

**TRAINING REPORT OF THE
GROOTFONTEIN AGRICULTURAL DEVELOPMENT
INSTITUTE**

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PREFACE

The Grootfontein College of Agriculture, as a component of the Grootfontein Agricultural Development Institute (GADI), is located in the heart of the Karoo. Grootfontein has established itself over the years as the leading institution in the fields of training and research in small stock production. The College has played a major role in the success achieved and progress made in the small stock industry during the last century. The College remains committed to continue with quality agricultural education and training in both the Higher Education and Further Education and Training bands.

Grootfontein pursues certain values in its strive to provide quality agricultural education and training to all its clients. These values are practiced throughout the presentation of all training and skills development programs. In the process these values form part of the combat against moral degeneration of the youth and equip the beneficiaries of the training and skills development programs for a positive contribution in the agricultural sector.

Some of the values that were identified by the training staff and the students to guide Grootfontein's programs include integrity, perseverance, commitment, positiveness, discipline, excellence and respect. Although the best training will equip a person with relevant knowledge and skills, without good values this knowledge and skills will become useless because the ability to apply it correctly is lacking.



CHAPTER 1

INTRODUCTION

The Grootfontein College of Agriculture is the training division of the larger Grootfontein Agricultural Development Institute (GADI) of the Department of Agriculture (DoA).

The vision of GADI is to be the world's leading centre of excellence in training, research and extension in small stock and agricultural production in semi-arid to arid climates. The mission of the Grootfontein College of Agriculture is to provide world-class agricultural education and training by highly skilled lecturers. The objective is to provide vocational agricultural training in order to prepare students for a career in farming and related occupational fields, with special emphasis on small stock production and farming in the arid to semi-arid agro-ecological zones of South Africa. In the process the College aims to contribute towards household food security and widespread wealth creation within rural communities.

The College aims to:

- Provide formal vocational training in agriculture in the Higher Education band of the National Qualifications Framework (NQF), in order to produce suitably qualified and equipped manpower, in accordance with requirements for farming and agricultural development work in the technical occupational divisions, with special emphasis on the extensive small stock farming areas and the semi-arid to arid agro-ecological zones of South Africa
- Provide appropriate training programs to satisfy the needs of the farming sector, for which training is intended, educationists and development agencies
- Provide formal and informal training in the Further Education and Training band of the NQF to meet the training needs of the farming communities, Land Reform beneficiaries and development agencies
- Provide informal training in the General Education and Training band of the NQF to meet the training needs of the farming communities, Land Reform beneficiaries and farm workers who are illiterate
- Identify the need for training at ground level and to provide custom-designed extra-curricular courses for special interest groups
- Provide the necessary institutional, infrastructural, financial and administrative support services for effective teaching and learning.

The primary beneficiaries of the GADI training program are farmers. The farmers are categorised into three groups namely emerging, commercial and subsistence farmers. The majority of the client farmers are in the Eastern, Northern and Western Cape provinces, but not excluding client farmers from all over the country.

Learners are the next important group of clients and include learners in the Higher Education program who study for a qualification on NQF level 5-6, learners in the Further Education and Training program who do skills training on NQF level 2-4 and learners who study on the skills development program outside the NQF framework. Together with farmers, learners are seen as the primary focus of GADI's work. They justify GADI's existence.

The National and Provincial Departments of Agriculture were also identified as important clients. These Departments of Agriculture provide the bulk of the prioritisation of the work that GADI undertakes. They set the agenda for training and research by identifying needs for both training and research. The wool, mohair and meat industries form another important group of GADI's clients. They are the sector that uses the products of small stock farming. District and Local municipalities forms the last important client group of GADI. Partnerships in development at the local level are one of the key benefits coming from these clients. GADI supports farmer development programs of the municipalities.

As part of the process of increasing the capacity of GADI, 43 new posts were created at the Institution. Some challenges were experienced in the filling of these posts. Seven Young Professionals were appointed at GADI and were exposed to the different agro-ecological zones of South Africa and the different agricultural commodities in the target area of GADI as the first phase of their development. They were encouraged and assisted to enrol for further studies at Universities.

Specialists in certain fields where posts could not be filled were contracted to present some of the modules to ensure that the students receive the best possible training. The restructuring of the staffing component of GADI will ensure that staff appointed as researchers will also have to present training and that staff appointed as lecturers will also have to do research. This will ensure the provision of relevant and up to date training (Table 1).

The Norms and Standards for Agricultural Training Institutes was finalised during 2008 and used as guiding document for a strategic session of GADI to align it with the latest developments in the fields of agricultural education and training, research and extension. The Norms and Standards will be submitted to the Executive Committee of the Department of Agriculture in 2009. This will have far-reaching effects on the traditional Agricultural Colleges. The implementation of the Norms and Standards is however subject to the availability of funds.

Table 1: Academic staff of the Grootfontein College of Agriculture during 2008.

Name	Qualification	Experience (years)	Lecturing field
Animal Production			
Greeff H.	B.Sc.Agric.Hons.	15	Angora goats & mohair
Grobbelaar P.D.*	M.Sc.Agric.	22	Wool production
Lee K.	B.Sc.Agric.Hons.	1	Small stock production
Marais P.G.	Ph.D.	39	Animal nutrition
Mlimo R.S.	B.Sc.Agric.Hons.	1	Large stock production
Olivier W.J.	M.Sc.Agric.	15	Animal breeding
Pretorius A.P.	Dipl.Agric.	16	Equine studies, Small stock practical
Prinsloo L.	Dipl.Agric.	-	Wool practical
Schoonraad C.J.S.	B.Sc.Agric.	14	Principal
Snyman A.H.	B.Agric.HOD.	13	Sheep production & practical
Swart D.*	Ph.D.	35	Ostrich production
Van Graan A.*	M.Sc.Agric.	14	Animal breeding
Van Rooyen J.A.	B.V.Sc.	33	Animal health
Agricultural Management			
Geyer A.G.	Ph.D.	20	Agricultural management
Van der Vyver I.W.*	M.S.A.	9	Personnel management & Agricultural extension
Van der Walt A.S.J.	B.Sc.Agric.Hons.	15	Agricultural management
Van Heerden J.	Dipl.CAP.	12	Computer use
Pastures and Crops			
Bekker A.L.*	B.Com.	17	Crop production
Haarhoff D.*	M.Sc.Agric.	16	Irrigation
Smit N.*	Ph.D.	23	Game farming
Uys C.J.	Dipl.Agric.	1	Vermin control
Van den Berg L.	Ph.D.	2	Environmental management & Botany
Van Lingen M.	B.Sc.Agric.	2	Pasture science
Agricultural Technical Services			
Esterhuysen P.	Mechanical Diploma	12	Mechanics & implements
Greeff E.	N3	18	Windmills & fences
Herrmann R.H.	Welding Diploma, N4	12	Welding & metal work
Kyzer Q.E.	N3	12	Carpentry and building science

* contractor

CHAPTER 2

HIGHER EDUCATION PROGRAM

2.1 Higher Certificate in Agriculture

2.1.1 Aim

The general aim of this study program is to provide training for market-orientated producers in the practical application of functional knowledge, production techniques and agricultural management principles and practices in the field of small stock production and production in the semi-arid to arid agro-ecological zones of South Africa.

