

AN EVALUATION OF THE ENVIRONMENTAL INTERNSHIP PROGRAMME (2005-2013) AND IT'S PROSPECTS FOR IMPROVED GRADUATE EMPLOYABILITY: THE CASE OF INTERNS IN THE CITY OF CAPE TOWN.

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A mini-thesis submitted to the School of Government, Faculty of Economic Management Sciences, University of the Western Cape, in fulfillment of the requirements for the degree of Masters in Administration.



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DECLARATION

I declare that the study titled *An Evaluation of the Environmental Internship Programme (2005-2013) and its impact on improved graduate employability: the case of interns in the City of Cape Town* is my own work, that it has not been submitted for any degree or examination in any other university and that all sources I have used or quoted have been indicated and acknowledged by complete references.

Bama Nelly Kouh

Date.....

Signature of author.....

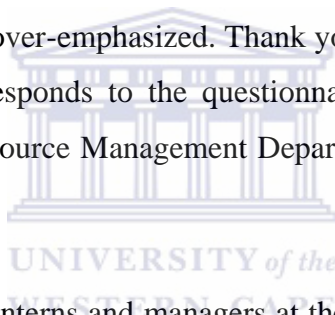


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KEY WORDS

1. Young Graduate
2. Internship
3. Mentoring
4. Skills Development
5. Learnership
6. Graduate Internship
7. Graduate Employability
8. Environmental Internship Program
9. Work Place Skills Plan



ABBREVIATIONS

CAPS- Cape Area Panel Study

CCT- City of Cape Town

CDE- Centre for Development Enterprise

DEAT- Department of Environmental Affairs and Tourism

DHET - Department of Higher Education and Training

DPRU- Development Policy Research Unit

EIP- Environmental Internship Programme

ERMD- Environmental Resource Management Department

FET- Further Education Training

GIS- Geographic Information System

HAI- Historically Advantaged Institutions

HDI- Historically Disadvantaged Institutions

HEI- Higher Education Institutions

HET- Higher Education Training

HRD- Human Resource Development

HRSC- Human Sciences Research Council

NGO's – Non-Governmental Organizations

NHRDS- National Human Resource Development Strategy

NQF- National Qualifications Framework

NYC- National Youth Commission

NYDPF- National Youth Development Policy Framework

NYP- National Youth Policy

NYS- National Youth Service

NYSP- National Youth Service Programme

PSGWEP- Public Service Graduate Work Experience Programme



SDA- Skills Development Act

Stats SA- Statistics South Africa

STWP- School to Work Programme

WSP- Workplace Skills Plan



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ABSTRACT

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This study evaluates the extent to which the Environmental Internship Programme has impacted upon graduate employability in the City of Cape Town. Graduate unemployment crisis has been categorized as one of the socio-economic issues affecting the nation of South Africa with graduates struggling to find jobs in the areas which they graduated from. On the other hand, organisations are suffering from a lack of skills in different spheres. In order for this gap to be bridged, human resource development strategies have been put in place for graduates such as; internships, training and learnership programmes. In 2005, the Environmental Resource Management Department (ERMD) launched a programme called the Environmental Internship Programme (EIP) to address the needs of graduates in the environmental management field. The programme is a yearlong internship aimed at bridging the gap between academic learning and the first steps of a professional career. The aim of the ERMD is to create a pool of skilled professionals to be absorbed into the city as well as provincial, national government and the private sector by making the interns better employable by the time they leave the EIP. It is against this background that this study evaluates the impact of the programme on graduate employability. Within the investigation, the researcher looked at the appropriate legislations, and policies that govern a programme of this nature. The study utilizes primary and secondary research information based on interviews and open-ended questionnaires.

CHAPTER 1

GRADUATE UNEMPLOYMENT IN SOUTH AFRICA

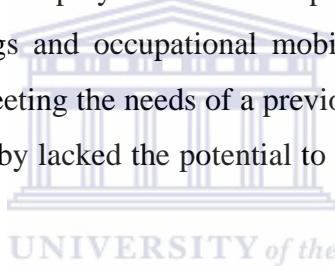
1.1. INTRODUCTION

In every nation, skills development and education are vital to ensure competitiveness in today's rapidly changing business environment (International Labour Office, 2010: pp1). The active population group which is usually the youthful population plays a vital role in reconstruction and development initiatives of the nation (National Youth Development Policy Framework, 2002). Many young South Africans have become better educated in the last decade partly in response to the adverse labour market conditions for low skilled workers and the high monetary returns to education (Development Policy Research Unit, 2006: pp2). Not only is there access to education but the labour market is open to everyone. The more young people enroll in tertiary institutions, the greater pressure on the labour market. This indicates the need for graduates to be given the opportunity to find decent employment when they enter the labour force for the first time. This would help them to avoid the vicious circle of unemployment, poor working conditions, poverty and frustration which can damage the future prospects of whole economies (DPRU, 2006: pp2). A young graduate will refer to anyone who has completed some form of tertiary education (Altberker & Storme, 2013: pp4).

The issue is that though the South African labour market is faced with skills shortages, many graduates with tertiary degrees do not often get absorbed in the work force (DPRU, 2006:pp6). This means that as graduate unemployment level rises, the general unemployment level is also affected negatively. This is confirmed by Borat (2004: pp959) using data from the studies of October Household Survey (OHS) 1995 and March 2002 Labour Force Survey (LFS). He highlights that amidst rising overall unemployment rates, the broad unemployment rate for tertiary-educated individuals increased by 139% between 1995 and 2002 – by far the largest increase in unemployment for any education cohort. More worrying however is the fact that these rises in unemployment rates appeared to have been greatest for individuals with degrees and post-graduate qualifications with white and black graduate broad unemployment rates rising

by 141% and 280%, respectively, over the 7-year period. These findings have been further confirmed recently by Statistics SA which states that, the number of unemployed increased by 100 000 people to 4.6 million between the fourth quarter of 2012 and the first quarter of 2013 (SABC News, 2013).

Never-the-less, Van der Berg & Van Broekhuizen (2012: pp3) noted that graduate unemployment has been said to be exaggerated. Despite the high unemployment in the general population, the unemployment rate among graduates is relatively low compared to the critical shortage of skills in South Africa picture painted by newspapers, the media, and other forms of publications. Universities have been criticized for producing unemployable graduates (Moleke, 2005: pp1). Recommendations have been made for policies and strategies to be put in place specifically to reduce graduate unemployment in South Africa, emphasizing on education and training systems as well as direct employment creation programmes which would equip the youth with lifelong skills, earnings and occupational mobility (Du Toit, 2003: pp15). These policies are essentially aimed at meeting the needs of a previously disadvantaged young men and women whom as the years passed by lacked the potential to enjoy the privileges of employment in particular (NYDPF,1996).



