THE AGRICULTURE MENTORSHIP PROGRAMME OF THE DEPARTMENT OF AGRARIAN REFORM AND RURAL DEVELOPMENT

By
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DECLARATION

I declare that the treatise on the agriculture mentorship programme of the department of agrarian reform and rural development is my original work. All sources or referred to have been acknowledged in all respects. The treatise has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any education institution.

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May the Lord protect and bless you all!
DEDICATION

I dedicate this work to my mother, Nokuzola Dyasopu and my late father Rufus Dyasopu.

Thanks a lot for raising me as your child!
ABSTRACT

New policy initiatives that followed the 1994 democratic elections aim strongly on construction and development, especially in the agrarian sector. Land reform is one of the initiatives that the democratic government has implemented post 1994 to enable the previously marginalised and disposed individuals and families to own land. The aim of the land reform was not only to provide settlement beneficiaries, but to provide post settlement support to them and enable them to live a better life. However, most of the beneficiaries who acquired farms through the land reform programs lack practical experience in commercial agricultural production.

In light of the above, the agricultural mentorship programme was implemented to offer a ray of sunshine to smallholder and emerging farmers. However, it is quite evident that although the agricultural mentorship program was implemented, the Kat river valley emerging citrus farmers are still facing challenges such as limited production capacity; limited access to financial capital; limited access to production equipment; and limited post-harvest support.

This study aims to review the agriculture mentorship programme of the Department of Agrarian Reform and Rural Development (DRDAR), with a specific focus on citrus at Kat River Valley. Using data drawn from a sample of nine (9) mentees, two (2) mentors and one official from DARDAR who were personally visited and interviewed, the thesis presents the results of an assessment of the program’s outcomes for participant’s experiences and perceptions in order to strengthen the programme. A review of related literature on land and agriculture reform, agricultural policies, emerging farmers and mentorship has been presented. The study employed a qualitative approach for in-depth understanding and verification. Source documents, open-ended questionnaires and semi-structured interviews were used to collect data from participants.

The study revealed that the mentorship programme has made an impact since its implementation as can be noted by the increase in production and income levels; sustainability of skills and knowledge attained from during mentorship and also job opportunities from the projects.
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CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND TO THE PROBLEM

The transformation and reformation process in the South African agricultural sector prior to the apartheid era, saw government embarking on a land reform program in an effort to amend the ills that were created during the apartheid epoch. The ultimate goal of the current land reform program is to ensure that the previously disadvantaged black South Africans are empowered through being allocated agricultural land in order to ensure productivity and economic development. This is because agriculture is the backbone that supports vibrant and effective economic development. However, since the new black South African farmers lacked the adequate knowledge and skills in agriculture, the government implemented the agricultural mentorship programme in order to build capacity within the agriculture sector and transfer technical and business skills to the emerging new farmers in order to assist them to develop and become autonomous, lucrative and sustainable whilst narrowing the skills gap in farming.

According to the Department of Agrarian Reform and Rural Development report (2014) the Agricultural Mentorship programme is structured such that it integrates new entrants into the commercial farming community and the associated network of providers of goods, services and information, thus building both commercial and social relations. Therefore, the agriculture mentorship programme was formulated in order to implement a formal structure that standardizes and unifies processes, thus enabling and achieving the targets of the Agricultural Black Economic Empowerment (AgriBEE) framework and sustainable development and guidance amongst AgriBEE beneficiaries. The mentorship programme should have a balance between technical and business skills in order to ensure that selected beneficiaries have an opportunity to develop and maintain profitable farms, develop a career in agriculture and or enter into management/leadership positions. Narrowing the skills gap in farming, notably business skills, and where applicable, complementing farmer mentoring with organisation and management development.
The Republic of South Africa has the largest economy in Africa with its Gross Domestic Product (GDP) of R 1099 billion in 2002 that automatically ranks it as an upper middle income country (www.dplg.gov.za). According to the national mentorship implementation framework report for the agricultural sector (undated), agriculture has a central role to play in building a strong economy, and in the process, reducing inequalities by increasing income and employment opportunities for the poor, while nurturing the inheritance of natural resources. Agriculture is an important sector in the South African economy because of its impact on job creation, rural development, food security, foreign exchange and poverty eradication. Estimates indicate that agriculture accounts for 4.5% of the GDP. In spite of this relative wealth, the country is characterized by a striking dualism due to decades of the apartheid rule. The coming into power of the new democratic government led by Nelson Mandela in 1994 marked an end to apartheid and consequently the policies of racial discrimination that denied the black majority eighty eight percent (88%) political rights, citizenship and economic benefits (www.dplg.gov.za).

According to Ngqangweni (2000:1) South Africa was racially divided, with the white community obtaining power over the black majority in the agriculture sector. Due to this, the country is currently undergoing significant transformation in its social, political and economic structure. The political dimension of the transformation process has been remarkably and successfully completed as marked by the first “all-race” elections in April 1994. The government has made significant progress in peeling away the legacy of racial segregation through legal and regulatory reform and redistributive public investment programs. Benefits have accrued to both rural and urban poor. This process of change has called attention to the issue of reintegration of the previously marginalized black rural inhabitants into the mainstream of the economy. Of particular interest is the role that black small holder agriculture could play in facilitating such a process and specifically its role in providing needed rural livelihoods under such a dynamic environment. In line with the general climate of reform, significant changes have also been taking place in the South African agriculture sector since the beginning of the political reforms in the early 1990,s. The institutional arrangements of the old order that proved large scale farming for the whites and mostly subsistence for mainly
black farms had been changed. Such amendments led to the government implementing the agricultural mentorship programme in order to educate and equip the emerging farmers with the necessary knowledge and skills that will assist them to make productive farmers that will in turn contribute to the growth of the economy.

The prospects for success of the agricultural mentorship programme seemed bright, although it is unfortunate to note that the warning lights are already flickering. While the mentorship programme has good intentions and has the capacity to develop agriculture skills for the emerging farmers, it is mostly limited to teaching production skills, whereas emerging farmers mostly need management skills such as with finance management and marketing.

According to Chikazunga (2012) skills development is a major set-back with respect to empowering emerging farmers due to poor quality public extension services. Emerging new farmers in South Africa rely on a weak public extension sector, whereas commercial farmers secure access to quality private extension services provided by agribusinesses. This thereby evidently highlights that mentorship alone is not effective enough in assisting the emerging farmers, a balanced mix of extension and mentorship must be struck to capacitate emerging farmers to operate viable agriculture businesses.

1.2. STATEMENT OF THE PROBLEM

Each year, government spent large amounts of money around farming projects which do not produce expected results. This is very likely to result from high illiteracy level and/or lack farming experience and skills. These challenges need to be addressed in order for training to have more impact. Therefore, the background of trainees remains critical in developing their learning materials and learning framework. The quality and appropriateness of training are crucial for the development of emerging farmers.

The effectiveness and efficiency of the agricultural mentorship programme within the Eastern Cape Department of Agrarian Reform and Rural Development has come under heavy scrutiny due to various factors such as limited market access, racism, and the existence of poor quality public extension services as well as the fact that the program is limited to teaching production skills. All these factors have in turn affected the
progress of transferring the necessary skills and information into the emerging farmers and have also hindered the capacity of these upcoming new farmers in making a significant contribution in the agriculture sector that will lead to significant economic development. In this regard, this study seeks to evaluate the perceived impact of the agriculture mentorship programme within the department of Agrarian Reform and Rural Development in the Kat River Citrus Development project within the Amathole region in the Eastern Cape Province.

The Alice-Kat Citrus development project is located on the Kat and Tyume river valleys in the Nkonkobe local municipality of the Eastern Cape Province. It was an agricultural project initiated in the 1970’s by the former Ciskei homeland government. A number of farmers previously owned by white farmers were purchased by the former homelands’ parastatal - Ulimo Corporation (Ulimocor). The farms were then allocated to approximately sixteen black farmers. The idea was to transfer ownership to these farmers after five years subject to good performance, by promoting emerging management skills.

With the closure of the Ulimo Corporation under the current government dispensation, farmers experienced increasing financial problems, lack of support structures and training. As a result farmers in the area joined Riverside Enterprises as one of the corporations within the area. Riverside Enterprise is a fair trade certified enterprise.

During the year 2000, previously disadvantaged black farmers established the Alice Kat Citrus Development Trust as their own legal entity but still marketing their export product under Riverside and Eden Enterprises. The trust comprises of twenty one emerging black farmers of which most are situated in the Balfour-Seymour areas of the Nkonkobe local municipality. During 2007 to 2009, eight of these farmers received joint funding and mentorship programme from the Independent Development Corporation (IDC) and Eastern Cape department of Agrarian Reform and Rural Development (DRDAR). The objective was to facilitate a move towards mainstream commercial agriculture. Up to date two hundred and fifty (250) hectares of citrus orchards have been revitalized.
1.3. OBJECTIVES OF THE STUDY

- To evaluate the mentorship program’s outcomes for participants experiences and perceptions.
- To evaluate from experiences learnt during the mentorship piloting process in order to strengthen the program.

1.4. EVALUATION QUESTIONS

The following questions were aimed at addressing the success of the program in terms of production, financial analysis and sustainability.

- How successful is the agriculture mentorship program as measured against its own objectives?
- What is the perception of value of the program by mentees and mentors?
- Were there any contextual factors affecting the success of the program and how can these be addressed?

1.5. SIGNIFICANCE OF THE STUDY

The agricultural mentorship program can be seen as an essential agricultural transformation program designed to enhance the quality and effectiveness of agricultural skills of emerging farmers by creating a broader forum in which the new farmers are mentored and the skills gap is reduced. This study aims to reveal the practical tools, techniques and competencies that could balance the effective implementation of the program in order to avoid the hurdles that have been obstructing the efficacy of the program. The study also seeks to explore the extent to which the agricultural mentorship program facilitates skills development, as well as to identify the institutional and associational mechanisms that can be implemented to fully empower the emerging farmers in order for them to be fully incorporated into the mainstream of the agricultural economy. It is anticipated that the study will assist the department of Agrarian Reform and Rural Development in ensuring maximum skills development of the emergent farmers.
Finally, it is hoped that this research will offer a crisp analysis of the agricultural mentorship programme that will act as a platform for other researchers to explore deeper into this research niche.

1.6. LITERATURE REVIEW

This study was drawn on existing literature, reports and reviews. This sub section presents a synopsis of the literature review that will be fully discussed in the forthcoming chapter.

Although the new government in South Africa crucified the apartheid policies and led to the adoption of a humanist approach that offered a platform for emerging black farmers in the agriculture sector, it is evident that the ghost of the apartheid system continues to haunt agriculture. This is because emerging black farmers are often excluded from the mainstream agricultural economy. The New Growth Path framework sets job creation as a country priority aimed at reducing unemployment by 10% in 2020 (The New Growth Framework, 2011: 16-25). The framework identifies agriculture as being a key sector for creating jobs and growing the economy - yet the policy document says very little on practical issues impeding emerging farmers from participation in markets. Smallholder farmers are reportedly marginalized because of their limited production capacity; limited access to financial capital; limited access to production equipment; and limited postharvest infrastructure (Chikazunga 2012).