2.1.2 Objectives

- (a) To provide training in the following fields of study:
 - The principles and practices of small stock management, wool and mohair production, as well as mutton production
 - Principles of large stock production
 - Agricultural management
 - Veld and grazing management
 - Principles of crop and fodder production
 - Agricultural technical services - principles and techniques
 - Agricultural law and personnel management
- (b) To provide the student with functional knowledge and understanding of the subject matter and its application in the production process.
- (c) To teach practical skills in order to carry out farming production operations effectively.
- (d) To enable the student to undertake development and maintenance work at farm level.
- (e) To provide the students with basic knowledge and practical skills needed for the development of their managerial abilities as market orientated producers.
- (f) To establish a coordinated interdisciplinary approach.
- (g) To impart knowledge and skills and to develop attitudes necessary for understanding and appreciating the agricultural production process in relation to ecosystems and their constituent interacting components, in order to achieve optimum resource utilisation for sustained maximum agricultural production.

2.1.3 Teaching methodology

The subjects were presented as modules and examined over a certain period of time depending on the number of credits. The Higher Certificate in Agriculture as a whole consists of approximately 60 % theoretical training and 40 % practical training. An 80 %

class attendance is required. Students were assessed by means of written or oral examinations, tests, assignments and tutorials, or on a basis of continuous assessment. Lectures were presented in both English and Afrikaans. The student has to pass all modules in order to qualify for the Higher Certificate in Agriculture.

A study tour was undertaken to the wool and mohair industry in Port Elizabeth. The Merino championship, shearing competition and wool handling competitions were also attended at the Bloemfontein Agricultural Show. Various short courses were presented by breeders' organisations to ensure the first hand transfer of knowledge of the various breeds to the students.

The instructional program for the Higher Certificate in Agriculture is given in Table 2.



Practical training forms an integral part of the instructional program.

Table 2: The Instructional Program for the Higher Certificate in Agriculture.

Year of Study	Semester	MODULE			Credits	
		Code	Title	Content		
1	1	KTW111	Small Stock Production IA	Wool theory	10	
		TEL111	Animal Breeding I	Breeding	10	
		VOE111	Animal Nutrition I	Nutrition	10	
		DGE111	Animal Health IA	Anatomy & physiology	10	
		EQS110	Equine Studies I	Horse care & handling	10	
		LBS111	Agricultural Management IA	Agricultural management	10	
		PLK111	Botany I	Botany	10	
		GRK111	Soil Science I	Soil science	10	
		ENA111	Agricultural Engineering IA	Building science	10	
		ENB111	Agricultural Engineering IB	Mechanics	10	
		ENC111	Agricultural Engineering IC	Arc welding	10	
		END110	Agricultural Engineering ID	Electricity	10	
		ENE110	Agricultural Engineering IE	Fences	10	
		ENF110	Agricultural Engineering IF	Windmills	10	
		RKG110	Computer Use IA	Computers & programs	10	
						150
1	2	KTA121	Small Stock Production IB	Angora goats	10	
		KTB121	Small Stock Production IC	Sheep management	10	
		DGE121	Animal Health IB	Animal health	10	
		LBS121	Agricultural Management IB	Agricultural management	10	
		VBS121	Veld Management I	Pasture science	10	
		PBS121	Personnel Management I	Personnel management	10	
		GWP121	Crop Production I	Crop production	10	
		GWB121	Crop Protection I	Pest & plague control	10	
		ENG121	Agricultural Engineering IG	Civil engineering	10	
		ENH121	Agricultural Engineering IH	Gas welding	10	
		KPW120	Small Stock Practical IA	Wool classing and shearing	10	
		KPS120	Small Stock Practical IB	Sheep practical	10	
		RKG120	Computer Use IB	Computers & programs	10	
						130
						280

Year of Study	Semester	MODULE			Credits
		Code	Title	Content	
2	3	KTW231	Small Stock Production IIA	Wool theory	10
		KTV231	Small Stock Production IIB	Mutton sheep	10
		DGE231	Animal Health II	Diseases & control	15
		GVV231	Large Stock Production IA	Beef cattle	10
		LBS231	Agricultural Management IIA	Agricultural management	10
		LBR231	Agricultural Law Studies I	Agricultural laws	10
		VBS231	Veld Management IA	Pasture science	10
		KPA230	Small Stock Practical IC	Angora goats	15
		KPV230	Small Stock Practical IE	SA Mutton Merino, Boer goat, Vermin control, Drakenberg cattle	10
		KPW230	Small Stock Practical IIA	Wool classing (registration)	10
		KPS270	Small Stock Practical IIB	Merino ewes	10
		GVO231	Ostrich Production I	Ostriches	10
		RKG230	Computer Use IC	Computers & programs	10
					140
2	4	TEL241	Animal Breeding II	Breeding	10
		VOE241	Animal Nutrition II	Nutrition	10
		KTA241	Small Stock Production IIC	Angora goats	10
		GVB241	Large Stock Production IB	Dairy cattle	10
		GVM241	Large Stock Production IC	Dairying	10
		GVP241	Pig Production I	Pigs	10
		LBS241	Agricultural Management IIB	Agricultural management	10
		VBS241	Veld Management IIB	Pasture science	10
		GWA241	Crop Production IIA	Cultivated pastures	10
		GWB241	Crop Production IIB	Irrigation	10
		KPB240	Small Stock Practical ID	Mohair classing	10
		KPV240	Small Stock Practical IF	Junior Dorper judging course, Dohne Merino course	10
		KPS240	Small Stock Practical IIB	Merino rams	10
		RKG240	Computer Use ID	Computers & programs	10
					140
					280

2.2 Diploma in Agriculture

2.2.1 Aim

This instructional program aims to develop the student's capacity for integrated decision making. The program is designed to:

- (a) Facilitate the integration of interdisciplinary teaching and management of production systems
- (b) Allow for intensification of the theoretical knowledge base, technical skills and practical applications
- (c) Provide for a degree of diversification through broadening of the subject matter base.

2.2.2 Objectives

- (a) To develop knowledge and proficiency in the necessary skills required for market related production in specific farming enterprises.
- (b) To enable students to apply innovative thinking skills, advanced technology and problem-solving abilities in the production system process.
- (c) To combine knowledge and skills from different subjects into a holistic approach to ensure sustainable agricultural production.
- (d) To teach knowledge and skills and to develop attitudes necessary for understanding and appreciating the needs and demands of an evolving agricultural environment and global challenges posed by open and competitive markets.