Though unemployment seemed fairly low in the 1970's and 1980's, the issue is one of the biggest challenges since the democratic transition (Banerjee, Galiani, Levinsohn, McLaren, & Woolands, 2008: pp716). The prevalence of unemployment is more among youths than adults (DPRU, 2006: pp1). This can be explained by the fact that young inexperienced job seekers can hardly compete with older more experienced labour market participants. As such, they fail to develop the skills and experience necessary to make them productive adults and hence sought-after workers (Natrass, 2002: pp208). Young inexperienced workers can be categorized into the educated and uneducated classes (Natrass, 2002: pp208).

Though some writers have argued that the problem is very much exaggerated, others are of the view that the unemployed graduates do not hold the right kind of qualifications (Du Toit, 2003: pp12). In a research conducted by the Human Sciences and Research Council (HRSC), it was discovered that those who hold qualifications in the humanities and art-related fields would struggle more to find opportunities in the job market (Du Toit, 2003: pp12). Thus, the type of

qualification obtained is a vital factor in securing employment. According to Kruss (2004: pp674), calls have been made for the higher education sector to be more responsive to societal and economic needs, at global and national level due to the identification of the need of a more direct and closer relationship between higher education and economic development. The greatest challenge for young graduates in this era is to develop themselves to become employable. Ponge (2013: pp1) supports this notion by stating that, “any university seeking relevance today must produce graduates who would employ people rather than searching for employment.” This therefore means that courses designed at tertiary level should be able to suit the needs of society which enhances graduates chances in seeking for employment opportunities.

Kruss (2004: pp673), further acknowledges that, in order to build a knowledge-based economy in South Africa, it is important to prioritize and develop a highly educated work force and to provide education and training to a larger number of citizens than in the past. Education could be in the form of internships, community service, training, and workshops. The main aim of incorporating these programmes is to improve upon the skills of young people by familiarizing them with the expectations and requirements of the world of work by the time they leave school (National Youth Policy, 2009). In 2005, National Government and the Department of Environmental Affairs and Tourism with the sponsorship of the Danish International Development Agency (DANIDA) launched an internship program for university graduates known as the Environmental Internship Programme (E.I.P.). This is a twelve month training programme in various departments including; the Environmental Resource Management Department, Planning and Building Development Management Department, Spatial Planning and Economic Development, Transport Department, Strategic Development Information and Geographical Systems Department (Tygerburger, 2013: pp6). Such training programmes are intended to alleviate skills shortages in the economy with the aim of enhancing productivity and employability of participants and enhancing human capital through improving skills, in this case for young job-seekers, while simultaneously fulfilling the needs of labour demand (National Treasury, 2011: pp20). The study evaluates the extent to which the E.I.P. has led to the employability of its participants.

1.2. Background to the Research

Although South Africa gained independence 1994, the democratic dispensation inherited the problem of structural unemployment (Department of Performance, Monitoring and Evaluation, 2012). The legacy of apartheid was very detrimental to societal growth and impacted particularly the rural areas and the youths who postponed their educational, economic, and social development and their integration into society (Western Cape Status of the Youth Report, 2008). In the 1990's and the early 2000's, unemployment persisted due to slow growth and declining recruitment in gold mining and agriculture (State of Nation Address 2012). There was also a significant increase in the supply of unskilled labour, particularly there was an unprecedented influx of women into the labour market (Du Toit, 2003: pp2-3). According to Statistics South Africa (2012: pp14), in the fourth quarter of 2008, there were approximately 3.9 million persons unemployed in South Africa. Unemployment was comparatively low as at the time of the democratic transition. According to Banerjee *et al* (2008: pp2), “a nationally representative survey conducted just before the transition indicated that unemployment was 13%, but by the end of the decade, unemployment had jumped to almost 30%.”

The new democratic government recognized the importance of youth development for the fundamental transformation of South Africa and moved fast to address the specific needs of young men and women, thus the establishment of the National Youth Commission Act No. 19 of 1996 (National Youth Commission Act, 1996). This act set out to deal with issues in the youth sector in a more comprehensive manner. A few years later this act was amended into the National Youth Commission Amendment Act 2000 which provided for a more streamlined National Youth Commission (NYC) as well as mechanisms for co-operation and coordination between the National Youth Commission and Provincial Youth Commissions (National Youth Commission Amendment Act, 2000). As time went on, new needs arose which led government to adopt the National Youth Development Policy Framework 2002-2007. The main objective of this policy was to provide an outline for the mainstreaming of youth development as an integral part of the broader transformation project and challenges in South Africa (National Youth Development Policy Framework, 2002). A few years later, with new technological advancements and transformations, there was a need to reform the youth development policy framework to suit

the needs of today's youth. This led to the introduction of the National Youth Policy 2009-2014 (National Youth policy, 2009).

Kruss (2004: pp674) states that there have been several calls for higher education to become more responsive to societal and economic needs both at global and national levels, which is part of the strategy of deriving a more direct and closer relationship between higher education and economic development. Internship programs such as; the E.I.P., the Public Service Graduate Work Experience Programme (P.S.G.W.E.P.), and the National Youth Service Programme (N.Y.S.P.), School-to-Work Programme (S.T.W.P.) are some examples of internship programmes created for graduates to gain work place experience both in the public and private sectors (Green Paper on National Youth Service, 1998). The National Youth Policy (2009-2014) makes provision for the enhancement of employability of young graduates by familiarizing them with the expectations and requirements of the world of work by the time they leave the education system (National Youth Policy, 2009). Such policies have fast-tracked the birth of new programmes in South Africa designed to meet the needs of young graduates. In other instances, the degree programme has a training linked to it as part of the course. Students exiting from the health department have as part of their programme a year's internship or community service. This gives graduates the opportunity not only to be exposed to the world of work but gain necessary skills.

1.3. Problem Statement

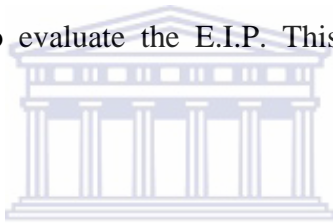
In every organization preference is usually given to skilled and experienced personnel who can manage the affairs effectively (Jusoh, Simun, & Chong, 2011: pp516). The issue is that though the South African labour market is faced with skills shortages, many graduates with tertiary degrees are not often absorbed into the work force (DPRU, 2006 :pp2). Government has therefore identified that radically improving the education and training will be the most suitable solution to graduate unemployment as well as skills shortages in South Africa (Pauw, Borat, Goga, Ncube, & Westhuizen, 2006: pp1). The E.I.P. is one of such programmes aimed at giving graduate students from the environmental sciences practical experience. Thus, the researcher utilizes this programme to evaluate the employment prospects it creates for graduates in the world of work.