According to the Department of Agrarian Development and Rural Development mentorship annual report (2013-2014: 2), during the past fourteen years, considerable institutional energy and funds have been applied to provide access to land for new emerging farmers, but it is sad to note that the envisaged viability and prosperity of their enterprises has not materialized. The main reasons for this are;

- The land acquired did not have the potential to generate income at the desired or planned levels, and preplanning or business planning that could have detected this was absent or deficient,
- Where group ownership prevailed, conditions for management and decision making and the nature of support were especially challenging,
- Farming is a complex, risky, and challenging undertaking and lack of appropriate support to entrants resulted in failure,
- As a result of past inequities, few new farmers had experience and the know-how of independently operating their own enterprises,
- Past inequities also resulted in new farmers having little or no information on or support relations with the commercial farming community or suppliers of goods and services; such isolation in any circumstances would be a significant constraint, and
- Extension officers of the Provincial Department of Agriculture (PDA) were available for support but this generally consisted of subject knowledge of agricultural production. As they had minimal knowledge or experience of operating an entire farming enterprise, their farming knowledge was of limited usefulness to the new farmers.

In the agricultural sector in South Africa and more specifically in respect of land reform programmes, there is an outcry by land reform beneficiaries to be supported by mentors. A strategic plan report (Strategic Plan for South African Agriculture 2001) found that, with government aware of the intentions and obligations of the strategic plan for South African agriculture, and in accordance with the high priority given in the strategic plan for implementation of a mentorship programme, government established a mentoring policy.

According to Adams (1998) as cited in Terblanche (2007:96) mentoring is defined as a process of an integrated approach to advising, coaching and nurturing, focused on creating a viable relationship to enhance individual career, personal, professional growth and development. The Department of Agrarian Reform and Rural Development mentorship annual report (2013-2014:1) defines mentoring as more than a process of skill transfer or training. A personal link is established in mentorship whereby the more experienced mentor treats the less experienced mentee as an equal in terms of how support is given to the mentee to reach his or her goals and cope with new and changing conditions.
According to Jacobs, Lahiff and Hall (2003:2) the agricultural mentorship programme implemented by government was aimed at integrating new entrants into the commercial farming community and the associated network of providers of goods, services and information, thus building both commercial and social relations. It is aimed at narrowing the skills gap in farming, notably business skills and where applicable complementing farmer mentoring with organization and management development. The agricultural mentorship programme also facilitates access to services that leads to sustainable income generation by land reform beneficiaries as well as provides and facilitates access to agricultural information for improved planning and decision making. The program further strengthens institutional arrangements (partnerships, restructuring, corporatization, funding, establish new entities) for emerging farmers.

The structure for the implementation and management of the mentorship programme in agriculture aims to enhance the quality and quantity of support available to new and emerging farmers so that their agricultural enterprises improve prospects of profitability and sustainability. The initial emphasis in implementing mentorship is on land reform beneficiaries so that the latter are able to engage meaningfully and establish sustainable agriculture enterprises that are commercially viable and contribute significantly to the country’s food security and agribusiness growth and job creation. The scope of application includes commercially oriented land and agrarian reform projects as well as covering farmers in the transition from subsistence to emerging commercial farmers. Hence, in their implementation plans, the government committed to the utilization of mentors in order to transfer the necessary education and skills to the emergent farmers through the agricultural mentorship programme (Department of Agriculture Mentorship Implementation Guide, 2003: 7).

It is important to note however that mentoring must not be seen as the sole way of guaranteeing the success of new farmers or as a miracle cure, but instead that other solutions such for refinancing, equipment and infrastructure cannot stand alone without mentoring. Within this, this study seeks to explore the extent to which the agricultural mentorship programme facilitates skills development, as well as identifying the institutional and associational mechanisms that can be implemented to fully empower
the emerging farmers in order for them to be fully incorporated into the mainstream of the agricultural economy.

1.7. RESEARCH DESIGN AND METHODOLOGY

Strauss and Corbin (2000:19) defines research methodology as a scientific process that seeks to provide answers to questions through systematic approaches with the support of credible data. This section will provide a thumbnail sketch of the methods that will be more fully discussed in chapter three. The study primarily makes use of two methodological perspectives: the first being the interpretative paradigm.

This study utilised this paradigm to investigate emerging farmer's perceptions and opinions regarding the agriculture mentorship programme at the Alice-Kat Citrus development project in the Kat river valley. According to Taylor, Kermolde and Robert-(2007); as well as Weaver and Olson, (2006) and Blaikie, (2006) a paradigm is a principal model or a broad view, or perspective of something. It is based on beliefs and practices that regulate inquiry within a discipline by providing an outline, lens, and process in which a research study takes place. Thus, the interpretive paradigm focuses on individual perceptions and meaning of a phenomenon or experiences. Using this paradigm, the researcher had the chance to describe the events from the point of view of the Alice-Kat Citrus farmers/participants (Patton, 2003).

Secondly, the qualitative approach uses different data collection methods such as observations, interviews and documents analysis. The Alice-Kat Citrus farmers (or mentees) were interviewed through and semi-structured interviews. In addition document analysis was used for triangulation and this has sensitised the researcher to additional personal impressions and interpretations. The collection of information was based on evaluating the effectiveness of the agricultural mentorship programme and the data was open-ended question items done through self-administered questionnaires which were distributed to the Alice-Kat Citrus farmers (mentees) involved in the Alice-Kat Citrus development project.
The research design adopted for this study was descriptive and interpretative case study whereby the effectiveness of the agricultural mentorship programme at the department of Agrarian Reform and Rural Development was evaluated through the use of the case study of the Alice-Kat Citrus development project.

The target population of this study was to consist of twenty four participants (24), the Alice-Kat Citrus farmers (mentees) (21), two (2) mentors as well as one two (2) DRDAR officials responsible for coordinating the program. It was clear that it was not possible to collect data from all the respondents in the categories mentioned hence a sample was selected. To select the sample, non- purposive or judgmental sampling was used. Purposeful sampling means that participants were selected because of some defining characteristics that makes them holders of data needed for the study or that they have experienced the central phenomenon (Creswell:2003). A list of famers (mentees) and mentors in the Kat River Valley who participated in the mentorship programme was obtained from the DRDAR official and was then used as the study sample.

In this study, two sources of data were be used, that is, primary and secondary sources of data. Literature from unpublished and published articles, reports and newspapers were secondary sources of data whereas primary data was informed by information derived from the population sampled in the research. The researcher used semi-structured interviews, and document analysis as the central means for assessing information. The researcher used semi-structured interviews in order to gain a detailed picture of the participant’s perceptions of the agriculture mentorship programme. Eight (8) citrus growers (mentees), two (2) mentors and one (1) DRDAR official were interviewed through semi-structured interviews using an interview guide with the questions adapted from the research questions. A document on the mentorship implementation guide (August 2003) was further made available by DAFF to be used by all agriculture involved departments as a guide for the implementation of the programme. The document was studied in order to get information on how provincial departments should implement the mentorship program.

In conducting this study, every effort was made to comply with the ethical issues which will be strictly observed and adhered to. These included confidentiality, informed
consent and voluntary participation for the purpose of avoiding harm to the respondents. Permission to conduct the research was sought from the Department of Agrarian Reform and Rural Development. All respondents were assured that whatever information that will be collected from them through the questionnaires will be used for academic purposes only.

1.8 OUTLINE OF THE RESEARCH STUDY

Chapter One provides the introduction to the research study with reference to the background and rational of the study, problem statement, research questions and objectives, clarification of concepts as well as an outline of the chapters in the study.

Chapter Two provides a review of literature related to the agricultural mentorship program so as to give an in-depth understanding of the concept. Conceptual, theoretical and legal frameworks related to the Agriculture mentorship program are also reviewed.

Chapter Three outlines the research design and methodology, scope of the study, the survey area; target population, sample and sampling techniques used. In the chapter, the data collection instrument is described and it concludes by clarifying the data analysis techniques.

Chapter Four presents interprets and analyses data and sifts it for findings based on the research questions alluded to in the first chapter of the study. It basically gives out the findings of the research and links them to related literature so as to reach plausible conclusions.

Chapter five contains the conclusions drawn from the findings of the study and recommendations.

Chapter Six contains the list of references. It is the concluding chapter.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

New policy initiatives that followed the 1994 democratic elections have mainly concentrated on construction and development, especially in the agrarian sector. Here land reform is one of the initiatives that the democratic government has implemented post 1994 to enable the previously marginalized and dispossessed individuals and families to own land. The aim of the land reform was not only to provide-settlement to beneficiaries, but to provide post settlement support and enable them to live a better life. However, most of the beneficiaries who acquired farms through the land reform programs lacked practical experience in commercial agricultural production. They had little or no information or support with the commercial farming community or suppliers of goods and services and thus, isolation was a significant constraint.

In order to alleviate poverty and for incorporation into the main stream economy, these farmers need to produce efficiently using locally available resources. Here, the livelihood approach (Farrington, et al: 1999) is concerned with people and seeks to gain an accurate and realistic understanding of people’s strengths (assets or capital endowments) and how they endeavour to convert these into positive livelihood outcomes. It is founded on the belief that people require a range of assets to achieve positive livelihoods. These include natural, physical, economic or financial, human and social capital. Livelihood resources are the assets base from which different productive streams are derived and from which livelihoods are constructed.

Many of South Africa’s challenges with regard to unequal development, high levels of poverty and unemployment, especially in rural areas are due to systematic and inefficient public policies of the apartheid era. There are landmark legislations in the history of the country, which formed and cemented the foundations of an unequal society marred by an inequitable distribution of agricultural resources such as land water and market access. In the South African agricultural sector and more specifically with regard to land reform, there is an outcry for mentorship by land reform beneficiaries
because of the legacy of the segregation system, farm labour and unskilled labour. Post-apartheid government instituted formal mentorship as one of its interventions in order to settle and integrate emerging black farmers into commercial agriculture and address the inherent skills gap.

There is very limited academic literature and published research work on mentorship locally and regionally specifically in agriculture. Given the scarcity of directly related literature, this research relied on indirectly related literature. In light of the above, this chapter will review literature relating to transformation in South African agriculture, land and agriculture reforms in South Africa, agricultural policies, the state emerging farmers in South Africa and lastly, mentorship or mentoring.

2.2 TRANSFORMATION IN SOUTH AFRICA AGRICULTURE SECTOR

South Africa is currently undergoing a significant transformation in her political, social and economic structure. The political dimension of the transformation process has been remarkably and successfully completed as marked by the first all-race elections in April 1994 and subsequent elections. The government has made considerable progress in shedding away the legacy of racial segregation through legal and regulatory reform and redistributive public investment programmes. Against this background, many support a strong need for social redress since poverty in the country is most prevalent among rural blacks. This process of change has called attention to the issue of reintegration of the previously marginalized black rural inhabitants into the mainstream economy.