2.2.3 Teaching methodology

The subjects were presented as modules and examined over a certain period of time, depending on the number of credits. The Diploma in Agriculture as a whole consists of approximately 40 % theoretical training and 60 % practical training, self-study and group work. An 80 % class attendance is required. Students were assessed by means of written or oral examinations, tests, assignments and tutorials, or on a basis of continuous assessment, project reports or seminars. Lectures were presented in both English and Afrikaans. The student must pass all modules in order to qualify for the Diploma in Agriculture.

The students produced seminars in production units and agricultural management courses that were of a high standard. Various academic and study tours were undertaken to amongst others the Nampo Harvest Day, the Northern Cape and the Tsitsikamma.

The instructional program for the Diploma in Agriculture is given in Table 3.

Table 3: The Instructional Program for the Diploma in Agriculture.

Year of Study	Semester	MODULE			Credits
		Code	Title	Content	
3	5	VOE350	Animal Nutrition III	Feedlot project	10
		DPD370	Animal Production IIIA	Production units	25
		DPP350	Animal Production Practical IIIA	Large stock pregnancy diagnosis, Small stock AI, Senior Boer goat course	15
		LBS370	Agricultural Management IIIA	Integrated farm planning	20
		LBV351	Agricultural Extension IA	Agricultural extension	15
		OMG351	Environmental Management IIIA	Environmental management	15
		RKG350	Computer Use IIA	Applied software	10
		TEL370	Animal Breeding III	Applied breeding & stud management	10
		VVW370	Meat Processing I	Meat processing	10
		SVW370	Dairy Processing I	Dairy processing	10
					140
3	6	DPD370	Animal Production IIIA	Production units	20
		DPP360	Animal Production Practical IIIB	Large stock AI, Senior Dorper judging course	10
		LBS370	Agricultural Management IIIA	Integrated farm planning	20
		LBS361	Agricultural Management IIIB	Entrepreneurship	10
		LBV361	Agricultural Extension IB	Agricultural extension	15
		OMG361	Environmental Management IIIB	Environmental management	15
		RKG360	Computer Use IIB	Applied software	10
		TEL370	Animal Breeding III	Applied breeding & stud management	10
		WBR361	Game Farming I	Game farming	10
		VVW370	Meat Processing I	Meat processing	10
		SVW370	Dairy Processing I	Dairy processing	10
					140
					280

2.3 Recruitment

An extensive recruitment campaign in the small stock farming areas and semi-arid to arid agro-ecological zones of South Africa was launched during 2008 for the 2009 academic year. About 85 % of the learners that visited the career exhibitions were from the previously disadvantaged communities. The aim of the recruitment campaign was to expose learners to agriculture, more specifically to small stock production and related occupations. The big challenges faced again during 2008 were the negative image of agriculture as a career and the lack of available funds amongst the learners from the previously disadvantaged group.

During this campaign, 29 towns were visited and 193 schools were reached, with 56 136 learners having the opportunity to find out more about the courses that Grootfontein offers.

A positive development during this year was that the Department of Education in the Northern Cape awarded bursaries to 12 students from the Northern Cape.

2.4 Admission

Students are admitted after qualifying on a modified Swedish system. The admission criteria for 2009 were modified to make provision for the learners who have completed the new school curriculum in 2008. A total of 95 students were admitted for the 2008 academic year. Restrictions in the available practical facilities place a limitation on the number of students that can be admitted. However, not all the admitted students registered as some of them withdrew at the last moment.

The ratio of applications between previously disadvantaged students and white students was 54 to 61 during 2008. As the selection and admission processes continued, the ratio became less favorable towards the previously disadvantaged groups. The main reason being the poor matric results amongst previously disadvantaged individuals, reflecting the continued existence of the imbalances of the past at secondary school level.

The total number of students who registered from 2004 to 2008 is shown in Figure 1.

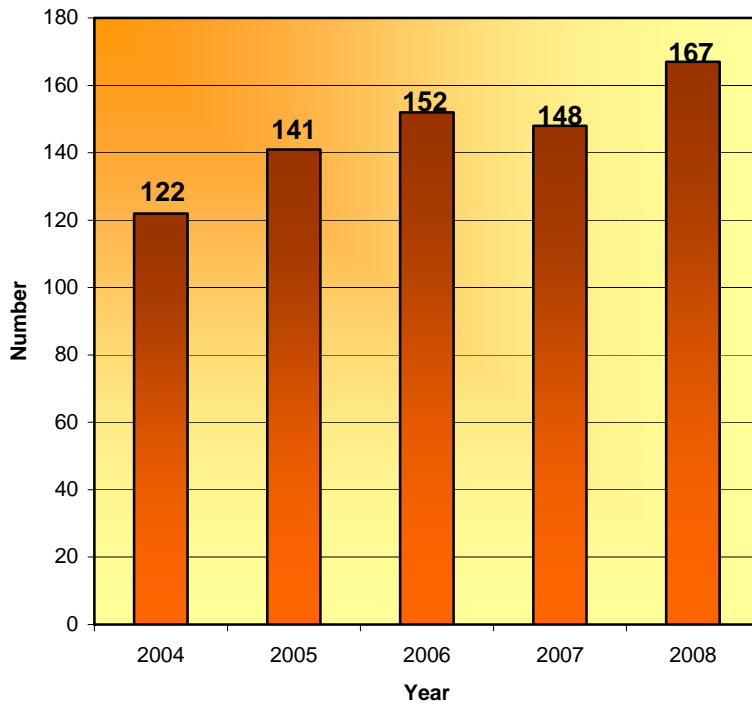


Figure 1: Student numbers from 2004 to 2008.

From this figure it is evident that the student numbers are still steadily increasing to the goal of 180 full time students in the Higher Education program.



A group of students busy with the Junior Boer goat judging course.

2.5 Results

The results of the modules presented during 2008 are shown in Table 4. The students are required to pass all the modules to qualify for the Higher Certificate or Diploma in Agriculture.

Table 4: Student academic statistics for 2008.

Module	Enrolled	Passed	Pass Rate (%)	Module	Enrolled	Passed	Pass Rate (%)
KTW111	78	56	72	LBS121	62	62	100
TEL111	54	48	89	VBS121	63	55	87
VOE111	80	60	75	PBS121	64	59	92
DGE111	72	64	89	GWP121	59	59	100
EQS110	72	72	100	GWB121	59	55	93
LBS111	76	74	97	ENG121	59	55	93
PLK111	70	55	79	ENH121	59	56	95
GRK111	76	73	96	KPW120	52	50	96
ENA111	71	71	100	KPS120	59	58	98
ENB111	69	69	100	RKG120	61	61	100
ENC111	75	51	68	KTV121	60	58	97
END111	69	69	100	TEL241	40	24	60
ENF111	69	69	100	VOE241	41	36	88
RKG110	71	71	100	KTA241	42	41	98
KTW231	38	35	92	GVB241	43	40	93
KTV 231	44	42	95	GVM241	42	39	93
DGE231	43	40	93	GVP241	43	43	100
GVV231	44	41	93	LBS241	42	38	90
GVO231	44	43	98	VBS241	43	36	84
LBS231	44	39	89	GWA241	43	39	91
LBR231	43	40	93	GWB241	43	43	100
VBS231	43	41	95	KPB240	43	42	98
KPA230	44	43	98	RKG240	44	44	100
KPV230	43	36	84	KPV240	43	42	98
KPW230	37	37	100	KPS240	42	40	95
KPS270	42	42	100	DPP360	39	39	100
RKG230	43	43	100	LBS361	39	39	100
VOE350	38	38	100	LBV361	39	39	100
DPP350	37	37	100	OMG361	38	38	100
LBV351	40	40	100	RKG360	39	39	100
OMG351	40	40	100	WBR361	37	37	100
RKG350	39	39	100	VVW370	39	39	100
TEL370	37	37	100	SVW370	39	39	100
KTA121	67	55	82	DPD370	38	38	100
KTB121	66	61	92	LBS370	39	39	100
DGE121	58	56	97				