1.4. Purpose of the Study

The purpose of this study is to evaluate the role of the E.I.P. on graduate employability in the City of Cape Town (CCT). The research will examine different policies and legislations aimed at curbing unemployment among young graduates. The Department's of Architecture, Sustainable Development and Nature Conservation, Urban Design, Spatial Planning and Economic Development currently serve as training ground for the interns in the CCT. The study will determine the extent to which the programme has met its objectives. Through the identification of the challenges encountered by the programme, the researcher will be able to make recommendations for future programme implementation. Data from both primary and secondary sources will be analyzed.

1.5. Objectives of the Study

The main aim of this study is to evaluate the E.I.P. This will be guided by the following objectives and research questions:



1.5.1. Specific Objectives

- Develop a legislative framework to underpin the study.
- Explore the nature of the Environmental Internship Programme.
- Assess the attainment of set objectives of this programme.
- Identify challenges and opportunities for the programme.
- Make recommendations.

1.5.2. Research Questions

- What key legislative instruments underpin internship programmes like the E.I.P.?
- What is the nature of the E.I.P.?
- To what extent does the E.I.P meet up to its objectives?
- What are the challenges and objectives of the E.I.P?
- What recommendations can significantly improve its implementation?

1.6. Rationale and Significance of the Study

Several policies have been adopted over the years to meet the needs of young graduates seeking to enter the labour market. One of these intervention strategies is through the organisation of internships, such as, the E.I.P. The research will inform the Environmental Resource Management Department on the impact of the programme since its inception. Research shows that the main cause of service delivery protests in South Africa is specifically related to lack of skills (Davids & Esau, 2012: pp82). This research will add to the already existing body of knowledge on youth service, graduate unemployment, skills development programmes, and community development.

1.7 Definition of Key Terms

Young Graduate

The very definition of the term 'graduate' is debatable. Some writers define a graduate to mean anyone who has completed some form of tertiary qualification while others disagree with that. Altbeker & Storme (2013: pp4) state that "this can be misleading since it obscures significant differences in labour market outcomes for people with different kinds of tertiary qualifications." Thus, a graduate is a holder of a university degree which includes bachelor's degrees or equivalent and higher education qualifications (Van der Berg & Van Broekhuizen, 2012: pp2). Anyone who falls between the ages of 18 to 34 is considered a young person in South Africa (Regional Development Profile City of Cape Town, 2012).

Internship

Internships are usually in service training programmes offered to students upon school leaving. In South Africa, an internship is a practical programme to assist with the continuous development of people for future recruitment in the labour market. It is directed at young people who are completing their studies or who have completed their studies and are unemployed (Department of Public Service and Administration, 2006). Internships of different kinds are common in fields including medicine, social work, and engineering amongst others.

Mentoring

Mentoring is a one-on-one system of training between a mentor and a learner ensuring individual support and attention of the learner (Brewerton, 2002: pp362). It can be applied in different settings for example, academic, business, work, etc. However, the definition of mentoring in this case is focused on the work environment involving graduate students. According to Brewerton (2002: pp366) it is an effective way for an increased sense of vision about the career direction of the mentee. Also, it helps the learner get first hand advice from a more experienced professional.

Skills Development

Skills development is a way of shifting the economy onto a growth path founded on the empowerment of workers into a skilled labour force, rather than the low-skill, low-wage model pursued under Apartheid. It also aims to increase training expenditure by firms to counter their traditional failure to invest in human resource development (Hirschsohn, 2008: pp82).

Graduate Internship

A graduate internship programme is the first formal introduction of graduates to the world of work, which may impact significantly on shaping their careers in both the organizational entry and establishment phases of their career cycle. (Greenhaus, Callanan & Godshalk, 2000 in Kanye & Crous, 2007: pp84).

Graduate Employability

Lowden, Hall, Elliot & Lewin (2011: pp10), noted that while there are disparities in the classification of employability, there is an extensive understanding of what qualities, characteristics, skills and knowledge constitute employability both in general, and specifically for graduates. Employers expect graduates to have technical and discipline competences from their degrees but require graduates also to demonstrate a range of broader skills and attributes that include team-working, communication, leadership, critical thinking, problem solving and managerial abilities.” Therefore, to be employable indicates having required skills needed to maintain employment and progress in the workplace.

Yorke (2006) suggests that the idea of employability goes well beyond the simplistic notion of key skills, and is evidenced in the application of a mix of personal qualities and beliefs, understandings, skilful practices and the ability to reflect productively on experience in situations of complexity and ambiguity (Yorke 2006: pp13).

Environmental Internship Programme

It is a 12 month training programme offered by the City of Cape Town to fresh graduates from specific study fields. The programme is in its eighth year and has proved its success and effectiveness in producing exceptional young professionals (Tygerburger, 2013: pp6). These interns are trained in various departments such as; the Environmental Resource Management Department, Spatial Planning and Urban Design Department, Planning and Building Management Department, and the Strategic Information and Geographic Information Systems Department.

Workplace Skills Plan

It is government's strategy to ensure that all its citizens have access to skills that will enable them to adapt and be successful in the global market. It provides every individual and community opportunities for self-advancement thereby allowing them to play a productive role in society. (Orgill, 2007: pp10).

1.8. Scope of the Study

The study covers the period 2005 up to 2013. Previous interns now working at different city departments, current interns training at the Environmental Resource Management, Spatial Planning and Development, as well as, the Transport Department form part of the sample. Managers and coordinators of the E.I.P. also form part of the research sample.

1.9. Ethics Statement

The researcher sought the consent of the Director of the ERMD as well as that of the programme coordinators before the commencement of the research. Respondents were under no obligation to take part in the research.

1.10. Organisation of the Study

1.10.1. Chapter One

The introductory chapter provides an introduction which is followed by the background to the study. A statement of the research problem, purpose, research objectives and questions, type of research, and finally the significance of the research are listed. This leads us to the second chapter.

1.10.2. Chapter Two

This chapter will be focusing on literature review and theoretical framework. Legislations governing young graduates and skills development programmes will be reviewed in this chapter.

1.10.3. Chapter Three

This chapter will be centred on the methodology and the research design.

1.10.4. Chapter Four

This chapter will primarily be focused on research analysis, perceptions of previous and current interns, the mentors and programme coordinators involved on the E.I.P. at the Environmental Resource Management Department, Spatial Planning and Urban Design Department, Transport Department and Strategic Development Information and GIS Departments.

1.10.5. Chapter Five

This chapter concludes the whole research. Recommendations, findings and areas for further research will equally form part of the chapter.