Landmark legislations in the history of the country have cemented the foundation of an unequal society today – which is still marked by an inequitable distribution of agricultural resources such as land and water sources. The changes and laws have been enacted because of many South Africa’s challenges with regard to unequal development, high levels of poverty and unemployment - especially in rural areas, are due to systematic and inefficient public policies of the past. Of particular interest is the role that black smallholder agriculture could play in facilitating such a process, and specifically its role in providing needed rural livelihoods under such a dynamic environment.
The country has impressive statistics on food self-sufficiency and is one of the world's six net food exporter nations. This success masks the huge inequalities of this sector, characterized by a skewed distribution drawn over racial and ethnic lines. Around 99% of the food in South Africa is produced by white commercial farmers.

The performance of black agriculture has been dismal since the dawn of democracy. This is usually blamed on the exclusion in which smallholder farmers who were marginalized by past political regimes are now marginalized by market forces of scale, consistency and compliance (Royal and Boipono, April 2014). Democratic South Africa was born amid high hopes of a significant reduction of poverty and inequality but this transformation has been rather slow. Agriculture has been earmarked as a sector with the potential to transform the skewed economy inherited from apartheid. The industry is perceived to have a significantly higher multiplier effect to employment creation and income generation, but has remained capital intensive and oligopolistic post-apartheid.

In line with the general climate of reform, significant changes have also been taking place in the South African agricultural sector since the beginning of the political reforms of the early 1990’s. The institutional arrangements of the old order, which favoured large-scale commercial, mainly white farms above small-scale, mostly subsistence and mainly black farms, have been changed.

2.3 LAND AND AGRICULTURE REFORMS IN SOUTH AFRICA

Land dispossession during the colonial era and the decades of apartheid rule produced a highly unequal pattern of land ownership and widespread rural poverty in South Africa (Breytenbach (2004:51). The Natives Land Act (27 of 1913), which was the major and first in a series of legal statues that promulgated an unequal distribution of land resources by racial grouping. The legislation led to a scheduling of land in the form of reserves for occupation only by ‘native’ populations. The reserves formed only eight percent of the country’s total land area, which was demarcated for occupation by more than eighty percent of the country’s total population (Isaacs and Hersoug, 2002:143-144).
When a democratically elected government came to power in 1994, it adopted a land reform program to redress the problems inherited from the past and the challenge of development in the rural areas. The need for land reforms to address the legacy of the past was clearly identified in the Constitution of the Republic of South Africa (Act 108 of 1996, section 25). The framework for the current land reform policy was set out in the white paper on SA land policy, released by the DLA in 1997. The policy aims to achieve both equity in terms of land access and ownership, and efficiency in terms of land use and contribution to the rural and ultimately the national economy (DLA 1997, 38).

The democratic government opted for a three-pronged land reform policy to redress the historical injustice of land dispossession, denial of access to land and forced removals; namely land redistribution, land tenure reform and land restitution.

Land redistribution is the most important component of land reform in South Africa. The Restitution of Land Rights Act (22 of 1994) seeks to redistribute land to previously disenfranchised black groups who may have suffered forced removals as propagated mainly by the Natives Land Act (27 of 1913) and other subsequent discriminatory land legislation. The primary purpose of land redistribution is to provide the poor with access to land for residential and productive issues, in order to improve their income and quality of life. It was based on a willing buyer willing seller principle and government provided grants for the purchase of land.

Land tenure reform aims to bring all people occupying land under a unitary, legally secure system of landholding. It provides for security of land tenure, helps to resolve tenure disputes and makes awards to provide people with secure tenure. It is intended to secure and extend the tenure rights of the victims of past discriminatory practices including farm workers and labour tenants.

The Restitution of Land Rights Act (22 of 1994) was one of the first laws to be passed “to provide for the restitution of rights in land to persons or communities dispossessed of such rights after 19 June 1913 as a result of past racially discriminatory laws or practices”. Land restitution aims to restore and or provide financial compensation for the disposed.
After 20 years of democracy in South Africa, there is a general agreement across political and social spectrum that the states’ land reform program is in severe difficulties. Such critics include the slow pace of land redistribution, the failure to impact significantly on the land tenure systems prevailing on commercial farms and in communal areas including the widespread perception that what land redistribution has taken place has not been translated into improvements in agricultural productivity or livelihood benefits for the majority of the participants (Royal and Boipono: April 2014). The quantitative measure provides only a crude indication of pace and direction of land reform obscuring equally important issues on land quality and location, the socio-economic profile of beneficiaries and the quality of post settlement support.

2.4 AGRICULTURAL POLICIES

The historical laws ensured that the majority of the population were systematically left without adequate land, market access and water resources, which are today some of the biggest challenges facing the public policymaking processes in the agricultural sector. Throughout the 1990s, numerous laws and amendments were enacted to redress the inequalities and inefficiencies stemming from the historical legislations in the sector.

The Marketing Act (26 of 1937) entrenched the power of large commercial farmers. This act became the law due to the lobbying of government by powerful commercial farmers because of negative international experiences of unstable agricultural markets after the First World War. The Act resulted in strong government interventions in almost each and every crop market and institution. It entailed that the farms owned by those favoured by the state-supported institutions would grow in size and level of capitalisation (de Swardt, 1983) with long-term negative economic consequences, especially for emerging farmers and consumers (Vink and Kirsten, 2002).

The Marketing of Agricultural Products Act (47 of 1996) is the current government’s deliberate attempt at liberalising the sector from past state interventions of price and output quantity controls. With the enactment of the Act, government hoped that limits on the state’s involvement in fixing product prices would allow emerging farmers, mainly
from previously disadvantaged groups, access to previously protected and big commercial farmer dominated markets as well as create competition for the benefit of consumers (Marketing Act Commission Report, 1994:3). The act whose aims are to increase market access to all participants and promote efficiency of marketing products, was a redress policy response from the government and has had some successes as well as unintended failures.

In the irrigation water sector, the Water Act (54 of 1956) propagated water rights in South Africa where water use rights could be linked to farm positions and sizes along a watercourse. Hence, the law ensured that the majority of the landless subsistence farms were technically denied equitable water access and use because they were too small, and used dry land farming and were not located near a river.

The Department of Water Affairs and Forestry (DWAF) formulated a National Water Policy (NWP, 1997) guided by the principles of Integrated Water Resource Management (IWRM), which was subsequently enacted into the National Water Act (NWA, 36 of 1998). One of the policy’s main objectives was the management of “the quantity, quality and reliability of the nation’s water resources (for) optimum, long-term, environmentally sustainable social and economic benefit of society” (NWP, 1997:12). The National Water Act and other related Acts were passed with aims to “ensure that water resources (were) protected, used, developed, conserved, managed and controlled in ways which take into account amongst other factors”, a promotion of equitable access, redress of past racial and gender discrimination, and promotion of efficient, sustainable use of water resources (NWA, 1998:10-11).

However, in 2006 the department was also caught in a difficult process of implementing the policy by creating nineteen Catchment Management Agencies (CMAs), countrywide. The process has particularly been a challenge because eight years after the NWP (1997) was enacted into law only one such agency had been successfully established by 2006.

These are only some of the current laws that have been passed by the present government to confront the challenges of underdevelopment in agriculture. However,
the technical formulation and implementation strategies of these laws have not always been successful. The major concerns however are about the availability of resources and the capacity of beneficiaries, institutional support to deliver both on expanded quantities and quality outcomes.

### 2.5 EMERGING FARMERS IN SOUTH AFRICA

According to Jari (2009:13), ‘emerging farmers’ is a relatively new term used to define formerly underprivileged farmers who are determined to enter into commercial farming. Such farmers have the potential to expand and are developing into commercial farming, hence, also known as developing farmers. Although this group of farmers consumes a portion of its farm produce, it mainly produces for selling. Emerging farmers have the potential to contribute towards income and employment generation to the rural poor. This potential to create employment in rural areas, generate income, and contribute to food security has been recognised by the South African government and reflected in the Agricultural Policy (Ministry of Agriculture and Land Affairs, 1998). In South Africa, this group of farmers is comprised of black farmers who were formerly denied the opportunity to farm successfully by apartheid.

Emerging farmers occupy land sizes ranging between small and medium farms (NDA, 2006). Their main challenge is land tenure, whereas they have permission to occupy land, they still do not own it (Louw et al, 2007). For that reason, emerging farmers cannot use the land as security for financing, hence limited productivity growth. Emerging farmers end up delivering produce for 2 to 3 months of the year rather than continuous market provision. In addition, Mather and Adelzadeh (1998) ascertain that emerging farmers still face marketing problems due to inadequate expertise for proper grading, and logistical problems. Emerging farmers are still facing difficulties in penetrating already established markets and have limited resources in production.

Kirsten and van Zyl (1998) point out that the challenges faced by emerging farmers may persist because the sector is not supported enough. With limited policy support, emerging farmers face difficulties in both production and marketing of agricultural produce. In South Africa’s less developed rural areas, emerging farmers such as the
Kat river valley emerging farmers find it difficult to participate in commercial markets due to a range of technical and institutional constraints. Factors such as poor infrastructure, lack of market transport, and market information, insufficient expertise, inability to conclude contractual agreements and poor organisational support have led to inefficient use of markets, hence, results in commercialisation bottlenecks. Furthermore, emerging farmers lack linkages in the marketing channels and can result in their exclusion from the use of formal markets. Emerging farmers have weak financial and social capital and limited access to legal recourse, implying that it is difficult to change these negative market factors individually. As a result, they are trapped and continue to operate within the given market constraints and they do not receive rewarding incomes from their agricultural activities.

Due to this, the agricultural mentorship programme was implemented to offer a ray of sunshine to smallholder and emerging farmers. However, it is quite evident that although the agricultural mentorship program was implemented, the Kat river valley emerging citrus farmers are still facing challenges such as limited production capacity; limited access to financial capital; limited access to production equipment; and limited post-harvest support.

2.6 MENTORING AND MENTORSHIP

Mentoring is considered to be a relatively new concept in South Africa although there are numerous organizations involved with mentoring. Adam (2008:8) states that the origins of mentoring can be traced back to Greek mythology. It has a long and distinguished history dating back at least as far as Homer’s Odyssey, wherein a character, Mentor, acted as a guide and counsellor to the King Odysseus’ son. Since Odysseus entrusted the education of his son to Mentor more than 3000 years ago, the concept of mentoring has become associated with the educational process. Although the term mentor is rooted in mythology, it has grown and flourished throughout the history of education.

Terblanche (2011:55) states that there are numerous definitions for mentorship or mentoring today and the definition depends on the profession involved and the
workplace practices where it is implemented for instance, according to Murray (cited in Terblanche 2011:56)

‘Mentoring is a structure and series of processes designed to create effective mentoring relationships, guide the desired behaviour change of those involved, and evaluate the results for the protégés, the mentors and the organisation with the primary purpose of systematically developing the skills and leadership abilities of the less experienced members of the organisation’.

