpose  | Outcome of meetings  |
|---------|---|-----------|--------------|--|--|
| 2011    |   |           |              | To meet with the parents, learners and responsible educators from the schools to discuss the following: <ul style="list-style-type: none"> <li>• Introduce the DAFF Career Awareness Programme</li> <li>• Monitor academic progress of learners</li> <li>• Discuss administration of bursary payments and compliance</li> <li>• Submission of quarterly progress reports of learners.</li> </ul> | The following information was presented to bursary holders, teachers and parents during the meeting: <ul style="list-style-type: none"> <li>• Overview of the implementation of the DAFF Career Awareness Programme</li> <li>• Careers in agriculture, forestry and fisheries which learners can follow upon completion of grade 12</li> <li>• Administration process with regard to payment of school fees</li> <li>• Obligations and responsibilities of DAFF, parents, and learners with regard to high school bursaries</li> <li>• Student support and counselling services available for DAFF bursars and accessibility thereof</li> <li>• DAFF undergraduate bursary and what it covers</li> <li>• Learners were encouraged and motivated to work very hard in order to meet entry requirements for fields of study of their choices at tertiary level</li> <li>• Various challenges experienced by parents, teachers, and learners with regard to implementation of the programme were also addressed during the meetings.</li> </ul> |
| 03.5.11 | Unicom Agri. High School                      | 05        | 2            |  |  |
| 04.5.11 | NC High School                                | 05        | 2            |  |  |
| 04.5.11 | NC Agric. High School                         | 08        | 2            |  |  |
| 05.5.11 | PH Moeketsi Agric. High School                | 05        | 2            |  |  |
| 17.5.11 | Morgenzon Landbou Akademie                    | 01        | 1            |  |  |
| 20.5.11 | Phandulwazi Agri. High School                 | 05        | 2            |  |  |
| 31.5.11 | Oakdale Agri. High School                     | 04        | 2            |  |  |
| 09.6.11 | Kuschke Agric. High School                    | 07        | 2            |  |  |
| 2012    |   |           |              |  |  |
| 26.4.12 | Unicom Agri. High School                      | 05        | 2            |  |  |
| 27.7.12 | Oakdale Agri. High School                     | 04        | 2            |  |  |
| 22.8.12 | Heritage Academy Independent Christian School | 01        | 1            |  |  |
| 22.8.12 | Marion High School                            | 01        | 1            |  |  |
| 22.8.12 | Alexandra High School                         | 01        | 1            |  |  |

Table 26 above shows the eight monitoring meetings that were conducted in 2011 and five conducted in 2012. It further shows the purpose, number of people who attended per meeting, the duration and the outcomes of the meetings.

## 7. DEVELOPMENT, PRINTING AND DISTRIBUTION OF PROMOTIONAL MATERIAL

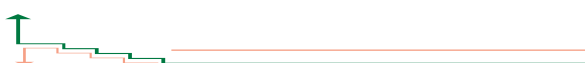
On an annual basis, the existing promotional material used for the career awareness programme is updated and new material developed when the need arises. The following new promotional material was developed during the 2011 and 2012 academic years:

- a booklet with careers in agriculture, forestry and fisheries
- career guides on scarce skills in agriculture, forestry and fisheries
- a leaflet on Geo-informatics.

The promotional material was then distributed to schools 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 2011 and 2012 academic years.

**TABLE 27 Breakdown of promotional material printed during the 2011 and 2012 academic years**

| Item   | Quantity |        |        |
|--|----------|--------|--------|
|  | 2011     | 2012   | Total  |
| Guidelines:  |          |        |        |
| Careers in agriculture, forestry and fisheries           | 10 000   | 20 000 | 30 000 |
| Career guides on scarce skills in agriculture            | 5 000    | 10 000 | 15 000 |
| Career guides on scarce skills in forestry and fisheries | 5 000    | 10 000 | 15 000 |



**TABLE 27 Breakdown of promotional material printed during the 2011 and 2012 academic years (Cont.)**

| Item                         | Quantity      |               |                |
|------------------------------|---------------|---------------|----------------|
|                              | 2011          | 2012          | Total          |
| Leaflets:                    |               |               |                |
| Veterinary Science           | 5 000         | 5 000         | 10 000         |
| Bioresource Engineering      | 5 000         | 5 000         | 10 000         |
| Viticulture and Oenology     | 5 000         | 5 000         | 10 000         |
| Food Science                 | 5 000         | 5 000         | 10 000         |
| DAFF External Bursary Scheme | 5 000         | 5 000         | 10 000         |
| DAFF Internship Programme    | –             | 5 000         | 5 000          |
| <b>Total</b>                 | <b>45 000</b> | <b>65 000</b> | <b>115 000</b> |