1.11. Summary

The post-apartheid regime of South Africa adopted different strategies to resolve the imbalances of the past at different levels. Skills shortages in the workplace was one of the deficiencies of the past system which necessitated identifying the gap between the competencies that employees do have and those they need to acquire. This brought about the development of a workplace skills plan. Unemployment on the other hand stands out amongst the crisis inherited from the apartheid regime. Policies such as the Skills Development Act have therefore been adopted to resolve these

imbalances. This policy has been adopted by different departments in order to resolve the critical skills shortages. In 2005, the Environmental Resource Management Department rolled out an internship programme specially designed for fresh graduates to get a year's work place experience. This research is therefore out to evaluate the impact of the programme on graduate employability in the CCT. The views of various researchers on the subject matter is discussed and analyzed in the next chapter.



CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter focuses on the literature review which consists of conceptual, theoretical and legislative frameworks. The views of various researchers on skills deficiency in the public sector and graduate unemployment/employability will be documented in the course of this chapter. The researcher reviews a range of documents including policies that governs young graduate unemployment in South Africa. The literature reviews articles (published and unpublished documents) relevant to the research topic, both in the South African and international contexts. Finally, the chapter provides the researcher with insights to responses of the main research questions of the study and how these relate to the broader context of similar studies conducted by other researchers in responding to the graduate employability debate.

2.2. The Rationale for Graduate Unemployment

The problem of skills development in South Africa can be traced back to the legacy of apartheid (Horwitz, 2013: pp2435). In order to deal with graduate unemployment, a number of policies have been adopted by the democratic government. Policies such as; the National Youth Commission Act (1996) and the National Youth Policy (2009-2014), have laid out procedures in reshaping the affairs of the young graduates in South Africa (National Youth Policy, 2009). These procedures are rolled out in the form of skills programmes which have provided opportunities for young graduates to be trained as well as take part in the sustainable economic development of the country (National Youth Development Agency, 2009).

Simkins (2004: pp1) points that, employment and unemployment are politically sensitive issues in most labour market economies. Among other world nations, South Africa is counted as the highest in terms of unemployment (Kingdon & Knight, 2004: pp1). Statistics show that 25% of South African youths were unemployed in the fourth quarter of 2010 (StatsSA, 2011). However, there was a decline by 0.4 of a percentage point of 36.3% to 35.9% in unemployment figures in

the fourth quarter of 2012 (StatsSA, 2012). The most affected group are the youths aged between 15-24 years (50.9%) and this group is likely to put more pressure on the labour market because approximately 3.3 million (31.6%) of the 10.4 million in this age group are not in employment, education or training (Quarterly Labour Force Survey, 2012).

The International Financial Crisis (recession) of 2008-2009 which was followed by the Euro-bloc crisis raised awareness on the unemployment crisis faced not only in South Africa but at a global level (Koen, 2006: pp1-5). This crisis created a huge impact on young graduates who found it more challenging to get jobs (Koen, 2006: pp1-5). Since the early 90s, there has been a proliferation in the number of studies examining the performance of South Africa's Higher Education Institutions and the varying labour market prospects faced by individuals who have undertaken tertiary study (Koen, 2006; Pauw, Oosthuizen & Westhuizen, 2008; Bhorat, 2004; Kraak, 2010). Several factors need to be taken into account in dealing with the graduate unemployment crisis in South Africa. These include; age, race, field of study and higher education institute (Van der Berg & Van Broekhuizen, 2012: pp14-17).

However, it is important to establish that individuals with Higher Education qualifications stand a better chance in the labour market than individuals who completed only primary and secondary education (Van der Berg & Van Broekhuizen, 2012: pp3). The period 2005 to 2011, has been marked by a steady increase in the number of graduates in the labour force from 456 000 to 1 960 000, which was almost matched by the rise in graduate employment, from around 445 000 to 1 051 000. This indicated a rise in the narrowly defined unemployment, from around 11 500 to 45 000, in the same period, leaving the unemployment rate virtually unchanged at a level that is low by the standard of developed countries even during auspicious economic periods (Van der Berg & Van Broekhuizen, 2012: pp3). In addition to that, for the first time after South Africa gained her independence, the figures of working age citizens with a tertiary degree rose by 10% in 2011 (Quarterly Labour Force Survey, 2011). The following subsections will look at race, age, higher education institution, and field of study as factors that impact on graduate unemployment.

2.2.1. Race

Owing to the history of the discriminatory policies amongst races in South Africa, this aspect is specifically important to look at. Education policies for instance marginalized Black South Africans in particular (Rakometsi, 2008: pp3). However, after the first democratic election in 1994, South Africa became a democratic society which encouraged accessibility of all services to every citizen (National Youth Development Policy Framework, 2007). Over the past 25 years therefore, with a democratic system in place, more black graduates have enrolled into Higher Education Institutions which has changed the higher education landscape (Van der Berg & Van Broekhuizen, 2012: pp16). On average, a higher proportion of white graduates found a job immediately than all other racial groups has changed the landscape as highlighted in a DPRU working paper of 2006 (DPRU, 2006: pp16).

According to Van Berg & Van Broekhuizen (2012: pp3), there is a conception that certain segments of graduates struggle to find jobs, especially those from Historically Disadvantaged (and often rural) Institutions as well as students who majored in Arts and the Humanities. Koen (2006:6) mentions that the political and policy implications of graduate studies in 2006 shows the equity effects of university and technikon education in the labour market by tracing the success of black graduates compared to white graduates in finding jobs. Also in a research carried out by the DPRU (2006: pp14), African graduates accounted for 84.9% of the total tertiary unemployed population in 2005. The increase in African graduate unemployment is as a result of a massive enrolment of Africans in tertiary institutions and also the fact that most of these students study at HBU's (Historically Black Universities) with a disproportionate numbers of students graduating in fields with lower employment prospects (Koen, 2013 cited in DPRU, 2006: pp14). However, Van der Berg & Van Broekhuizen (2012: pp16) state that there has been a decline (at a rate of 1.87% per year) from the year 2000 in the number of black unemployed graduates.

Recent studies carried out by the Western Cape Government Provincial Treasury on the state of unemployment indicates that 39.7 percent of Blacks are unemployed which is far greater than for any other group; this is followed by a 21.8 per cent unemployment rate for Coloureds, 9.6 per cent for Indians/Asians, with the lowest rate of 4.4 per cent within the White population group

(Regional Development Profile CCT, 2012). This suggests that the previously disadvantaged population is still affected by the unemployment crisis in the Western Cape. It is also important to establish the influence of the age factor in graduate employability.