A more simplified but descriptive definition of mentoring is according to Oberholzer (in Terblanche 2011:56) who states that ‘mentoring is simply someone who helps someone else to learn something the learner would otherwise have learned less well, more slowly, or not at all’.

The South African National Department of Agriculture (NDA) has adapted two non-sector specific definitions of the word “mentoring”, that is, a) “mentoring exists when suitably experienced and competent persons act as resources, sponsors and transitional figures for another person” (Department of Rural Development and Agrarian Reform report, 2014: 1-2). Hence, mentors provide less experienced persons (emerging farmers) with knowledge, advice, challenge and support in their pursuit of becoming full members of a particular segment of life. Mentors welcome less experienced persons into their world and represent skill, knowledge, networks and success that the new professionals hope to someday acquire, or; b). “mentoring is a process of forming a relationship between a more experienced and seasoned person (mentor) and a less experienced person (mentee), where the mentor assists the mentee to achieve a specific goal or develop a specified capacity” (Department of Agrarian Reform and Rural Development report, 2014: 1-2).

Mentorship can be formal or informal. Formal mentorship is mentoring that has been initiated and supported by a third party, that is, someone other than the mentor or mentee, that formalize mentoring, set program goals, select mentors and mentees, and provide extensive training for participants. It is therefore intentional, planned, structured and supported. Informal mentoring is a voluntary relationship that develops between
individuals without organizational interventions. This relationship is seen as constantly being negotiated between mentor and mentee depending on the needs of the relationship. It is the natural coming together of a mentor and a mentee to accomplish each other’s essentials (Miller, 2002).

Adam (2008:10) highlights that mentoring can be short-term, where the mentor helps a client create a vision, achieve a specific goal, or complete a particular project, or deal with specific issues. It can also be long-term, where the mentee wants help for a number of projects, issues and goals. To help people attain the results they want in life, mentors use a variety of tools. They teach, explore alternatives, inspire, act as a sounding board, build confidence and capability, facilitate learning, ask questions, listen with compassion, develop skills, create ownership, provide a challenge, act as a model, and explore potential. A mentor often acts as a partner, providing mentees with the tools, support, and structure to achieve more than they might be able to do by themselves.

Brooks-et al (in Adams 2008), identifies genuine willingness to help someone else succeed, a high degree of self-confidence, respect and tolerance for other points of view, positive attitude toward working with people of different cultural backgrounds, a demonstrated interest in working with minorities and women, a solid understanding and intellectual grounding in one’s field, and a desire for making a difference as key characteristics of a good mentor. Although mentoring roles may evolve over time, an effective mentor (one that possesses all the ideal characteristics as those listed above) is important to the success of the mentor/ mentee relationship. Noller (1982) identified several important strategies for effective mentoring. These include a positive attitude, valuing, open-minded edition, creative problem-solving, awareness, discovery, flexibility, and confidence.

A mentorship programme will not be effective if only the mentor has the ideal characteristics. Lewis (2001) noted that in order for any mentoring programme to be effective and successful, both the mentor and the mentee must be involved in the mentoring programme from the start till its conclusion. By being involved from the onset, clear rules and regulations can be set up thus ensuring that these rules and regulations
are understood by both parties. This furthermore ensures that both parties also understand what is expected and required of them. Clear roles and responsibilities should therefore be explained and documented for reference in the case of a misunderstanding.

According to Jacobs, Lahiff and Hall (2003:2) the agricultural mentorship program implemented by government was aimed at integrating new entrants into the commercial farming community and the associated network of providers of goods, services and information, thus building both commercial and social relations. It is aimed at narrowing the skills gap in farming, notably business skills and where applicable complementing farmer mentoring with organization and management development. The agricultural mentorship programme also facilitates access to services that leads to sustainable income generation by land reform beneficiaries as well as provides and facilitates access to agricultural information for improved planning and decision making. The program strengthens institutional arrangements (partnerships, restructuring, corporatization, funding, funding, establish new entities) for the emerging farmers.

The structure for the implementation and management of the mentorship programme in agriculture aims to enhance the quality and quantity of support available to new and emerging farmers so that their agricultural enterprises improve prospects of profitability and sustainability. The initial emphasis in implementing mentorship is on land reform beneficiaries so that the latter are able to engage meaningfully and establish sustainable agriculture enterprises that are commercially viable and contribute significantly to the country’s food security and agribusiness growth and job creation. This therefore includes commercially oriented land and agrarian reform projects and covering farmers in the transition from subsistence to emerging commercial farmers. Hence, in their implementation plans, the government committed to the utilization of mentors in order to transfer the necessary education and skills to the emergent farmers through the agricultural mentorship programme (The National Mentorship Implementation framework report for the Agriculture sector and The Mentorship Implementation Guidelines, 2003).
Consequently, the SA government has to date, (through the provincial departments of agriculture) supported a number of mentorship schemes in the citrus, beef, ostrich, horticulture and field crop production industry although the question remains as to how effective are these agricultural mentorship programmes.

2.7 CONCLUSION

From the above it is evident that an equitable access and sustainable use of resources is fundamental for people and communities to sustain a livelihood. The objectives of transformation process in South African agriculture in terms of land reform and policies had not yet been achieved as the target and selected beneficiaries did not have adequate knowledge and skills to manage the farms as economically viable enterprises. There is clearly a need for an efficient and effective mentorship programme to address the skills gap in order to make the farms productive and contribute to the rural and national economy.
CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section reviews the research methods used in collecting and analysing data from emerging citrus mentees in the Kat River Valley. It is intended to show how the study was conducted using specific research tools. It starts by describing the study area, and then it explains the research paradigm, methodology, design, sampling technique and the sample size from which data was collected. The methods of data analysis and model specifications follow, outlining the model for data processing, and giving reasons why model has been chosen. A clear description of ethical considerations and on how the researcher gained entry into the area will be provided.

3.2 THE STUDY AREA

According to Jari and Fraser (2001:59) the Kat river valley is located in the Eastern Cape Province, the second largest of the nine provinces in South Africa. It is situated northeast of Grahamstown, in the foothills of the Winterberg and the Amatole Mountains. The Kat River Valley forms part of the Nkonkobe Local Municipality, which falls under the Amatole District Municipality. Before the change of government in 1994, the upper part of the Kat River Valley was part of the Ciskei homeland – one of several black racial reserves created during the apartheid era. The Kat River Valley is characterised by a variety of land uses, ranging from export-oriented citrus farming, commercially oriented rangeland stock farming to small-scale vegetable and crop production and stock farming (McMaster, 2002). Commercial farmers are mainly located in the Middle Kat and Lower Kat, whereas smallholders and emerging farmers mostly practice agriculture in the Upper catchment.

According to Jari and Fraser (2001:60), during apartheid, citrus farming was only practiced by white commercial farmers. As part of black empowerment, some black farmers were helped to operate citrus farms by Ulimocor, a corporation that was liquidated after apartheid in 1994. In addition to citrus farming, Farolfi and Rowntree
(2005) noted that vegetable gardening is an important occupation amongst emerging smallholder farmers. Most of these vegetables are grown on fertile plots lying adjacent to rivers and streams. Whereas some farmers practice sprinkler irrigation, irrigation by hand is practiced by farmers who lack irrigation infrastructure.

Jari and Fraser (2001:62) further state that the population in the Kat River Valley is composed of different races, and the racial composition is the result of history and apartheid. The Upper and Middle Kat are occupied by mainly black Xhosa speakers and coloured Afrikaans speakers, whereas the Lower Kat belongs mainly to white English speakers. Of the total population in the area, approximately 94.28% are black Xhosa people, 4.12% coloured and 0.76% white (Motteux, 2001). In this regard, it is evident that the population is dominated by the black racial group, the majority which consist of emerging citrus farmers who would benefit immensely from the agricultural mentorship programme if the programme is implemented efficiently.

3.3 RESEARCH PARADIGM: INTERPRETIVE PARADIGM

This study has utilised the interpretive paradigm to investigate the effectiveness of the Agriculture mentorship programme within the Department of Agrarian Reform and Rural Development, at the Kat river valley citrus farming project. According to (Taylor, Kermolde and Robert, 2007; Weaver and Olson, 2006 and Blaikie, 2006) a paradigm is a principal model or a broad view, or perspective of something. It is based on beliefs and practices that regulate inquiry within a discipline by providing an outline, lens, and process in which a research study is accomplished or takes place. Thus, the interpretive paradigm focuses on individual perceptions and meaning of a phenomenon or experiences.

The interpretive paradigms’ main goal is to understand a particular situation or context, much more than the discovery of universal laws and rules which it views as potentially fallible (Willis, Jost and Nilakanta, 2007, Bogdan and Biklen, 2003; Gephart, 1999; Schwanat, 1994). This paradigm addresses the important features of shared meaning, understanding, experiences and perceptions of the participants and seeks an actual
reality in a specific situation (Yin, 2003). As such, this means that the researcher will have the chance to describe the events from the point of view of the emerging citrus farmers at Kat river valley, who are the participants (Patton, 2003). In other words, the interpretive paradigm highlights how dissimilarities in human meanings (that is, between emerging farmers and commercial farmers) generate and reflect differences in the general society and economy (Gerphart, 1999).

The interpretive paradigm emphasises that the researcher should be fully involved in the research under study and must be close to the participants being studied. This is because the ideas of what the immediate world means to a person or group being studied, is crucial for good research (Willis et al, 2007). The interpretive paradigm is pertinent to this study because it rejects the idea that human behaviour and reality is single and isolated but in fact, multiple and complex. Thus, lessons learnt from one context (or group) to another and all beliefs and expectations are all treated and viewed as important. Hence this supports the idea that data should be made explicit and presented word for word.

According to Willis et al; (2007), Cole, (2006) and Weaver and Olson; (2006), the interpretive paradigm rejects any form of foundationalism as a way of finding out the truth. Foundationalism is a view about the structure of justification or knowledge, and that all knowledge and justified belief rest ultimately on a foundation of no inferential knowledge or justified belief (Fumerton, et al: 2010). This has provided an opportunity for the researcher to question and probe emerging citrus farmers about their general feelings, concerns, milestones and their hopes in the agriculture sector. Emerging farmers have also been given the freedom to express themselves within their natural setting. The validity of the interpretive paradigm is also grounded in a return visit, when the past research findings are used again yet by another researcher as a guide for entering the field and interacting with the participants described in the research (Van Maaren, 1981). Thus, the interpretive paradigms’ main focus is on the holistic perceptions of emerging farmers pertaining to the effectiveness of the mentorship programme.

3.4 QUALITATIVE METHODOLOGY
Qualitative methodology remains the most popular in building specific understandings of how people in professional, familial relationships strategize to integrate different aspects of their lives (Cillers, Naidoo and Smith, 2011). Qualitative methodology is often used to answer questions about the multifaceted nature of a phenomenon, usually with a determination of describing and understanding this phenomenon from the participants’ point of view (Leedy, 2005). In this study, the researcher seeks to find out using a comparative study, the perceptions of the emerging citrus farmers at Kat river valley with regard to the effectiveness of the mentorship programme. Therefore, using the qualitative approach has enabled the researcher the opportunity to discover in a flexible manner, participants’ opinions with the sole aim of accessing specific information rather than making a sweeping statement of findings.