The academic performance of the first year students was good. The performance of the second year students, however, was disappointing and only the theoretical modules had a satisfactory pass rate. There was a tendency that learners who grew up in urban areas did not fully participate in the practicals and subsequently did not meet the outcomes and failed the modules as a result.

2.6 Statistics for 2008

A slight decrease in the number of students occurred during 2007 but for 2008 the number has risen again. This can be ascribed to the twelve bursaries provided by the Northern Cape Department of Education for students from this province. The student numbers, according to gender and population group from 2004 to 2008, are given in Table 5.

Table 5: Student numbers per gender and population group for 2004 to 2008.

Gender	Population group	Number per year				
		2004	2005	2006	2007	2008
Male	Black*	16	21	27	30	33
	White	87	97	111	101	106
	Sub-total Male	103	118	138	131	139
Female	Black	6	7	1	6	15
	White	13	16	13	11	13
	Sub-total Female	19	23	14	17	28
Total	Black	22	28	28	36	48
	White	100	113	124	112	119
	Total	122	141	152	148	167

* Black: African & Coloured

The number of previously disadvantaged students further increased during 2008. This can be ascribed to the increased recruitment under the target group and the bursaries from the Northern Cape Department of Education. The number of first year students per gender admitted from 2004 to 2008 is shown in Figure 2.

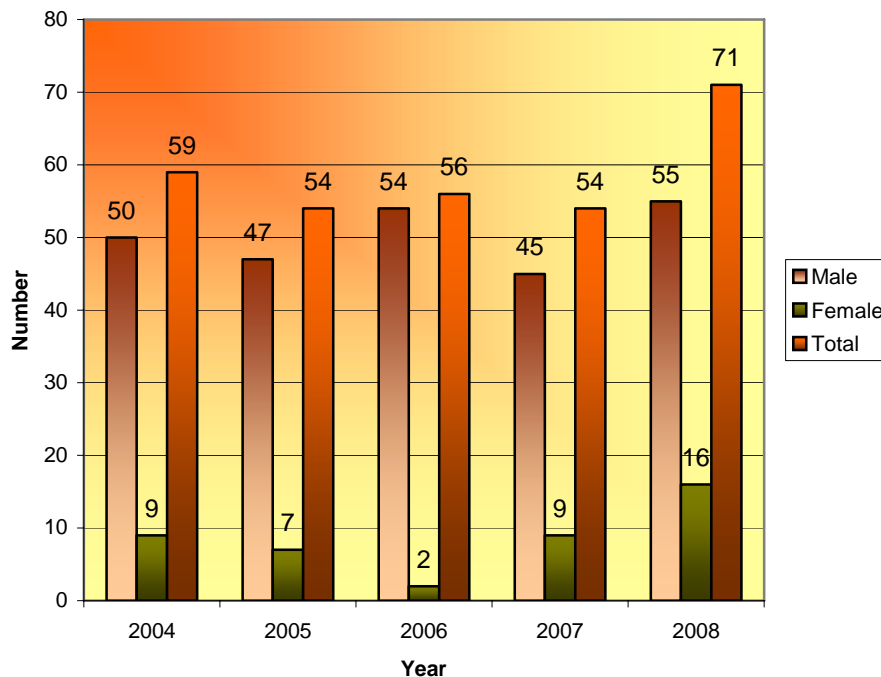


Figure 2: Admission of first year students according to gender from 2004 to 2008.

A summary of the total student numbers by gender and population group for 2008 is given in Table 6.

Table 6: Total student numbers per year of study (2008).

Population Group	Year of study						Total		
	I		II		III		Male	Female	Total
	Male	Female	Male	Female	Male	Female			
Black*	14	8	12	5	7	2	33	15	48
White	41	8	35	3	30	2	106	13	119
Sub-total	55	16	47	8	37	4	139	28	167
Total	71		55		41		167		

* Black: African & Coloured

Of the 115 people who applied for 2008, 95 were admitted but only 71 (75 %) registered as students. Table 7 and Figure 3 give an indication of the number of students admitted per gender and population group, as well as the number that actually registered as students.

Table 7: Students admitted versus students registered 2008.

Gender	Population Group	Applicants Admitted	New Students Registered
Male	White	47	41
	African	18	9
	Coloured	7	5
	Sub-Total	72	55
Female	White	10	8
	African	7	3
	Coloured	6	5
	Sub-Total	23	16
Total	White	57	49
	African	25	12
	Coloured	13	10
	Total	95	71

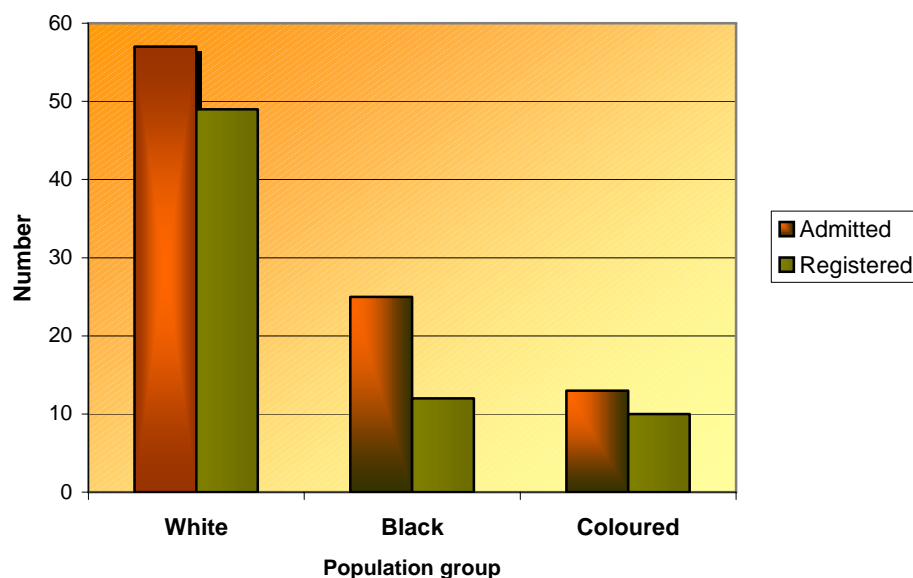


Figure 3: First year students admitted and registered for 2008.