2.2.2. Age

Graduates can be classified into two categories; the ‘younger’ (between the ages of 15 to 24) and the ‘older’ graduates (24 to 35 years). In a study embarked upon by the DPRU on the graduate unemployment in Post-Apartheid South Africa, the results established was that the younger category of graduates aged between 15 to 24 were least likely to find a job compared to their older counterparts (DPRU, 2006: pp11). On the other hand, the 35 to 44 year age group was 21% more likely to be employed (DPRU, 2006: pp11). Most often, young graduates are hardly demanded by employers due to the risk of employing inexperienced young graduates whose productivity is not fully known (Yu, 2013: pp3). Yu (2013: pp5) illustrates this in a study conducted by the National Treasury (2011), using the Quarterly Labour Force Survey (2011Q3 data), findings proved that narrow unemployment rate is the highest in the 18-24 years cohort (51.0%), followed by the 25-29 years cohort (33.8%). Although the age profile of the labour force has not changed dramatically over the period, it does appear as if the labour force is becoming younger with labour market participants between the ages of 15 and 34 accounting for more than 60 percent of the growth in the labour force (DRPU, 2006: pp6). According to Van der Berg & Van Broekhuizen (2012: pp15-16), though unemployment amongst young graduates has been rising above its level as of a decade ago, the figures are not all that large when compared to unemployment amongst non-graduates. Another very important factor that influences graduate employability is the field of study. This will be looked at in the next section of the discussion.

2.2.3. Field of Study

According to Borhat, Mayet & Visser (2012: pp114), the field of study is one of the critical aspects to consider in the discussion of employability. The DPRU highlights that there is usually a mismatch between the types of skills required by the employers and what is presented by the graduate (DPRU, 2006: pp13). Some areas of study such as, engineering imparts certain job-specific skills that are clearly understood in the labour market providing an indication of what

capabilities young graduates possess to be productive at work (Moleke, 2005: pp1). Thus, a graduate's level of experience is based on the employer's idea of the value of the degree. Conversely, in more general fields such as the social sciences, graduates qualifications indicate to employers that they are people who possess character traits that are necessary for the success on the job (Moleke, 2005: pp1). Young graduates with commerce based qualifications are considered to be better suited to business than graduates with humanities or arts based qualifications. Employers are often concerned about the qualification of young graduates in relation to their ability to perform the job than in their capabilities. This sometimes explains why students with arts and humanities based qualifications find it more challenging to be absorbed into the labour market with the overarching lower probability of gaining employment (Moleke, 2005: pp1).

Yu (2013: pp3) highlights that graduates from fields such as the medical sciences stand better chances of gaining employment immediately after graduation because of the incorporation of internship programmes as a part of their studies. He further indicates that students from “study fields such as Humanities and Arts as well as Education are less likely to find employment, compared with those from fields like engineering and medical sciences.” (Yu, 2013: pp3). Van der Berg & Van Broekhuizen (2012: pp17) concur with this argument by stating that an in appropriate course selection may lead to lower employability among South African graduates. In two separate surveys, the October Household Survey (OHS) and the Labour Force Survey (LFS) research conducted in 1995 and 2002 respectively, it was established that individuals trained as teachers or other public sector workers and those with business, commerce and management qualifications being subject to significantly higher rates of unemployment than individuals from other fields of study (Van der Berg & Van Broekhuizen, 2012: pp5). This indicates that the qualification obtained by the graduate influences the chances of securing a job in that same field of study. However, studies have shown that the HEI where an individual studies also influences their chances of securing a job which will be looked at subsequently.

2.2.4. Higher Education Institutions (HEI's)

HEI's are one of key stakeholders in enhancing employability and their responsibility is to identify how they can enhance the skills of their —future employees' (Weligamage, 2009:

pp116). Over the years, developing employability skills of the graduate's has been a topic of discourse among policy makers who are making plans to increase graduates' skills to meet the need of the current workforce (Weligamage, 2009: pp116). Holmes (2013: pp538) emphasizes that the way in which HEI's helps prepare students for their post-graduation lives is of utmost importance. While some universities produce employable graduates, others do not. This can be better explained when one takes into account the historical patterns of access to HEI's in South Africa whereby there were high standard universities on the one hand and disadvantaged universities on the other (DPRU, 2006: pp14). Historically Black Universities (HBU) produce disproportionate numbers of students graduating in fields with lower employment prospects (DPRU, 2006: pp14).

In the United Kingdom, HEI's have been charged with the responsibility of promoting graduate employability which means attention should be placed on more than just the academic skills usually represented by the subject matter or class of degree (Knight & Yorke, 2003: pp3). Kruss (2004: pp673) concurs with this by stating that several calls have been made to ensure that the higher education system in South Africa is more responsive to the social and economic needs of the society so as to create a more direct and closer relationship between higher education and economic development. The establishment of a highly educated workforce serves as a priority for the new goal of building a knowledge-based economy in South Africa, to provide education and training to a larger number of citizens than in the past (Kruss, 2004: pp673).

In one of his studies, Borat *et al* (2012: pp116-117) using data on seven South African universities from the Human Sciences Research Council's (HSRC) Graduate Destination Study, discovered that graduates who attended Historically Disadvantaged Institutions (HDI's) have significantly poorer labour market prospects than graduates from Historically Advantaged Institutions (HAI's), both in terms of initial absorption into employment and the ultimate incidence of unemployment. In the same light, Branson, Leibbrandt & Zuze (2009: pp18) use data from the Cape Area Panel Study (CAPS) and find that the type of HEI at which individuals in the Western Cape Province complete their tertiary studies has a significant impact on the labour market outcomes which they subsequently face. Universities in Kenya have been called

upon to look into the challenges of graduate unemployment in order to come up with ways which will encourage training of graduates for a broader economic, political, recreational and cultural development (Oloo cited in Ponge, 2013: pp2). Thus, HEI's have a major part to play in making sure that graduates are employable. An insight into the graduate labour market in South Africa has been made in the next section.

2.3. The Graduate Labour Market in South Africa

It is important to note that the graduate labour market in South Africa is comprised of three important segments. These include; the post-school, pre-degree artisanal and para-professional labour force, the university-trained professionals, and finally, the graduate with a generalist bachelor's degree (Kraak, 2010: pp81). Unlike the former categories, graduates in the last category have a more indirect link to the world of work, usually self-sponsored and have no link to the employer prior, during or at the point of graduation (Kraak, 2010: pp81). According to Bhorat (2004), "despite the limited attention that has historically been given to graduate labour market outcomes and their potential implications in the context of South Africa's broader labour market challenges, a number of prominent studies released since 2000 have raised concerns that graduate unemployment may rapidly be emerging as a significant problem in the country" (Bhorat, 2004: pp959). The South African labour market in the past decade has been characterized by poor employment creation (Pauw, Oosthuizen & Westhuizen, 2008: pp46). This has been confirmed in one of the earliest of these studies of Bhorat (2004), using data from the 1995 October Household Survey (OHS) and March 2002 Labour Force Survey (LFS) in which he finds that amidst rising overall unemployment rates, the broad unemployment rate for tertiary-educated individuals increased by 139% between 1995 and 2002 – by far the largest increase in unemployment for any education cohort. More worrying, however, is the fact that these rises in unemployment rates appeared to have been greatest for individuals with degrees and post-graduate qualifications, with White and Black graduate broad unemployment rates rising by 141% and 280%, respectively, over the 7-year period (Bhorat, 2004: pp959).