According to Morse and Richards (2002), qualitative descriptive approaches are extremely helpful because evidence of opportunities, experiences, beliefs, challenges can be easily missed when quantitative methods are used. Hence, they ensure that the authentic voice of the participants is well represented because they are inductive and flexible. Furthermore, the rationale for the use of qualitative methodology for this study has been profiled by Mertens (1998) in de Villers (2005) who posits that research is a naturalistic interpretive science which is multi-method in focus and provides insights into cultural aspects, organisational practices and human interactions. In the same vein (Myers, 2009, Denzin and Lincoln, 2003; and Creswell, 2003) postulate that the qualitative approach uses different data collection methods such as observations, interviews and documents analysis when studying educational processes. In this case, the researchers’ key role is to capture the processes rather than outcomes of interpretations by placing myself in the same situation as the participants.

On the other hand (Krathwohl, 1998; Liampittong and Ezzy, 2005), argue that the qualitative approach has the advantage that open-ended questions can be used in interviews and this will enable the participants to respond in their own words, rather than choosing from fixed responses. This will provide an idea of how people make sense of their own experiences. Therefore, the qualitative researcher is not detached (Leedy and Ormond, 2005). Instead, the researcher (myself) entered the field and collected data
through insights gained from actually being in the field and gaining relevant information (Cole, 2006; Domegan and Flemming, 2003). Thus, the meaning of events, occurrences and interactions were understood through the eyes of the actual participants in specific situations. Thus, qualitative methodology enables the researcher to find out from the participants not only what takes place within the mentorship program, but also how it happens and most importantly why it happens the way it does (Herming, van Rensburg and Smit, 2004).

On the contrary, qualitative methodology has disadvantages - a researchers’ bias can potentially interfere with the data collection and analysis and that there are always chances that the participants may not all be equally credible (Merriam, 1998). Despite these criticisms the researcher believes this approach is relevant to the study. Therefore to avoid bias, plans regarding research procedures were applied in a homogeneous manner. For instance, all emerging citrus farmers at Kat river valley answered the same interview questions through focus groups and semi-structured interviews. In addition, document analysis was used for triangulation.

3.5 RESEARCH DESIGN

Research design requires researchers to specify as clearly as possible what they want to find out and the best way to do it. (Babbie, 2010: 121). Therefore, a research design is “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in procedure” (Kothari, 2000: 31). Moreover, a research design serves to plan, structure and execute the research and to maximise the validity of its findings (Mounton, 1996: 175). As a result, a case study design will be adopted in this study because it is an action plan for getting from “here to there” (Yin 2003:19). Thus, ‘here’, represents, the current position/stance of the emerging farmers with regard to the impact of the mentorship programs, and ‘there’, represents the future predictions and the answers to the research questions that have been raised in this study.

The objectives of the study are to evaluate the mentorship programme’s outcomes for participant’s experiences and perceptions in order to strengthen the programme. The
study thus explores a qualitative methodology to achieve these objectives. Semi-structured interviews and relevant documents were used as data collecting instruments. Collected data was also analysed using a thematic analysis system. This formed the basis for findings, conclusions and recommendations in this dissertation.

3.6 POPULATION AND SAMPLING

The population of the study is the total target group who would in the ideal world be the subject of research and about whom one is trying to say something (Punch, 2005). The selection of the population must precede the selection of the sample. Hence, the members of the population must be readily accessible to the researcher otherwise it will be difficult if not impossible to collect the necessary data (Powell, 1997). Choosing a population is one of the most difficult and essential aspects of the research design Oliver, (2004:28). The research under study is based on the population of twenty one (21) emerging citrus farmers at the Kat river valley, two (2) mentors, as well as two (2) officials from DRDAR.

Qualitative studies usually use non-probability sampling techniques. The items for the sample were thus selected deliberately by the researcher and the choice concerning the sample size remains supreme because no study can involve everything or everyone (Kothari, 2004; Punch, 2001). In this study purposive sampling was used because in interpretive and qualitative studies samples tend to be fairly small and the perceptiveness of facts is what the researcher will seek from each individual. Furthermore, the researcher had developed a more complete understanding of the area, as I am currently the employee of DRDAR and has also specifically worked in the Nkonkobe area from 2006 to 2009 in revitalising the citrus projects within the Kat River Valley. The researcher selected nine (9) out of twenty one (21) emerging citrus farmers at Kat river valley as they were beneficiaries of the mentorship program. Furthermore, the sample size was comprised of two (2) mentor contracted within the mentorship program and one (1) official from DRDAR. According to Kothari (2004), when population elements are carefully chosen for inclusion in the sample built on the ease of admittance, it can be called convenience sampling. In total, the population of the Eastern Cape is approximately 6,620 100. Of this, the population of Nkonkobe local
municipality is estimated at 127 115 and the Kat River Valley population estimated at 5000 (Census 2011 and Nkonkobe IDP 2013/14). The total numbers of Kat river citrus projects in total (farms) are approximately twenty one and the number of farmers/mentees totals some nine. There are some two mentors. From this one can deduce that my sample of mentees was of the total number of mentees at Alice- Kat River Citrus project.

3.7 DATA COLLECTING TECHNIQUES

Data is typically thought of by researchers as a raw form of information, numbers, words, observations, measures or facts before being digested via human recognition use. In this way they are always thought of as the base of a hierarchy that includes information in the middle and knowledge on top (Case 2007:331). In interpretive studies, the sample size tends to be small, therefore used semi-structured interviews and document analysis as the central means for assessing information from emerging farmers with regard to the implementation of the Agricultural mentorship programme. These are discussed below:

3.7.1 INTERVIEWS

Babbie (2010: 274) acknowledges that the interview is an alternative way/ method of collecting data. This scholar reveals that in interviews, researchers ask questions orally and write down the responses. In the same vein, Kothari (2004: 97) argues that the interview method of collecting data involves “presentation of oral-verbal stimuli and reply in terms of oral-verbal responses”. There are mainly three types of interviews that a researcher can choose to utilize. These are structured interviews, semi-structured interviews and unstructured interviews. This study will adopt semi-structured interviews. These have been adopted because they are flexible and they give the interviewees the chance to develop ideas and speak out more widely on the issues that are raised by the researcher (Denscombe, 2003; Patton, 2002). In addition semi-structured interviews enabled me to probe, clarify points made by participants and build on questions that the participants raised during the interview process (Cohen, Manion, and Morrison, 2007). Eight emerging farmers were interviewed using semi-structured interviews using an
interview guide with the questions adapted from the research questions. I wanted to find out from the emerging farmers how they had experienced and progressed through the mentorship programme. The interviews lasted approximately 1 (one) hour in which the researcher got the opportunity to pursue what Denscombe (2003) refers to 'privileged information'. The advantage of semi-structured interviews is that supplementary information about the respondent personal characteristics and environment which is often of great value in interpretation.

Some of the weaknesses of face-to-face interviews is costly, time-consuming and the possibility of both the researcher and respondent bias (De Vos, Strydom, Fourche, Delport, 2002; Kothari, 2004; Bailey, 1982). Nonetheless, the advantages outweigh the weaknesses and provide solid reasons to adopt this data collection technique.

3.7.2. DOCUMENT ANALYSIS

Organisational documents are important as a means of collecting qualitative data because they are in a position to project rich and tangible data. They bring out the values and beliefs of individuals in a particular setting and also act as a form for communication. According to Maree (2005), the use of document analysis means focusing on all types of written materials that can help the researcher to identify themes and patterns of a phenomenon being studied. The researcher has thus used document analysis because these are tangible and can be reread repeatedly. This dispute that document analysis has some disadvantages such as low irretrievability and access (Yin, 2003).

3.8 TRUSTWORTHINESS AND CREDIBILITY

There are numerous ways and measures that can be used to promote trustworthiness and credibility of a qualitative study. According to Rule and John (2011), citing Guba and Lincoln (1981), trustworthiness in a study is achieved by giving attention to the study’s’ transferability, credibility, dependability and conformability. The role of trustworthiness in a research study is to support that data and data analysis are believable and that the findings are worth paying attention to. To provide a more complete and multidimensional understanding of the issues relating to the effectiveness
of the agricultural mentorship programme, a triangulation methodology design was employed by the researcher (Taylor, Kermode and Roberts, 2007).

The researcher used semi-structured interviews, focus group interviews and document analysis to provide valuable guidance and awareness of the effectiveness of the agriculture mentorship programme and to overcome any problems of bias.

Triangulation is concerned with the application and combination of several research methodologies in one study. Halcomb and Andrew (2005) are of the view that using multiple data collection instruments and methods to cross-check and validate findings will multiply the depth of the study and make the research findings rich with thick descriptive data. In addition, this will increase confidence in consistence, accuracy and quality of data presentation.

3.8.1 CREDIBILITY

Credibility refers to the idea of internal consistency where the core issue is how to ensure vigour in the research process and if the research measures what it is set out to study. It is the true exemplification and explanation of the phenomenon under study (Gasson, 2004; as cited by Babbie 2010). To ensure credibility of the study, the researcher used an audio tape recorder in all the interviews that are going to be conducted.

There was a slight challenge in meeting the mentees and the departmental officials as they were busy and occupied with training courses, but this was later resolved.

3.9 DATA ANALYSIS

According to Cohen, Manion and Morrison (2000), every researcher needs to consider the mode of data analysis to be employed in a research study. Creswell (2002) and Mertens (2005) argue that data analysis occurs simultaneously and iterative with data collection, interpretation and report writing. This should involve working with the data, organising, breaking them into manageable units, coding, synthesising and searching for patterns (Bogdan and Biklen, 2003). In preparation for analysis the researcher repeatedly read the interview transcripts in order to get an overall view and
understanding of the interviews and also to become familiar with the data collected during interviews. The researcher then analyzed the responses of each participant in relation to question asked. Responses were aligned to the objective of the study. The interviews were conducted both in Xhosa and English but they were all then transcribed in English. The researcher is Xhosa speaking and speaks English as well. The data was analysed and validated by the researcher with the help of a statistician. All transcripts were read to get a sense of them as a whole and then ideas were jotted down. The researcher then listed the identified topics and grouped similar topics into major and unique topics. The researcher identified persistent words, phrases and themes and grouped them into categories. Codes were then allocated to similar topics. This exercise was repeated with all the transcripts by coding all the topics. The most descriptive wording for the topic was checked and placed into categories. Related topics were grouped together to reduce the total list of categories, and then lines were drawn between categories to show interrelationships. A preliminary analysis of data belonging to each category was done by assembling categories in one place. Frequency tables were generated, followed by drawing of tables and charts to present the results.