Figure 3 reveals that 86 % of the white and 77 % of the coloured students that were admitted did register. Of the black students that were admitted, only 48 % registered.

The main source of students (68 % of the first year students for 2008) for the Grootfontein College of Agriculture remains the extensive small stock production areas of the Eastern and Northern Cape Provinces (Figure 4). In 2008 the number of first year students from the Free State (15 %) exceeded the number from the Western Cape (11 %).

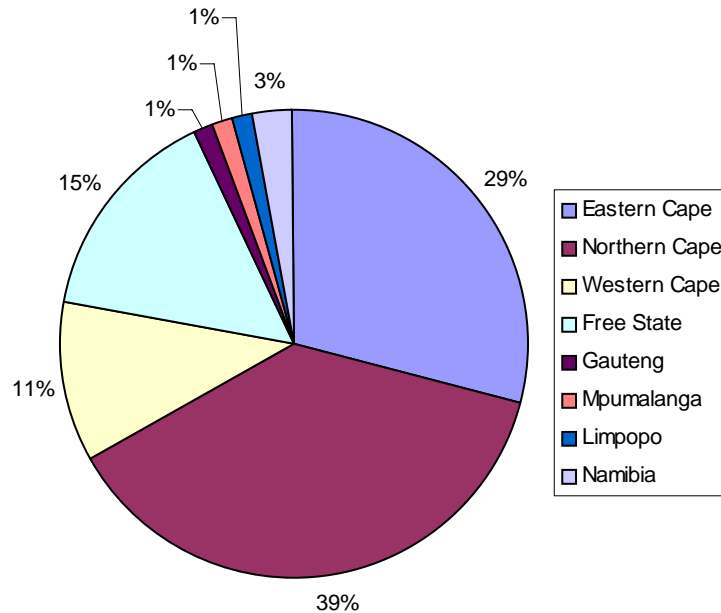


Figure 4: Student intake per province of origin for 2008.

Table 8: Certificates and diplomas awarded and the academic performance of candidates in the respective study programs from 2004 to 2008.

Study Program	Year	Candidates Examined	Pass Grades			Cert / Dip Awarded
			Distinction	1 st grade	Pass	
Higher Certificate in Agriculture	2004	36	1	8	22	31
	2005	60	5	5	38	48
	2006	57	0	12	25	37
	2007	61	4	16	28	48
	2008	55	4	11	20	35
Sub-total		269	14	52	133	199
Diploma in Agriculture	2004	27	3	11	12	26
	2005	25	0	3	20	23
	2006	38	5	12	20	37
	2007	30	0	13	16	29
	2008	39	3	18	18	39
Sub-total		159	11	57	86	154

A 67 % pass rate was obtained in the Higher Certificate program and a 100 % pass rate in the Diploma program for 2008. This can be explained by the fact that the modular approach allowed students to continue with the second year while having to repeat failed modules from the first academic year. This led to too much pressure for many of the second year students and subsequently they could not succeed in passing all the modules. Some students did not meet the outcomes of the practical modules and short courses and failed as a result thereof.

2.7 Accreditation

A workshop was conducted by the Association of Principals of Agricultural Colleges (APAC) to refine and standardise self-evaluation criteria for Agricultural Colleges. The Colleges will remain accredited under the Higher Education Quality Committee (HEQC) of the Council for Higher Education (CHE) as a Higher Education Institution until finality is reached about the governance of Agricultural Colleges. The implementation of the Norms and Standards for Agricultural Training Institutes is of utmost importance to ensure that the Institutions remain accredited at Higher Education level.

2.8 Customer satisfaction

In general the response of the students in the Higher Certificate and Diploma in Agriculture courses is very positive about the type of training as well as in the quality of training that Grootfontein offers.

From personal conversations with students it is evident that most of the students believe that it was the right decision to further their studies at Grootfontein and that they believe that the quality of training is of a high standard. The satisfaction levels of clients of Grootfontein, namely farmers, industry organisations and Provincial Departments of Agriculture are obvious from the fact that they are annually recruiting Grootfontein students for employment. The feedback from them is very positive. This is the ultimate test for customer satisfaction.

The results of a survey amongst the Grootfontein students are shown in Table 9. A total of 51 second year and 29 third year students returned the survey questionnaire that was sent out in the beginning of 2009 for evaluation of the 2008 academic year. From the results of this opinion poll it is evident that the students are experiencing the training that the College offers as positive. For 2008 a number of students indicated that they were not satisfied with some of the aspects in question. Since the questionnaire is anonymous, no clear conclusions could be made about the reasons for this trend. Most of the students are of the opinion that the College succeeds good to excellently to equip them with knowledge and skills to follow a career in agriculture.

Table 9: Satisfaction levels of the students in the Higher Education band.

Year group	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Quality of training					
2	2	20	22	5	2
3	8	17	2	2	0
Meeting the expected standard					
2	3	13	27	6	2
3	12	12	3	1	1
Quality of theoretical training					
2	3	13	27	6	2
3	15	9	1	3	1
Quality of practical training					
2	8	19	12	10	2
3	9	16	4	0	0
Career preparation					
2	8	19	17	5	2
3	15	12	1	0	1



CHAPTER 3

FURTHER EDUCATION AND TRAINING PROGRAM

3.1 Aim

To improve the knowledge and skills of emerging farmers, Land Reform beneficiaries, farm workers and the unemployed to capacitate them to contribute to a prosperous agricultural sector and to contribute towards household food security and widespread wealth creation within rural communities.

3.2 Objective

- (a) To provide targeted skills training in:
 - Animal production
 - Pastures and crop production
 - Agricultural economy
 - Agricultural technical services
- (b) To provide beneficiaries with functional knowledge and skills in the agricultural production process
- (c) To teach manual skills to carry out farming production operations.

3.3 Teaching methodology

All skills training are based on Unit Standards and forms part of the qualifications accredited by AgriSETA (Table 10). Learners must meet the outcomes of the Unit Standard. A facilitator offers the course and the attendees are then assessed by an assessor, after which a moderation process follows. The emphasis of this training program is the mastering of specific skills and competencies.

Table 10: FET qualifications for which Grootfontein is accredited.

No	SAQA ID	Qualification Title	NQF Level
1	48976	National Certificate: Animal Production	2
2	48977	National Certificate: Mixed Farming Systems	2
3	49048	National Certificate: Animal Production	3
4	48979	National Certificate: Animal Production	4

The training is provided on site at the community or farm where the training is needed. Mobile training units are equipped with all the equipment and apparatus needed to present the training. Where livestock is required for the training, farmers or projects have to provide the necessary animals. Skills training is also offered on campus during the winter holiday (July).

3.4 Training presented during 2008

Most of the short courses were presented in the provinces and the rest at Grootfontein.