Pauw, Oosthuizen & Westhuizen (2008: pp46) have stated on the contrary that employment prospects of graduates exceed those of lower qualified people. The figures of working age adults who had degrees in 1995 stood at 557 000 out of whom only about 463 000 were in the labour

force. However, by 2011, these figures had more than doubled to over 1,2 million and 1,1 million, respectively (Altberker & Storme, 2013: pp8). “In effect, South Africa went from having around 1 160 graduates of working age per 100 000 of the population, to about 2 130 – an increase of over 80 per cent. Importantly, despite the rapid increase in graduates, employment opportunities for them grew just as quickly.” (Altberker & Storme, 2013: pp8).

2.3.1. The Importance of Placements, Internships, and Work-Based Learning on Improved Graduate Employability

The idea of obtaining a higher (tertiary) qualification has been viewed by many as a stepping stone to locating or improving job opportunities (Lowden, Hall, Elliot & Lewin, 2011: pp7). In a highly competitive world, tertiary education is sought by many who use it as an added advantage in the labour market. Employers, students, graduates and Higher Education Institution (HEI) representatives, value work-based learning (such as placements and internships) have been identified as particularly effective approaches to promote the employability of graduates (Lowden, *et al*, 2011: pp10). Opportunities such as; placements and internships do not only appear to offer an effective applied method to instilling appropriate awareness, skills and abilities in graduates, but it can also enhance partnerships and resultant collaboration between HEI’s and `employers. As such, a better understanding will accrue amongst stakeholders (UKCES in Lowden *et al*, 2011: pp10).

According to a research carried out by the International Labour Office (ILO), young graduates looking for their first jobs are better prepared for a smooth transition from school to work when they are given adequate vocational education and training opportunities, including in-work apprenticeships and on-the-job experience. (ILO, 2010: pp2) HEI representatives believe that, where present, their graduate award programmes contribute to enhancing students’ ability to secure employment and perform well in their jobs (Lowden *et al*, 2011: pp10). Such programmes are seen as vital because they not only facilitate students’ access to work-based learning and similar opportunities but also allow these experiences to be documented. This is then acts as a source of evidence of skills and attributes that can be presented to employers (Lowden *et al*, 2011: pp10).

It is important for a young graduate to apply the knowledge acquired at school such that they can make valuable impact not only to the organization but the society as a whole. The E.I.P. for example is one of such programmes designed for environmental science graduates within the Western Cape. The programme has aided so many of its participants to secure permanent positions both in the public and private sector. It is pivotal that such training is instilled as part of the graduate courses in HEI's.

2.3.2. Employers Perspective of Graduate Employability

Knight & Yorke (2010: pp4-5) state that “employers generally prefer to hire people who have work place experience, especially those who can show what they have learnt from it, thus, one way of increasing students’ competitiveness in the labour market is to design work attachments into degree programmes.” According to Pauw, Oosthuizen & Westhuizen (2008: pp45), there is a mismatch between the type of workers supplied and those demanded in the labour market which is the cause of structural unemployment. Thus, the notion of preparing graduates for employment has drifted to the concept of employability and what it means to be a higher education graduate or ‘graduateness’ in the past decade or so (Griesel & Parker, 2009: pp4). In today’s world, employers do not hire employees based on their educational status. The employer seeks more than a degree to ensure the industry’s competitive edge in the global economy (Symington, 2012: pp15). An employer stands in a better position to determine if a graduate portrays the relevant attributes needed for the job or not. In the past decade, the focus of policy makers and the labour market has been on the general employability of students and the availability of job-ready graduates (Symington, 2012: pp15). Such attention needs to be given to graduates due to the fact that labour is shifting to high-skilled workers and professionals (Moleke, 2005: pp1). Graduates are expected to have certain skills to be considered employable. Graduates are not only expected enhance the skills linked to their own discipline but must also possess ‘generic’ skills, dispositions and attributes that are transferable to many occupational situations and areas. These generic skills are defined as ‘those transferable skills which are essential for employability at some level for most’ (Kearns, 2001 cited in Bridgstock, 2009: pp32).

2.4. Legislations Governing Graduate Employment in South Africa

As earlier mentioned, an important question in South Africa's transition to a post-Apartheid political economy is the paradox of high unemployment of more than 23% and skills shortages (Horwitz, 2013: pp2435). The Post- Apartheid state in the 1990's and 2000's instituted some of the most progressive legislative measures with the aim of redressing the legacy of Apartheid labour market discrimination and distortion in skills development, access to training and equality of opportunity. These include; the Labour Relations Act (1995), Employment Equity Act (EEA) (1998), Skills Development Act (1998), Broad-Based Black Economic Empowerment Act (BBBEE) (2003) and Promotion of Equality Act (Horwitz, 2013: pp2435). Moreover, the legacy of Apartheid didn't only affect the labour market but the future of the youths also. Thus, several policies were adopted by the Post-Apartheid government to suit the needs of the youths of all categories (in this case, graduates). However, these policies have been revised and re-structured as times have evolved. Policies such as the National Youth Commission Act of 1996, the National Youth Development Policy Framework the National Youth Policy, the National Qualifications Framework, etc are amongst the policies underpinning youth development in South Africa.

2.4.1. *The Skills Development Act (No 97 of 1998)*

The main purpose of this act is to ensure that the skills in the workplace are developed and improved (Skills Development Act, 1998). The Act focuses on specific areas such as creating a framework for the growth of skills, and the development of employees at work, and also the unemployed. According to the Skills Development Act (1998),

“an employee could either be any person, excluding an independent contractor, who works for another person or for the state and who receives, or is entitled to receive any remuneration; or any other person who in any manner assists in carrying on or conducting the business of an employer.”

One of the purposes of the Act is to encourage employers to use the workplace as an active learning environment, an opportunity to acquire new skills, an opportunity of new entrants to the labour market to gain experience, and also to employ persons who find it difficult to be

employed (Skills Development Act, 1998). All of these are geared towards an efficient delivery of services.