3.10 ETHICAL CONSIDERATIONS

Research in the real world have to deal with people and the things that affect them; ethical issues are bound to rise at the planning, implementation and reporting stages of research (Gray, 2004: 58). This study has adhered to professional ethics and standards during the conduct of the research since it involves human beings. In this regard, the researcher did protect and preserve individual privacy and the real identity of the specific persons was not be revealed. The researcher thus assured participants that their identities would remain anonymous and all information provided treated as confidential. The researcher undertakes to report the findings as accurately as possible and followed the principle of full disclosure of intent. All research participants have ethical rights to be consulted, to give or to withhold consent, and to confidentiality. The researcher obtained ethical Clearance from NMMU in order to conduct the study.

3.11 CHAPTER SUMMARY

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This chapter looked at research methodology in which the interpretive paradigm and qualitative approach were discussed in detail. This study employed purposive and convenience method of sampling and the data collection techniques used by the researcher were semi-structured interviews, focus group interviews and document analysis. Data analysis and ethical consideration were also tackled in this chapter. The next chapter concerns my data analysis and presentation.
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter deals with the analysis and interpretation of the research data using thematic analysis from semi structured interviews from mentors and mentees at Kat river valley citrus project. Document analysis included documents perused from the DRDAR official and Riverside citrus pack shed in the district – these documents were the national guidelines on the implementation of the agriculture mentorship programme, annual reports, production and marketing records, as well as audited financial statements.

Firstly, the chapter look at the demographic profile of respondents followed by the farming operations involved. Training and capacity building, the effectiveness of the program and its impact will also be discussed; and also how the mentors and government official view the effectiveness of this programme in rural development. Lastly discussion will deal with the research objectives and questions by evaluating the mentorship programme’s outcomes from participant’s experiences, the success of the agriculture mentorship program and the contextual factors affecting the success of the programme.

This section also deals with the demographic profile of the study area, farm operations in the relevant areas, and discusses whether they have been effective implementation of the mentorship programme. The impact of the programme will then be discussed, followed by the view and perceptions by mentees and participants on this experience on agriculture mentorship programme. The last part of this section includes the perspective of departmental officials regarding the programme.

4.2 Empirical findings

4.2.1 Demographic profile
The respondents were asked to provide their demographic profile by indicating their age group, marital status, gender and race and highest qualification. Understanding the demographic profile of respondents is very important as these factors may affect the effectiveness of the mentorship programme. Farmer’s socio-economic and farm characteristics influence his/her decision to participate in the program. Uchezuba et al., (2009) points out factors that influence the farmer’s choice to participate in farming include farmers' age, gender, level of education, experience in farming, full time/part time farmer and business. Table 4.1 below shows the demographic profile of the respondents which involved eight mentees.

Table 4.1: The demographic profile of respondents

<table>
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<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</tr>
<tr>
<td></td>
<td>MARRIED</td>
<td>4</td>
<td>50.00</td>
</tr>
<tr>
<td></td>
<td>WIDOWED</td>
<td>2</td>
<td>25.00</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td>BLACK AFRICAN</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>WHITE</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>QULIFICATIONS</td>
<td>BELOW MATRIC</td>
<td>2</td>
<td>25.00</td>
</tr>
<tr>
<td></td>
<td>MATRIC</td>
<td>3</td>
<td>37.50</td>
</tr>
<tr>
<td></td>
<td>DIPLOMA</td>
<td>3</td>
<td>37.50</td>
</tr>
<tr>
<td></td>
<td>HONOURS</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Out of eight mentees interviewed, 75% constituted men while females constituted only 25% of the sample. Proportions of males to females, amongst the emerging farmers, differ with farming practices. For instance, in citrus farming, there are higher proportions
of males whereas there are higher proportions of females in vegetable farming (Magni, 1999) which is similar with this study which reflects gender bias in agriculture. It is therefore true that land reform beneficiaries are men, while women have not been targeted.

The findings as presented in Table 4.1 above show that the modal age group was the 50-59 years. 50% of the mentees interviewed were between 50-59 years, 25% between 40-49 years, while the other 25% of the mentees was above 60 years. These statistics indicate that interest in citrus, as it is generally so in agriculture, is mostly shown by older generation with younger people showing little interest. According to Randela (2005) age is an important aspect in agriculture because it determines experience that one has in a certain type of farming and the willingness to learn new systems and technologies. Older people generally tend to connect more to the past and are late innovators.

From the 8 mentees interviewed, 50% were married, 25% single and 25% were widowed. Notably, married couples do give support to each other and also provide a bigger and more effective labour base. Zenda (2002) states here that married people are able to share household activities such as agricultural production, herding of livestock and other household chores.

The majority of the mentees (100%) were black. According to Nel (1998), during apartheid, citrus farming was only practiced by white commercial farmers. As part of black empowerment drive, some black farmers were helped operate citrus farms by Ulimocor, after apartheid. The challenge is on acquired skills as they were moved from ‘being a worker to being a decision maker’.

In terms of qualifications only 25% had no matric or post-matric educational qualification, while 75% have matric educational qualification to diplomas. Education qualification can have an impact on mentorship in its relevance to production, and hence it is crucial in agriculture. According to Darroch and Mashatola (2003), high levels of education may mean more readily adopt technologies to improve citrus yields. They believe that those who had higher levels of education may be more willing to participate
in mentorship programmes owing to the potential perceived benefits. Therefore higher education levels are positively associated with increased farmer allocative and productive efficiency, hence improved agricultural productivity (Jamison and Lau, 1972).

4.2.2 Farming operations

Table 4.2 Farming operations among respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Size of farm (HA)</th>
<th>Number of beneficiaries</th>
<th>Years in farming</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>22</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>47</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

All the respondents were involved in the same land reform type, which is the LRAD and their main enterprise was citrus. Table 4.2 shows most respondents were involved in big projects as the size of the farms ranged from 22 to 64 ha. However, the average area under production within the farm is 15 ha, which is not an economically viable unit for citrus production. According to one of the mentors interviewed, you need a minimum of 20 ha to run an economical citrus enterprise. There is clearly an underutilization of the production land available which may later impact on the outcomes of the mentorship program.

There is one to elven direct beneficiaries on the farms who are co-owners and work on the projects. The number of beneficiaries can serve as own labour during times of distress within the farms thus reducing labour costs thereby increasing savings. All the mentees interviewed have been in the farming business for a long time from 14 to 19 years. This is clearly an assurance of general farming experience within the citrus industry.
In terms of their management structure (fig 4.1 below) they had a managing director as the top level position followed by farm manager, supervisors, assistant manager, chemical and fertilisers’ agents, irrigators, truck drivers and general workers. In addition, all respondent’s projects had different number of employees available to them permanently or seasonally/casuals. Most of the respondents were managing directors and farm managers in the projects.

**Figure 4.1: Management Structure**

Permanent employees ranged from 5 to 14 employees and seasonal employees from 6 to 65 people. The citrus sector presents good employment opportunities, particularly for disadvantaged communities (De Villiers, 1996). Thus there is potential for the industry to make a contribution to the pressing problem of rural development.

### 4.2.3 Training and capacity building

This section deals with skills need assessment, areas where training was provided and if the training is sufficient. 75 % of the respondents agreed that there was no skills needs assessment conducted at the commencement of mentorship programme and 25% agreed that there were skills needs assessment conducted at the beginning of the
program. Therefore the majority of the respondents did not have skills need assessments done which is important to determine the level of knowledge they have before they start the program.

However skills transfer has been provided during the mentorship programme. The respondents were trained in technical skills, leadership development program, computer lessons, administration and financial skills, food safety, fertilization, pest control, record keeping, financial management, pruning skills and any training to do day to day activities. They all felt that their training was sufficient though 50% felt that training with administration and financial skills was not sufficient because there were difficulties in marketing and financing products.

**4.2.4 Agricultural mentorship programme implementation**

This section deals with the effectiveness of the programme, how the program integrates farmers into commercial farming and lastly challenges and measures to curb the challenges.

All the respondents felt that the mentorship programme had been effective as they were been assisted with ongoing technical and marketing assistance and also daily operations. Respondents felt that they had grasped the content they learned during this programme and could stand on their own. They felt the programme increased their personal growth. Here two respondents indicated:

Yes, because I’m assisted technically on a daily basis and taught skills how to run my citrus farm successfully and I’m also taught administrative skills as well as financial skills

Yes, the technical and human resource (HR) skill has enabled the mentee to effectively and efficiently manage production and HR matters within the farm.

The respondents also felt that the mentorship did help integrate farmers into the commercial farming community. However, they felt that this could only be achieved if individuals were willing to learn and work together.

Yes, I believe that the mentorship programme assists emerging farmers towards their goals to become commercial farmers and engage with other commercial farmers.
4.2.5 Challenges and solutions

This section deals with the challenges and solutions as perceived by respondents. The solution suggested will follow the challenge that it deals with. Respondents identified ten key challenges as depicted by Table 4.3 below. The first challenge was the lack of implementation from the start of the program. Respondents felt that the program did not follow steps to enhance smooth implementation of their business. The majority of the respondents did not have skills need assessment before the programme. The assessment would have helped to understand what kind of skills the respondent had before joining the program, so as to identify areas which could be improved thereby not wasting money on training that was not required.

The agricultural mentorship should be extended to ensure the effective implementation thereof because of the different activities in citrus production such as harvesting, grading, quality control and extraction.

One of the most pressing was a lack of fencing around citrus groves that lead to theft by locals and destruction of farm products by livestock. The respondents felt that the government should provide fencing materials and any other safety needs required to help to reduce production loss.

Thirdly, there appeared to be little consultation with the mentees when it came to decision affecting the program. The decisions regarding management of products for example need for chemicals were all made by mentors. The respondents felt that they should have been involved in decision making as they were responsible for day to day activities and have first-hand knowledge of problems they are facing and how they can be resolved. One respondent said:

Unilateral decision making by mentor; no consultation in decision making and also there is no transparency on the mentee and mentor relationship.

A fourth challenge was the need for transparency on mentee and mentor relationships. This relationship is greatly affected especially when it comes to finances transparency, in terms of how they are used and the initial budgets. To overcome this challenge respondent felt that there was a need for more transparency between the mentee and mentor. In addition, the mentor should also be monitored because without monitoring
corruption may occur. There was an expressed need for strengthening monitoring of farming operations directly by the respondents, and not a reliance on reports done by mentors. Mentors usually compile reports showing how government money for this project was being used.

The fifth challenge faced by respondents was the issue of time. They felt that they were not given enough time for mentoring and learning new skills and knowledge in all activities. Respondents suggested the extension of time to three or five years for mentorship them to grasp all concepts.

One year of mentorship is not sufficient on a citrus farm because a citrus tree takes five years before it comes into production and then thereafter we need to learn more about target markets and niche markets for our produce.

The sixth challenge was the need for human resource and information technology skills. Respondents felt that they were getting more technical skills while lacking Human Resources and IT skills which are crucial in marketing their products. Therefore training must be provided in all aspects which deal with the program hence the need for extension of time to capture everything. In other words they needed to know how to manage staff, pay bills and to be computer literate.

The next challenge, the seventh, was the lack of flexibility in the mentorship program. They felt that the program has rigid steps which did not allow flexibility. Some respondents grasped the program more easily than others hence the need to branch out on their own without needing more mentoring.