The Grootfontein Agricultural Development Institute and the Northern Cape Department of Agriculture and Land Reform Training Committee were actively involved in the training presented in the Northern Cape. The Committee met on a quarterly basis to co-ordinate all training related issues where GADI was involved. In addition to that, Agri Northern Cape provided GADI with their training needs whilst the needs of NAFU in the Northern Cape are still awaited. GADI has representation on the Northern Cape Provincial Agricultural Education and Training (PAET) Forum Steering Committee. This forum seeks ways to co-ordinate and regulate agricultural education and training in the Northern Cape.

Meetings were held with officials of the Eastern Cape Department of Agriculture to create a similar platform to co-ordinate training interventions of GADI in the Eastern Cape. GADI has the same representation on the East Cape Provincial Agricultural Education and Training Forum Steering Committee, as is the case with the Northern Cape PAET Forum.

3.5 People trained

A wide variety of courses were presented in the Northern, Eastern and Western Cape provinces. Although the target group is people with at least ABET level 4 or grade 10, the majority of people trained were at lower levels, due to the low level of literacy in the rural communities. The detail of the courses and the number of attendees for 2008 are listed in Table 11. From the table it is clear that extensive training was presented in the operation of a tractor, dismantling of automotive components and welding. Training in these fields represented 56 % of beneficiaries trained. Most of the training for the Northern Cape Department of Agriculture and Land Reform was done for the Comprehensive Agricultural Support Program (CASP) projects.

A total number of 1639 people were trained in the Further Education and Training band during the 2008 academic year of which 88 % was Previously Disadvantaged Individuals. It must be noted that not all the attendees could be declared competent. The same person may be counted more than once and therefore the number is not of different individuals declared competent, but rather of the total number of attendees.

3.6 Customer satisfaction

Feedback from the Deputy director: Training in the Northern Cape Department of Agriculture and Land Reform (NCDALR) who attended some of the training was very positive. Beneficiaries of the training presented also indicated that they benefited from the training. Some officials were also trained and indicated that they want a follow-up course because they have benefited so much from the first course. Some farmers whose farm workers were trained also informed the presenters that they could see the impact of the training on the performance of their workers.

Table 11: Short courses presented from January 2008 to December 2008.

No	Course	NQF level	Where presented		Attendance						
			Town	District Municipality	PDI		Other		Total (gender)		Total
					♂	♀	♂	♀	♂	♀	
1	Operate a tractor	2	Vioolsdrif	Namakwa	7	2	0	1	7	3	10
2	Operate a tractor	2	Onseepkans	Namakwa	14	3	0	0	14	3	17
3	Operate a tractor	2	Modderivier	Frances Baard	7	5	0	0	7	5	12
4	Poultry production	2	Kuruman	Kgalagadi	15	24	0	0	15	24	39
5	Poultry production	2	Kuruman	Kgalagadi	18	6	6	9	24	15	39
6	Poultry production	2	Middelburg	Chris Hani	2	14	0	0	2	14	16
7	Combat veld fires	2	Middelburg	Chris Hani	13	0	1	0	14	0	14
8	Combat veld fires	2	Aliwal North	Ukhahlamba	24	0	3	0	27	0	27
9	Boer goat management	2	Kimberley	Frances Baard	7	2	0	0	7	2	9
10	Sheep management	2	Kimberley	Frances Baard	7	2	0	0	7	2	9
11	Operate a tractor	2	Mthahta	OR Tambo	22	2	0	0	22	2	24
12	Operate a tractor	2	Mthatha	OR Tambo	21	4	0	0	21	4	25
13	Basic layout of financial statements	2	Kimberley	Frances Baard	9	3	0	0	9	3	12
14	Arc welding	2	Modderfontein	Frances Baard	10	0	1	0	11	0	11
15	Operate a tractor	2	Jan Kempdorp	Frances Baard	22	5	0	0	22	5	27
16	Operate a tractor	2	Jan Kempdorp	Frances Baard	15	1	0	0	15	1	16
17	Veld management & sustainable environmental management	4	Middelburg	Chris Hani	8	3	0	1	8	4	12
18	Arc welding	2	Mthatha	OR Tambo	14	0	0	0	14	0	14
19	Basic layout of financial statements	2	Steytlerville	Cacadu	8	16	0	0	8	16	24
20	Dismantle automotive components	2	Knysna	Eden	6	10	0	0	6	10	16
21	Arc welding	2	Kirkwood	Cacadu	13	1	0	0	13	1	14
22	Dismantle automotive components	2	Mthatha	OR Tambo	22	6	0	0	22	6	28
23	Grass and shrubs	2	Cradock	Chris Hani	1	0	39	0	40	0	40
24	Operate a tractor	2	Barkly West	Frances Baard	15	4	0	0	15	4	19
25	Dismantle automotive components	2	Kirkwood	Cacadu	27	0	0	0	27	0	27
26	Boer goat management	2	Upington	Siyanda	17	9	0	0	17	9	26
27	Gas welding	2	Kimberley	Frances Baard	16	0	1	0	17	0	17
28	Operate a tractor	2	Groot Brakrivier	Eden	13	3	0	0	13	3	16
29	Operate a tractor	2	Groot Brakrivier	Eden	6	5	0	0	6	5	11
30	Arc welding	2	Mthatha	OR Tambo	13	0	0	0	13	0	13
31	Computer use	4	Middelburg	Chris Hani	7	18	0	0	7	18	25