Table 27 shows that in total, 115 000 items of promotional material were printed during the 2011 and 2012 academic years with the highest number (30 000) on Careers in agriculture, forestry and fisheries, followed by Career guides on scarce skills in agriculture and Career guides on scarce skills in forestry and fisheries both with 15 000 items.

**TABLE 28 Analysis of promotional material distributed during the 2011 and 2012 academic years**

| Outreaches/institutions | Province       | Scarce skills careers in agriculture | Scarce skills careers in forestry and fisheries | Careers in agricultural engineering | 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         |
|-------------------------|----------------|--------------------------------------|---|-------------------------------------|--|----------------------------------|-----------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|---------------------------|---------------------|---------------|
| Schools                 | All provinces  | 2 100                                | 3 000   | 250                                 | 3 000  | 4 500                            | 4 500                             | 4 500                                | 4 500                                 | 4 500                                 | 0                         | 100                 | 30 950        |
| TARDI                   | Eastern Cape   | 500                                  | 500   | 50                                  | 500  | 300                              | 300                               | 300                                  | 300                                   | 300                                   | 200                       | 1                   | 3 252         |
| Exhibitions             | NC, EC and GP  | 1 500                                | 500   | 200                                 | 500  | 800                              | 800                               | 800                                  | 800                                   | 1 000                                 | 500                       | 200                 | 7 600         |
| PDA's                   | KZN, NW and NC | 1 100                                | 700   | 0                                   | 300  | 300                              | 300                               | 300                                  | 300                                   | 300                                   | 300                       | 0                   | 3 900         |
| DAFF Directorates       | Gauteng        | 350                                  | 350   | 0                                   | 350  | 250                              | 250                               | 250                                  | 250                                   | 250                                   | 250                       | 0                   | 2 550         |
| Libraries               | EC             | 50                                   | 50  | 0                                   | 50   | 50                               | 50                                | 50                                   | 50                                    | 50                                    | 50                        | 2                   | 452           |
| ARC                     | Gauteng        | 300                                  | 300   | 0                                   | 300  | 250                              | 250                               | 250                                  | 250                                   | 250                                   | 200                       | 0                   | 2 350         |
| NYDA                    | National       | 300                                  | 300   | 0                                   | 300  | 0                                | 0                                 | 0                                    | 0                                     | 300                                   | 300                       | 0                   | 1 500         |
| <b>Total</b>            |                | <b>6 200</b>                         | <b>5 700</b>                                    | <b>500</b>                          | <b>5 300</b>                                   | <b>6 450</b>                     | <b>6 450</b>                      | <b>6 450</b>                         | <b>6 450</b>                          | <b>6 750</b>                          | <b>1 800</b>              | <b>203</b>          | <b>52 253</b> |

Table 28 above shows that in total, 52 050 items of promotional material were distributed with the highest number (30 850) in schools followed by exhibitions and provincial departments with 7 400 and 3 900, respectively. Furthermore, it shows that 203 bursary adverts were distributed.

## 8 STRATEGIC FOCUS OF THE CAREER AWARENESS PROGRAMME

### 8.1 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 is being developed and will be launched and published during the 2013/14 financial year.

### 8.2 Stakeholder relations

During the period under review, DAFF paved the way for a structured relationship with the NYDA based on its role as custodian of youth in the country.

Furthermore, in the process of developing the strategy, key role players in the sector were consulted, therefore ensuring ownership and buy-in for the strategy and its implementation.

Lastly, on-going communication was maintained with schools participating in the programme, as well as higher education institutions (HEIs) that offer qualifications that have been identified as scarce and critical.



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## 9 CONCLUSION

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The Career Awareness Programme is very critical in addressing the skills shortage in the agriculture, forestry and fisheries sectors. It also contributes towards sustainable growth by ensuring that there is constant flow of information to the young people about career options and opportunities that are available to them in the agriculture, forestry and fisheries sector.

## NOTES