Mentorship must go ahead for 5 years if the farmers feel that they should proceed without the department footing the bill. If the farmer feels is ready to stand on their own then they must be let to, provided the level of production say so.

Skills transfer must be checked at least on quarterly basis. There must be a measurement to gauge the level of skill transfer

Mentees also felt that mentors did not have enough time to attend all the needs of mentees. The mentors clearly have other jobs and responsibilities besides mentoring. The respondents the respondents felt that there should be more frequent visits and regular meetings so that members could get the support they needed.
The ninth challenge was the financial and land tenure rights problems faced by respondents. The respondents were not able to get financial assistance from financing institutions as they did not have land tenure rights to use as collateral. The farms are state owned farms leased to the citrus farmers to live and produce on them. There is a need for financial injection in the farms to replace old unproductive orchards and expand for economic viability of the citrus enterprise. They suggested that government should assist them financially or transfer land tenure rights to them as a way of empowerment.

Table 4.3 Challenges and solutions from mentees

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  No implementation from the start</td>
<td>• To provide a good implementation which includes skills need assessment to avoid wasting money on training not required</td>
</tr>
<tr>
<td>2  No fencing (leading to theft and destruction of farm products)</td>
<td>• To provide financing for fencing and any other products safety required</td>
</tr>
<tr>
<td>3  No consultation in decision making</td>
<td>• To be involved in decision making as they are involved in day to day activities</td>
</tr>
<tr>
<td>4  Need for transparency on mentee and mentor relationship especially when it comes to finances</td>
<td>• Transparency in funds • Strengthening monitoring and not only to rely on report • Mentors to be supervised as well</td>
</tr>
<tr>
<td>5  Not given enough time for mentoring to capture skills and knowledge in all activities</td>
<td>• Extension for at least 3 years</td>
</tr>
<tr>
<td>6  Need for HR and IT skills</td>
<td>• To provide more training on all aspects</td>
</tr>
<tr>
<td>7  Mentors do not have enough time to attend all the needs of mentees</td>
<td>• Frequent farm visits and regular meetings</td>
</tr>
<tr>
<td>8  Program is not flexible</td>
<td>• Need for measurement to gauge skills transfer</td>
</tr>
</tbody>
</table>
9  **Financial problems**  
- To provide finance to help those affected

10  **Lack of title deeds to make decisions**  
- Government to also give part of land to people to empower them

All the above challenges made most farmers aware that mentorship programme should be extended for a longer period of time, beyond one year, since they believe this would be a solution to most of the problems. In previous research done in the area by Smit (2003), it shows that in addition to rainfall problems, environmental problems in the Kat River Valley included over-fertilization, litter, water-pollution, erosion and river siltation, reduced tree and grass cover and increasing sediment output. These problems can hinder the production process. And another main production difficulty is the lack of title deeds on the land they farm. Unavailability of title deeds makes it difficult to access credit and, in turn, it becomes difficult to invest on the farming land (Mbilase, 2007). Therefore these problems need to be addressed to increase production levels.

### 4.2.6 Impact of the mentorship program

The mentorship program has a direct impact on personal growth in terms of knowledge and skills development, as people did use the skills they learned during the project. These skills related primarily to harvesting, production and sickness. The mentorship programme also had an impact on the production level and income levels as they did increase after the mentorship programs were implemented. However 20% of the respondents experienced a decrease in production which was due to severe frost damage.

As shown below, mentorship has had a positive impact on production and income levels. One of the respondents indicated that in 2011 they were producing 1453 bins of citrus and in 2012 (after the program was implemented) the production level increased to 1712 bins. In total the increase from 2011 to 2012 indicates an 18% per cent increase in production levels of crops. The main crops are mainly hard and soft citrus.

In terms of income levels one of the respondents started off with 2.3 million in 2011 and it increased in 2012 to 3.5 million. This shows that respondents did learn from the
programme and it helped enhance their profits and production. All in all, income levels did improve. Some responded as follows to their increase in production and income levels;

- **What was the production level prior the mentorship intervention?**
  
  **Respondent 1:** 2011 3500 x 15 kg  **2012** 60060 x 15 kg boxes  
  **Respondent 2:** 2011 1453 Bins  **2012** 1712 Bins  

- **What was the income level prior the mentorship intervention?**
  
  **Respondent 1:** 2011 R2.3 million  **2012** R3.5 million  
  **Respondent 2:** 2011 R1009538  **2012** R1834000  

One of the respondents had a decrease in production levels due to frost and temperature problems. The weather affected the production level in their projects. The increase in production was a result of the first crop harvest that was realised on the orchards that were established in 2007.

4.3 **Mentor and official information**

All the mentors appointed were qualified and appointed by the department to mentor farmers. Their duties included giving support to mentees and providing them with technical skills and every other aspect in their projects. They clearly believed the citrus industry is extremely well organized and in the Kat River Valley farmers are in a very good position to provide the best advice. Programs have also been put forward for monitoring the project which include time based visits and monthly reporting to enhance programme effectiveness. The DRDAR official also stated that all the role and responsibilities of people involved in the project are stated before commencement, such as the duties of mentor and mentees in promoting the project

Mentors believed that the program was effective overall and they rated it as excellent. They felt that it was effective in the citrus industry because of new research done, market trends as well as an increase in skills and knowledge. They believed that agricultural mentorship programme at the Kat river valley came just in time to assist the emerging citrus growers to become successful entrepreneurs in their businesses.
Marketing access improved tremendously – but sometimes not because of the mentorship programme. It was because the farmers were already contracted to local pack sheds before the commencement of the mentorship programme.

Mentors identified some problems, but believed that these could be overcome, if the land tenure system could be taken in consideration. Mentors felt that they were not being paid enough for their hard work, which did affect other mentor’s attitudes towards the programme. From a mentee’s point of view it is difficult to implement excellent advice without the necessary financial resource. In addition, the size of the production units is also too small and requires huge amount of capital to expand. A 20 hectare unit is not economically viable and the units need to expand to at least 40 hectares. Therefore access to finance and land tenure limits their ability. Without surety and good financial statements it is not possible to get funding from financial institutions but sometimes export agents are willing to loan farmer’s money. This is not ideal, as farmers are obliged to pack all their fruits for this particular agent irrespective of prices offered. In this instance other more lucrative options are passed by resulting in each farm losing out on profits which could have been reinvested in the farm. One government official further stated the need for this mentorship programme to be extended as it would help to develop small farmers into successful commercial farmers, I quote;

*Personally I strongly recommend that the department continues the mentorship programme and partnership with the community organizations and also add new entries in the program as there are gaps on other commodities like crops, hydroponics, poultry, citrus etc. This support has significantly contributed towards the livestock improvement, financial management and income from these commodities. Gradually this is also adding value towards graduating of these emerging farmers to become commercial farmers and this will also made these farmers to contribute towards the mainstream of South African economy.*

However both the mentors and the DRDAR official felt that there were challenges faced during the course of the mentorship program. The table below summarises the challenges encountered from the mentor’s and DRDAR official view;
Table 4.4 Challenges encountered from the mentor’s and DRDAR official

<table>
<thead>
<tr>
<th>#</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficulty in getting accredited mentors resulting in fewer mentors submitting proposals for selection into the program.</td>
</tr>
<tr>
<td>2</td>
<td>Not all commodity organizations from the previous year contracted with the department for the second year and that harm the projects that were mentored previously.</td>
</tr>
<tr>
<td>3</td>
<td>There is not enough communication within the directorates of the department as a result sometimes you find another directorate performing a task/activity to the project you mentored and you were not aware.</td>
</tr>
<tr>
<td>4</td>
<td>The entrepreneurship directorate should communicate with directorate championing mentorship for the update so as to know the status of the funding for infrastructure</td>
</tr>
<tr>
<td>5</td>
<td>Confusion of Master mentorship from the Department of Agrarian Reform and Rural Development with the one conducted by Department of Agriculture, Forestry and Fisheries.</td>
</tr>
</tbody>
</table>

However the following suggestions were given by the Department of Agrarian Reform and Rural Development official in order to curb such challenges as above in similar future programs. These include;

- A proposal for farmer to farmer mentorship has been submitted for approval so as to accommodate other people /mentors with expertise.
- A meeting with other directorates was suggested but there was little response from the people responsible.
- A meeting was suggested to meet people driving the mentorship programme from the department of Rural Development and Land Affairs.

Overall, the implementation and management of the mentorship programme was properly executed in the aim to enhance the quality and quantity of support available to emerging farmers - so that their agricultural enterprises improved prospects of
productivity, profitability and sustainability. Mentors fully agreed to this because they stated that the initial emphasis in implementing mentorship was on small scale farmers. This was, so that they could meaningfully and establish sustainable agriculture enterprises that were commercially viable and contribute significantly to the country’s food security and agribusiness growth and job creation.

4.4 Discussion

This section dealt with the objectives and research questions of the study. Each year, government spends large amounts of money around farming projects which do not always produce expected results. This is very likely to result from high illiteracy levels and/or lack farming experience and skills. These challenges need to be addressed in order for training to have more impact. Therefore, the background of trainees remains critical in developing their learning material and framework. The quality and appropriateness of training is crucial for the development of emerging farmers. As noted from the study, that most respondents had only matric and 50% agreed that there was no skills needs assessment before the commencement of the program. Therefore there is a need for skills analysis before implementation for it to be successful.

In terms of skills training it can be noted that technical citrus production skills were adequate. However, there is a supplementary need for administration and financial skills. This shows that the programme is limited to teaching production skills. This can in turn, affect the progress of transferring necessary skills and information to the emerging farmers. Lack of administrative skills has also hindered the capacity of these upcoming new farmers in making a significant contribution in the agriculture sector that could lead to significant economic development.

The programme has been successful as measured against its own objectives. Its objective was to increase production levels and income levels which can be noted from this study to have increased. Both the mentees and mentors agreed that the programme was of great value.

4.5 Conclusion
This chapter focused on the presentation, analysis and discussion of findings as they related to demographic characteristics, efficient implementation of mentorship programme, and the effectiveness of the programme. The mentorship programme has made an impact since its implementation as can be noted by the increase in production and income levels; some sustainability of skills and knowledge attained from during mentorship as well as job opportunities from projects.
CHAPTER FIVE

CONCLUSIVE SUMMARY AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter will present a summary of the findings as well as recommendations on the empirical findings presented in the preceding chapter.

5.2 SUMMARY

The research has been undertaken to evaluate the effectiveness and outcomes of the agriculture mentorship program at the Kat River Citrus project. The findings reveal that the mentorship programme has made a positive impact since its implementation as can be noted by the increase in production and income levels; sustainability of skills and knowledge attained from during mentorship and also job opportunities from the projects. In terms of skills training it can be noted that technical skills were adequate however there is more need for administration, IT and financial skills. There was also no skills assessment conducted at the commencement of the mentorship in order to provide a good fit between the mentor and mentee. The programme was therefore limited to teaching citrus production skills. The programme was further confronted by a deficiency of qualified mentors and long-term funding by DRDAR.