2.4.2 The National Youth Commission Act (No. 19 of 1996)

Since independence in 1994, the new democratic government identified the need to create opportunities for the enhancement of the South African youth. Various policy frameworks were drafted and adopted to meet the needs of the previously disadvantaged youth of South Africa. These policies include; the National Youth Commission Act 19 of 1996, the National Youth Policy 2000, the National Youth Development Policy Framework 2002-2007. Through processes by the National Youth Commission and other stakeholders, the National Youth Policy, 2000 and the National Youth Development Policy Framework, 2002-07 culminated in the National Youth Policy, 2009-2014.

The National Youth Commission (NYC) Act was therefore born out of such circumstances as a guiding tool to set prerogatives to meet the different needs of the youth. It is stated in the preamble of the National Youth Commission Act (1996) that,

“...it is imperative that South Africa recognizes the role that youth played and will still play in society, and since the youth in South Africa constitutes an energetic, creative and the largest sector of our population, and given the challenges this sector faced and continues to face; ... it is necessary to redress the imbalances of the past and to create a national youth policy aimed at empowering the youth and allowing them to realize their full potential through optimal access to opportunities.”

Thus, this Act lays out guidelines and principles for programmatic interventions to be adopted for youth development.

2.4.3. The National Youth Development Policy Framework (2002-2007)

The history of South Africa has been characterized by aspects of racial segregation which affected the youth in particular. Their rights and privileges were violated; in fact, the youth had an insignificant role in the affairs of the nation (NYDPF, 2007). The NYDPF therefore stated that it “represents an important milestone towards an integrated and holistic approach to youth

development for the advantage of the young women and men specifically and for South Africa as a whole.” This framework has been drafted to provide guidance and programme areas for the design and implementation of youth development programme. Programmatic interventions therefore will serve as an integral part of the broader transformation project and challenges in South Africa. It also outlines the background, legislative and institutional framework for youth development in South Africa.

The main aim for drafting a policy framework of this nature is to serve as a guideline for incorporating youth development as part and parcel of the reconstruction and development plan of the nation. The significance of an integrated and holistic approach towards youth development is emphasized through the identification of strategic intervention areas put in place to address the specific needs, challenges and opportunities confronting young men and women in South Africa today (NYDPF, 2007). The framework establishes national and central goals as well as identifies intervention areas. The NYDPF resolves youth development issues across all sectors. Thus, it strives to ensure that all young women and men are given meaningful opportunities to reach their full potential, both as individuals and as active participants in society. The Policy Framework emphasizes the major concerns and issues critical to the youth and gives direction to youth programmes and services provided by government and non-governmental organisations. (NYDPF, 2007).

2.4.4. The National Youth Policy (2009-2014)

It is a policy formulated as part of a global trend where governments are formulating youth policies that respond to the changing conditions of young people in the 21st Century. The National Youth Policy (NYP) is built on the foundation of both policy and programmatic interventions implemented for young people between 1994 and 2007. The NYP has the following as its aims and objectives; to identify gaps in the current policy and propose strategic policy interventions designed to fill them, thus speeding up further development of youth; defining the targets of the new interventions; addressing the continuous needs of the youth by focusing on areas where supplementary action is required; ensuring mainstreaming of youth development in programmes run by different key role players; positioning policy implementation in the context of institutional responsibilities and processes; mapping the process through which

progress on policy implementation will be assessed; and specifying the monitoring and evaluation mechanism for the purposes of accountability and continuous improvement of interventions (NYP, 2009)

One of the main objectives as stated in the policy is to enhance the capacities of young people through addressing their needs, promoting positive outcomes, and providing integrated coordinated package of services, opportunities, choices, relationship and support necessary for holistic development of all young people particularly those outside the social, political and economic mainstream (NYP, 2009). The policy targets youth of different categories including; young women, youth with disabilities, unemployed youth, school-aged-out-of-school youth, youth in rural areas as well as, youth at risk. Programmes to suit the needs of these categories of youth have been rolled out by local government in the different provinces. Government has identified the need to invest in young people as the future leaders of the nation. This goal can only be attained by empowering the youth to realize their full potential, and understand their roles and responsibilities in making meaningful contribution to the development of the country (NYP, 2009).

2.4.5. *White Paper on National Youth Service (NYS)*

The youth service has been adopted by the South African government as part of its initiatives to get the youth involved in the reconstruction and development plan of the nation. The objectives of the policy are to facilitate the provision of work experience for young persons with a view to their employment, to encourage participants to develop a sense of responsibility and service to the country; and self respect and respect for authority; to promote among participants, values of discipline, democracy, citizenship and corporation (National Youth Service Act, 1998). In order for the activities to be effectively perpetuated, a board has been set up to carry out the following functions. Develop and monitor orientation, training, approved placement and employment programmes for participants; provide placement and employment opportunities for participants and assist in the development of approved employment projects; monitor and evaluate the implementation of the plans and programmes of the National Youth Service and to make to the Minister such recommendations as it thinks fit in respect thereof (National Youth Service Act, 1998).

The NYS cuts across targeted groups of youths which includes; unemployed youths, youths in conflict with the law, Higher Education students, Further Education and Training students. This programme will be incorporated into different government departments depending on the priority identified in that sector. Thus, the programme is one sure way to ensuring that youth development policies are implemented.

2.4.6. National Qualifications Framework (NQF)

The NQF is government's strategy to improve upon the quality and standards of the South African education and training system. It seeks to "accelerate the redress of past unfair discrimination in education, training and employment opportunities." (National Qualifications Framework, 2009). According to Allais (2003: pp307), the NQF in South Africa was introduced as a key mechanism for creating a more equalitarian education system. The first objective of the policy is to create a single integrated national framework for learning achievements. The second objective is to facilitate access to, and mobility and progression within, education, training and career paths. The third is to enhance the quality of education and training and the last to accelerate the redress of past unfair discrimination in education, training and employment opportunities (The Presidency, 2006). These objectives have been structured to meet the needs of each learner as well as the socio-economic development of the nation at large.

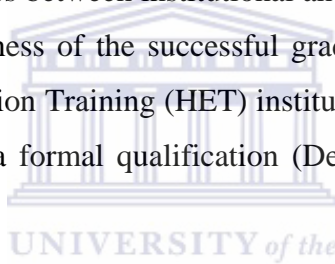
Looking at the political history of apartheid in South Africa, a radical move had to be made particularly in education and training. Educational policies that were deemed to be at the cutting edge of international education reform efforts became the priority of the democratic government. These policies were put in place for schooling, higher education and industrial training, with the aim of moving South Africa on to a high-skills, high-growth road to economic development (Ensor, 2003: pp326). The policy was also implemented as a way of integrating education and training, in order to boost skill and productivity levels, enhance stronger economic growth, as well as address issues of equity and social justice (Ensor, 2003:325).