32	Dismantle automotive components	2	Sedgefield	Eden	22	5	0	0	22	5	27
33	Arc welding	2	Mthatha	OR Tambo	16	0	0	0	16	0	16
34	Operate a tractor	2	Kirkwood	Cacadu	16	0	0	0	16	0	16
35	Arc welding	2	Graaff-Reinet	Cacadu	15	0	0	0	15	0	15
36	Arc welding	2	Middelburg	Chris Hani	8	0	5	0	13	0	13
37	Boer goat management	2	Middelburg	Chris Hani	3	0	3	2	6	2	8
38	Computer use	2	Middelburg	Chris Hani	4	13	1	2	5	15	20
39	Fence making		Middelburg	Chris Hani	13	2	1	0	14	2	16
40	Basic layout of financial statements	2	Middelburg	Chris Hani	3	1	0	0	3	1	4
41	Recording in agricultural business	2	Middelburg	Chris Hani	6	3	0	0	6	3	9
42	Gas welding	2	Middelburg	Chris Hani	4	0	2	0	6	0	6
43	Handling of sheep	2	Middelburg	Chris Hani	5	0	4	0	9	0	9
44	Dismantle automotive components	2	Middelburg	Chris Hani	7	1	3	1	10	2	12
45	Pig production	2	Middelburg	Chris Hani	7	0	1	0	8	0	8
46	Poultry production	2	Middelburg	Chris Hani	9	2	0	0	9	2	11
47	Sheep management	2	Middelburg	Chris Hani	3	0	3	0	6	0	6
48	Vegetable production	2	Middelburg	Chris Hani	5	5	3	3	8	8	16
49	Veld management	2	Middelburg	Chris Hani	4	4	6	2	10	6	16
50	Vermin control	2	Middelburg	Chris Hani	14	0	3	1	17	1	18
51	Wool classing for registration	2	Middelburg	Chris Hani	7	4	5		12	4	16
52	Arc welding	2	Queenstown	Chris Hani	10	0	1	0	11	0	11
53	Boer goat management	2	Upington	Siyanda	5	7	11	2	16	9	25
54	Financial management	5	Kimberley	Frances Baard	2	2	2	1	4	3	7
55	Handling of sheep	2	Koopmansfontein	Frances Baard	11	6	1	0	12	6	18
56	Boer goat management	2	Koopmansfontein	Frances Baard	14	9	0	0	14	9	23
57	Boer goat management	2	Upington	Siyanda	0	1	15	7	15	8	23
58	Operate a tractor	2	Uitenhage	Nelson Mandela	17	18	0	0	17	18	35
59	Dismantle automotive components	2	Mthatha	OR Tambo	7	0	0	0	7	0	7
60	Arc welding	2	Knysna	Eden	21	2	0	0	21	2	23
61	Veld management	2	Carnarvon	Pixley ka Seme	18	6	0	0	18	6	24
62	Financial record keeping	2	Steytlerville	Cacadu	6	10	0	0	6	10	16
63	Operate a tractor	2	Bathurst	Cacadu	34	1	1	0	35	1	36
64	Arc welding	2	Tarkastad	Chris Hani	8	1	0	0	8	1	9
65	Arc welding	2	Kuruman	Kgalagadi	73	17	0	0	73	17	90
66	Dismantle automotive components	2	Knysna	Eden	28	17	0	0	28	17	45
67	Operate a tractor	2	Jan Kempdorp	Frances Baard	21	0	0	0	21	0	21
68	Operate a tractor	2	Kimberley	Frances Baard	15	0	0	0	15	0	15
69	Veld monitoring	2	Upington	Siyanda	16	4	0	0	16	4	20

70	Dismantle automotive components	2	Port Elizabeth	Nelson Mandela	13	19	0	0	13	19	32
71	Vermin control	2	Britstown	Pixley ka Seme	25	0	4	0	29	0	29
72	Operate a tractor	2	Port Elizabeth	Nelson Mandela	12	17	1	0	13	17	30
73	Operate a tractor	2	Queenstown	Chris Hani	15	0	1	0	16	0	16
74	Arc welding	2	Kirkwood	Cacadu	10	5	0	0	10	5	15
75	Arc welding	2	Keimoes	Siyanda	15	4	0	0	15	4	19
76	Veld monitoring	2	Kimberley	Frances Baard	12	7	0	0	12	7	19
77	Small stock AI	2	Somerset East	Cacadu	0	0	17	6	17	6	23
78	Small stock AI	2	Victoria West	Pixley ka Seme	14	0	4	4	18	4	22
79	Vermin control	2	Noupoort	Pixley ka Seme	25	0	0	0	25	0	25
80	Arc welding	2	Springbok	Namakwa	11	4	1	1	12	5	17
81	Operate a tractor	2	Caledon	Overberg	19	0	0	0	19	0	19
82	Operate a tractor	2	Port Elizabeth	Nelson Mandela	9	9	0	0	9	9	18
83	Arc welding	2	Hopetown	Pixley ka Seme	7	0	1	0	8	0	8
84	Operate a tractor	2	Uitenhage	Nelson Mandela	17	11	0	0	17	11	28
TOTAL					1080	365	151	43	1231	408	1639
					1445		194				
					1639						

CHAPTER 4

INFORMATION DAYS

4.1 Objective of Information days

Grootfontein organises information days and utilises events of organised agriculture and industry organisations as platform to disseminate information to producers. The objective of the information days is to communicate farming technologies and the latest research findings to commercial and emerging producers. Although the presentation of lectures during information days cannot be regarded as training, it plays a major role in raising awareness of farmers about different aspects of farming and new technology. Through interaction at information days, scientists and technicians are sensitised with regard to the needs and challenges of producers.

4.2 Information days presented

During 2008 a total number of 48 information days were held. The topics addressed included breeding, nutrition, management, fodder flow, veld management, economy and various other aspects of small stock production. Most information days were held in the Eastern Cape, while some were also presented in the other provinces. These information days were attended by 2836 farmers (1838 emerging farmers and 998 commercial farmers) (Table 13).



A typical scene at an information day.

Table 13: Information days presented during 2008.

No	Theme/Event	Where presented		Attendance		
		Town	District Municipality	PDI	Other	Total
1	Supplementary feeding	Middelburg	Chris Hani	0	15	15
2	Sheep management	Qoqodala	Chris Hani	17		17
3	Sheep management	Dudumasha	Amathole	25	1	26
4	Sheep management	Xhume	Chris Hani	13	1	14
5	Sheep management	Mount Fletcher	Ukhahlamba	15	0	15
6	Sheep management	Lushington	Amathole	18	0	18
7	Sheep management	Xhume	Chris Hani	25	1	26
8	Sheep management	Qoqodala	Chris Hani	5	0	5
9	Winter supplementation	Hofmeyr	Chris Hani	0	25	25
10	Sheep management	Sterkspruit	Ukhahlamba	15	0	15
11	Small scale farming	GADI	Chris Hani	90	2	92
12	Management	Aberdeen	Cacadu	0	30	30
13	Animal health	Adelaide	Amathole	6	60	66
14	Angora goats	Jansenville	Cacadu	1	11	12
15	Practical small stock management	Upington	Siyanda	150	10	160
16	GADI training programs	GADI	Chris Hani	36	0	36
17	Veld Management	Cradock	Chris Hani	3	37	40
18	Veld management	Upington	Siyanda	130	20	150
19	Pasture research	Middelburg	Chris Hani	0	10	10
20	Management for emerging farmers	Jansenville	Cacadu	120	10	130
21	Management	GADI	Chris Hani	126	6	132
22	Natural resource mapping, monitoring and modeling	Potchefstroom	Dr Kenneth Kaunda	0	50	50
23	Agriculture as a career	Cradock	Chris Hani	0	100	100
24	Cultivated pastures	Pretoria	Tswane	0	25	25
25	Economy of small stock farming	Middelburg	Chris Hani	0	15	15
26	Small stock artificial insemination	Kommadagga	Cacadu	0	15	15
27	Guidelines to survive in difficult farming conditions; Biological reserve at GADI & Remote sensing	GADI	Chris Hani	17	126	143
28	Animal health; Financial study groups; veld management	GADI	Chris Hani	0	16	16
29	Dwarf shrub identification	Fraserburg	Namakwa	0	40	40
30	Dwarf shrub garden	GADI	Chris Hani	0	18	18
31	Landcare	Ngcobo	Chris Hani	18	0	18
32	Wool production	Cofimvaba	Chris Hani	150	5	155
33	Wool production	Elliotdale	OR Tambo	250	5	255
34	Animal health and ram breeding	Luzi	Ukhahlamba	125	0	125
35	SA Biological Reserve	GADI	Chris Hani	0	170	170
36	Shearing management	Ntabethemba	Chris Hani	201	0	201
37	Small scale farming	Britstown	Pixley ka Seme	83	3	86
38	Small stock artificial insemination	Victoria-Wes	Pixley ka Seme	11	3	14
39	Weathering and soil erosion	GADI	Chris Hani	0	40	40
40	Veld management	Niekerkshoop	Pixley ka Seme	0	50	50
41	Bergkamp trial	GADI	Chris Hani	0	8	8
42	Small stock management	Allan Waters	Chris Hani	45	0	45
43	Animal health	Bloemfontein	Motheo	0	30	30
44	Small stock management	Qoqodala	Chris Hani	34	0	34
45	Small stock management	Thornhill	Chris Hani	25	0	25
46	Sheep management	Allan Waters	Chris Hani	45	0	45
47	Reproduction in Angora ewes	Qoqodala	Chris Hani	34	0	34
48	Angora goats	Jansenville	Cacadu	5	40	45
TOTAL				1838	998	2836