The Kat River citrus project study and related literature suggest that the barriers to a more successful mentorship programme includes lack of sufficient time for mentoring, poor planning of the mentoring process, unsuccessful matching of mentors and mentees, a lack of understanding about the mentoring process, inadequate support and/or resources, and a lack of commitment, passion and vision by programme managers (Hansford et al. 2004).

5.3 RECOMMENDATIONS

Agriculture is a complex industry with a need for knowledge far beyond the technical production aspects. Farmers need advanced business skills, leadership ability, risk management, financial planning, people and environmental management, strategic
thinking, negotiation and decision-making. Such knowledge can be gained in several ways. A minority of farmers have a relevant tertiary qualification but most learn their skills on the job and from various formal and informal courses, as well as from friends, family and peers. Formal mentorship is thus a complementary learning option that may help to meet some farmers’ learning needs.

The findings deliberated in the preceding chapter, reveal considerate challenges facing the agriculture mentorship programme. The challenges are key limitations to the accomplishment of the program’s objectives. To deliver a successful mentorship programme that has a good chance of victory, the researcher made the following recommendations:

- The mentor and the mentee should develop a clear vision, mission and goals that are communicated as a pathway to where they are going.
- A mentorship programme should be structured for at least a three (3) to five year period in order to realise the target outcomes.
- Government should facilitate mentoring of emerging citrus farmers by contracting established and accredited mentors to provide a treasured mentoring service. Prospective mentors should attend an accredited training program before they engage in mentorship programme. A thorough mentee selection programme should also be developed to select farmers that are willing to partake genuinely in the mentorship programme.
- Before the commencement of the mentorship programme, the skill needs of the mentees should be assessed to draw up a plan for the mentee and to ensure a good fit between the mentor and the mentee. Government must ensure capacitation of mentees in critical skills such as financial management, marketing, business management and information technology (IT).
- To ensure an effective support to emerging citrus growers, a coordinating structure should be established to ensure optimum use of deployed resources and avoid mismanagement of funds by participants. The support given to mentees should not be limited to mentoring only, but extended to credit access, extension service, and infrastructure and farming equipment. A strong support
should also be offered to the officials coordinating the program to ensure well-planned and resourced mentorship programme.

- Government must provide an on-going monitoring and evaluation program to ensure an early identification of challenges, timeous intervention and continual feedback from participants. Field visits should be conducted to monitor achievements and challenges and should not be dependent on written reports by mentors.

The formal mentoring process deserves to become an established option in the suite of tools that farmers can use at all stages of their career. For this to occur it will have to be valued and financially supported by the wider agricultural industry.
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ANNEXURE A

INTERVIEW QUESTIONS FOR MENTEES

SECTION A

1. BIOGRAPHICAL DATA

Please tick with the letter X in the appropriate box

2.1. Gender

Male | Female

2.2. Age

21-29 | 30-39 | 40-49 | 50-59 | 60+

2.3. To which ethnic origin group do you most closely belong?

Black African | White | Coloured | Indian | Prefer not to say

2.4. Marital status

Single | Married | Divorced | Widow

2.5. Highest qualifications obtained

Matric | Diploma | Junior degree | Honours | Masters | PhD
SECTION B

2. FARMING OPERATIONS

3.1. How long have you been farming?

..........................................................................................................................................

3.2. What is your main enterprise?

..........................................................................................................................................

3.3. What is the size of your farm?

..........................................................................................................................................

3.4. How much is the area under production?

..........................................................................................................................................

3.5. Describe the ownership structure of your farm

..........................................................................................................................................

..........................................................................................................................................

3.6. How many employees do you have?

..........................................................................................................................................

SECTION D

4. EFFECTIVE IMPLEMENTATION OF THE MENTORSHIP PROGRAMME

4.1. Were there any skills needs assessment conducted at the commencement of the mentorship programme?

..........................................................................................................................................

..........................................................................................................................................

..........................................................................................................................................

4.2. Describe areas in which training have been provided to you
4.3. Are you trained sufficiently trained with technical, financial and administrative skills to run farming operations independently?

4.4. Do you think the agricultural mentorship programme implemented to assist you as the Kat river valley citrus farmers is effective? (Please motivate your answer)

4.5. In your own opinion does the agricultural mentorship programme integrate emerging farmers into the commercial farming community?

SECTION E

5. IMPACT OF THE MENTORSHIP PROGRAMME

5.1. What was the production level prior the mentorship intervention?

5.2. Has production level improved after the mentorship intervention?
5.3. What was the income level prior the mentorship intervention?

5.4. Has income level improved after the mentorship intervention?

5.5. Were the skills obtained constantly used in a sustainable manner even after termination of the mentorship programme?

SECTION F

6. PERCEPTIONS AND AREAS OF IMPROVEMENT

6.1. In your own opinion what measures should be put in place by the Department of Agrarian Reform and Rural Development to ensure the effective implementation of the agricultural mentorship programme?

6.2. What challenges are you facing as the emerging Kat river valley farmers through the implementation of the agricultural mentorship programme?
6.3. Any other comment you would like to make regarding services rendered to you as emerging farmers by the mentors through the agricultural mentorship programme.

Once more, I thank you for your co-operation!
ANNEXURE B

INTERVIEW QUESTIONS FOR MENTORS

SECTION A

1. BIOGRAPHICAL DATA

Please tick with the letter X in the appropriate box

1.1. Gender

Male | Female

1.2. Age

21-29 | 30-39 | 40-49 | 50-59 | 60+

1.3. To which ethnic origin group do you most closely belong?

Black African | White | Coloured | Indian | Prefer not to say

1.4. Marital status

Single | Married | Divorced | Widow

1.5. Highest qualifications obtained

Matric | Diploma | Junior degree | Honours | Masters | PhD

SECTION B

2. EFFECTIVE IMPLEMENTATION OF THE PROGRAMME
1. What is your role as the master mentor in the Agriculture Mentorship Programme?

1.1. What are the minimum requirements and standards for effective mentoring?

1.2. Was there any basic assessment of the farming venture conducted to determine sustainability, departure for measuring progress, and plan for prospects of the venture and to monitor progress?

1.3. Was there any needs analysis conducted to establish needs (skills development, technology transfer, socio-economic, etc.) of the mentee at the commencement of the mentorship programme?

1.4. To what extend does the mentorship programme offer advanced knowledge in Agriculture to the emerging farmers?
SECTION B

2. THE AGRICULTURAL MENTORSHIP PROGRAMME AT KAT RIVER VALLEY

2.1. What are the minimum standards of monitoring and evaluation at the Kat river valley citrus project?

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2.2. Were these standards adhered to?

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2.3. In your own view, do you regard the agricultural mentorship programme implemented for the Kat river valley citrus farmers as effective?

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2.3.1. Please motivate your answer.

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2.4. How effective has the agricultural mentorship programme been in providing access to agricultural information for improved planning and decision making to the emerging Kat river valley citrus farmers?

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Yes  No
2.5. Has the agricultural mentorship programme at Kat river valley been successful in integrating the emerging citrus farmers into the commercial farming community?

3. CHALLENGES FACED IN IMPLEMENTING THE MENTORSHIP PROGRAMME

3.1. What are the challenges faced in implementing the agricultural mentorship programme at Kat river valley?

3.2. To what extent have these challenges affected the emerging citrus farmers?

3.3. How can these challenges be minimized?

4. GENERAL COMMENT.

4.1. Any other comment you would like to make regarding the agricultural mentorship programme at the Kat river valley?
Once more, I thank you for your co-operation!
ANNEXURE C

Interview Questions for DRDAR’s Agricultural Education and Training Directorate (AE and T)

1. What is your job title and role in the Agriculture Mentorship Programme?

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2. How was the program implemented?

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3. Who were the selected mentors and mentees?

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4. Were stakeholder roles and responsibilities explained at the commencement of the programme?

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5. Did you have any reporting system in place for monitoring and evaluation purposes?

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6. Did you have there any information management system in place?
7. In your view, were the objectives of the program achieved?

8. What were the challenges encountered in implementing the programme?

9. How were the challenges resolved?

10. Are there any other comments you would like to make regarding the agricultural mentorship programme?

Thank you very much for your cooperation
PERMISSION TO SUBMIT A TREATISE/DISSERTATION/THESIS FOR EXAMINATION

NAME: Thembanzi Dyasopa

STUDENT NUMBER: 9820080 - candidate for the

DEGREE: MPhil Development Studies (coursework)

FACULTY: Economic Sciences
SCHOOL: Development Studies

has today submitted his/her treatise/dissertation/thesis for examination.

1. Has this treatise/dissertation/thesis been submitted with your knowledge and support?

   YES [ ] NO [ ]

(Please tick the appropriate response clearly)

2. Submission Recommendation:

   A. Permission Granted for submission for examination [ ]

   B. Permission Granted for submission for examination with reservations [ ]

   C. Submission against advice of Supervisor [ ]

(Please tick only the applicable response clearly)

3. Did the candidate's research involve animal experimentation or human subjects as defined in the NMU's Policy on Ethics in Research?

   YES [X] NO [ ]

(Please tick the appropriate response clearly)
PERMISSION TO SUBMIT A TREATISE/DISSERTATION/THESIS FOR EXAMINATION

NAME: Thembani Dyasepu

STUDENT NUMBER: 98200280 - candidate for the

DEGREE: MBA - Development Studies (coursework)

FACULTY: Economic Sciences - School - Department: Development Studies

has today submitted his/her treatise/dissertation/thesis for examination.

1. Has this treatise/dissertation/thesis been submitted with your knowledge and support?
   YES ☑ NO
   (Please tick the appropriate response clearly)

2. Submission Recommendation:
   A. Permission Granted for submission for examination
   B. Permission Granted for submission for examination with reservations
   C. Submission against advice of Supervisor

(If applicable only the applicable response clearly)

3. Did the candidate's research involve animal experimentation or human subjects as defined in the NMU's Policy on Ethics in Research?
   YES ☑ NO
   (Please tick the appropriate response clearly)

If YES, has clearance been obtained from the relevant Ethics Committee?
   YES ☑ NO
   (Please tick the appropriate response clearly) If YES, kindly provide ethics clearance reference number

Name of supervisor: Teresa Kenner
Signature: 
Date: 7 January 2015

Name of Co-supervisor:
Signature: 
Date: 

DECLARATION BY CANDIDATE

NAME:Thembanzi Qhasozi

STUDENT NUMBER:9830080

QUALIFICATION:MA Development Studies (Coursework)

TITLE OF PROJECT:THE AGRICULTURE MENTORSHIP PROGRAM OF THE DEPARTMENT OF RURAL DEVELOPMENT AND RURAL REFORM

DECLARATION:
In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/dissertation/thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

SIGNATURE:

DATE:7/01/2015
8 January 2015

Re: Editing of dissertation for T. Dyasopu

This letter serves to indicate that the above dissertation has been checked and edited by myself, as the supervisor of the student, and was found to contain a satisfactory level of style, language and grammar needed for Masters Level.

Many thanks

Teresa Connor