CHAPTER 5

SPORT

5.1 Rugby

The College team succeeded to secure the third place during the 2008 PANNAR SA Rugby Week for Agricultural Colleges that was held at the Saasveld campus of the Nelson Mandela Metropolitan University at George. Four players were selected for the South African Agricultural Colleges team. For the first time in many years Grootfontein had three teams participating in the Welman Harmse Super league. Both the second and third teams reached the semi-finals and the second team reached the final. Two players represented the Eastern Province Country Districts team during the Country Districts tournament.

5.2 Soccer

The soccer team played in local matches and was victorious on most occasions. They participated in the 2008 Sports Week that was hosted by the Lowveld College of Agriculture near Nelspruit during the September holiday. Yet again, this tournament was characterised by irregularities that left a bad image of the organisational capabilities of the National Agricultural Colleges Sports Committee. The Association of Principals of Colleges of Agriculture decided to step in with the management and control of all sports activities at national College level.



Students who received SA and provincial colours in different sport codes.

5.3 Golf

A lot of players were active and the College team participated in the Inter College Golf tournament held at Jeffreys Bay. The student team finished third and the staff team first.

5.4 Netball

The College team participated in local matches and did well, but the non-existence of a local league restricted the team's potential. For the first time the College had two full netball teams. A tour to Port Elizabeth was undertaken and valuable experience was obtained.

5.5 Equine sports

The Grootfontein Tent Pegging Club hosted another event in 2008. One rider participated in the National Tent Pegging Championship and performed to expectations. She was also selected for the Eastern Province women's team. One student excelled in endurance rides. He was awarded South African Colours and competed in the Tri-Nations between South Africa, Botswana and Namibia where he finished tenth.

5.6 Other sport

The cricket team only played in a few friendly matches. The cyclists of the College performed well and achieved good times in the Cape Argus race in Cape Town and the OFM Classic in Bloemfontein. Bow shooting, which is a relatively new sport at the College, attracted some students who did well in the few competitions that they participated in. One student was selected for the South African Sheep Shearing Federation team and represented South Africa in the international competition in Norway. His achievement in the wool handling section, where he finished eighth, is remarkable as he had to compete against full-time wool handlers.



Johannes de Jager who finished eighth in the International wool handling competition in Norway.

CHAPTER 6

STUDENT MATTERS

6.1 Accommodation

Owing to the high student numbers, Bergsig Hostel, Huis Karoo Annex and three staff houses were occupied. A number of students chose to stay in town. The hostels and houses are in a fair condition but will need some minor maintenance work in the near future. The matrons and hostel staff succeeded in keeping the hostel fully functional during the year. They had to perform under huge pressure during the winter holiday when the attendees of the short courses were accommodated in the hostel. The sharp rise in food prices further increased the pressure and the planning of menus required a lot of initiative to make both ends meet.

6.2 Student Representative Council

Very few incidents of vandalism by students were reported during the year and only those that could not be handled internally by the Student Representative Council of the College was referred to the Disciplinary Committee of the College. The Hostel Rules and the application thereof is under the spotlight for revision and continued improvement of student behaviour. The House Committee and the Student Representative Council (SRC) played a big part in the extra-mural activities of the College. Some members of the SRC showed great leadership qualities during their term.

6.3 Parent weekend

For the third time the College hosted a parent weekend. The event started with lectures presented by the scientists of Grootfontein, followed by presentations of the third year students about their production units. For the evenings, a braai and a dance were organised. The parent weekend afforded the students, their parents and the College staff the opportunity to interact in a social way and gave the parents first hand insight in the activities of the College.

6.4 Alumni

An Alumni meeting was held at Grootfontein where the lack of activity of the alumni was discussed. Active members will be identified to organise reunions in the different regions where College staff can inform them about the latest developments at College level and to encourage them to assist with recruitment of young people to study at Grootfontein. The first of the reunions was held at Cradock and was well attended. Plans are being drawn up for the centenary of Grootfontein in 2011 when all the alumni will be invited to attend the centenary program.

CHAPTER 7

SUMMARY

The Grootfontein College of Agriculture made a positive impact on the small stock industry during 2008.

The College conducted all its activities in line with the vision of the Department of Agriculture, benefiting a large client base in the public and private agricultural sector. Training by the Grootfontein College in 2008 focused both on formal vocational training in the Higher Education band of the National Qualifications Framework (NQF), as well as formal and informal training in the Further Education and Training band of the NQF.

The slow process of filling of new or vacant posts placed pressure on the serving lecturers and training officers. In spite of this the College succeeded to reach its targets.

The ratio of admittance for equity and previously disadvantaged groups for 2008 continued to improve. A number of bursaries from the Northern Cape Department of Education afforded more students from the target groups the opportunity to enrol.

To pass the Higher Certificate and Diploma in Agriculture, students are required to pass both the theoretical and practical parts of the programs. In addition all short courses presented by other organisations also have to be passed. This program ensured a well-equipped individual who can be successfully employed in the small stock sector.

The Further Education and Training program of Grootfontein, based on Unit Standards as registered with AgriSETA, reached new heights during 2008. Training was conducted on-site and at Grootfontein. A large number of people benefited from the training program and received certificates of competence or certificates of attendance.

As the College is also involved in small stock research, various information days have been organised to disseminate information and research results to both commercial and emerging farming sectors.

This report once again highlights the fact that the impact of the training programs that Grootfontein offers is phenomenal and it can be regarded as instrumental in the high level of achievement in the small stock industry. The values practiced by the College, together with the quality of training, ensured that the beneficiaries of the training programs were adequately equipped for success in the small stock sector.

Non sibi sed patriae

“Not for ourselves but for our fatherland”