2.4.7. National Skills Development Strategy III (NSDS)

Since 1994, South Africa's new democratically-elected government has realized that the economy is in need of improvement. One of the opportunities identified is the skills development

of its people (Orgill, 2007: pp14). The NSDS was established in March 2001 with the intention of radically transforming education and training in the nation. Though the emphasis of the NSDS is placed on the training of unskilled people to enter the workforce as well as create a livelihood for themselves, the policy also seeks to encourage theoretical learning, facilitate the journey of school leavers from school, college or university or even from periods of unemployment, to sustained employment and in-work progression (Department of Higher Education and Training, 2011).

This policy addresses some of the challenges that impact on the ability of the South African economy to expand and provide increased employment opportunities. One of these challenges is the inadequate skills levels and poor work readiness of many young people leaving formal secondary and tertiary education and entering the labour market for the first time. This is compounded by inadequate linkages between institutional and workplace learning, thus reducing the employability and work readiness of the successful graduates from Further Education and Training (FET) and Higher Education Training (HET) institutions, not to mention the many who enter the world of work without a formal qualification (Department of Higher Education and Training, 2011).



2.4.8. National Human Resource Development Strategy (NHRDS)

This strategy is critical in the developmental goals of the South African government towards meeting the needs of every citizen. These goals are not only linked to the government, but it entails collective, willful and purposive participation from all stakeholders in society. It also requires the determination, commitment and accountability of individuals to invest time and effort in their own development, as well as the commitment of all enterprises and organisations to invest time and resources in Human Resource Development toward public good (HRD-SA, 2007: pp5). The first comprehensive human resource strategy adopted by cabinet was launched in 2001. Its main aim was to “maximize the potential of the people of South Africa, through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all, and to set in place an operational plan, together with the necessary institutional arrangements, to achieve this.” (HRD-SA, 2007: pp7). However, as times have evolved, new priorities have emerged which has led to the adoption of a new Human Resource

Development Strategy. The new version basically sets out to address the shortcomings of the previous strategy with the main aim of meeting the developmental agenda of South Africa.

2.5. Summary

The discourse in this chapter has been directed at analyzing the views of different researchers on graduate employability not only in South Africa but internationally. The legislations that govern graduate employment forms part of the parameters within which HEI's, government, and organisations operate. These legislations act as regulations put in place by the government and other bodies to ensure that the needs of all categories of youth in society are met. This is done most often through programmatic interventions which serve as an opportunity of skills development to ensure that they are employable.

The researcher further discussed the Skills Development Act, NYC, NYDPF, NYS, NQF, NSDS III, and the NHRD. These policies set a baseline by which organizations are able to mould the youth as future leaders. In this research, the E.I.P. is examined as a programme which gives room for graduates to acquire work place skills which will give participants better employment opportunities in their field of study. Several tools were used by the researcher to get relevant information around the topic. This is further elaborated in the third chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The definition of research has been coined in different ways by various authors. According to Leedy (1997:pp5), “research is a process through which we attempt to achieve systematically and with the support of data the answer to a question, the resolution of a problem, or a greater understanding of a phenomenon.” In the course of carrying out a research, different approaches are adopted by the researcher depending on what type of research he is engaged in. This is generally known as the research methodology. The methodology controls the study, determines the acquisition of data, arranges them in analytical relationships, sets up a means of improving new data, devising an approach so that the meanings that lie below the surface of those data become manifest, and finally issues a conclusion or series of conclusions that lead to an expansion of knowledge (Leedy, 1997: pp9). This therefore means that in order for the objectives of the research to be accomplished, an appropriate research design needs to be adopted. There are two types of research methods which are; qualitative and quantitative.

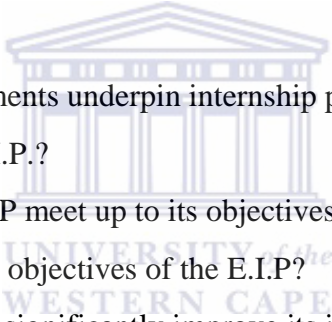
Remenyi, Williams, Money & Swartz (1998: pp288) define qualitative research as “research based on evidence that is not easily reduced to numbers.” In the same light, Brannen (1992: pp5) states that qualitative research is associated with concepts and categories and not their incidence and frequency. Qualitative research is usually more open and involved than other research strategies that work with large quantities and strictly standardized (Jenner, 2004: pp5).The qualitative approach has therefore been applied in this study in the form of structured questionnaires. This method will enable the researcher arrive at a reliable conclusion with regards to the extent to which internships improve upon the prospects of graduate employability using the particular case of the E.I.P.

The specific focus of this chapter is to examine the scope of the research, explaining in detail the design by which the researcher will explore the different city departments where the interns are

involved, as well as the reasons for using the qualitative approach. The data collection instrument (the questionnaire) will be used to structure the data collection process. Three interviewing data-gathering approaches exist: telephone surveys, postal surveys and personal interviews.

3.2. Research Design

This research employs the qualitative research design. A clear and succinct definition of the term is given by (Merriam, 2002: pp5) that “qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting – what it means for participants to be in that setting, what their lives are like, what’s going on for them...” This method was adopted by the researcher to suit the investigation of the research questions in the most efficient manner. The research questions include;

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- What key legislative instruments underpin internship programmes like the E.I.P?
 - What is the nature of the E.I.P.?
 - To what extent does the E.I.P meet up to its objectives?
 - What are the challenges and objectives of the E.I.P?
 - What recommendations can significantly improve its implementation?

According to Orb, Eisenhauer & Wynaden (2001: pp93), qualitative researchers focus their research on exploring, examining, and describing people and their natural environments (Brannen, 1992: pp6). Other researchers such as Gillham (2000: pp10) have stated that the focus in a qualitative research is on the kind of evidence that is, (what the people tell you, what they do) that will assist the researcher to understand the meaning of what is going on. This methodology leads to a collection of explanatory data (Brynard & Hanekom, 1997: pp29). In this instance, a better insight will be derived from the mentors and the interns on various aspects of the programme. These include; the challenges faced, the opportunities it creates, the nature of the programme, and the level of attainment of the programme’s objectives. Thus, information analyzed by the researcher on the case study will be more explanatory at the end of the research.

The advantage of this method of research is that evidence acquired could help to bring to light issues and turn up possible explanations (Gillham, 2000: pp10). In a qualitative research, the researcher is able to investigate thoroughly into the happenings of a particular case where little is known about what there is and what is going on. Also, qualitative research helps to explore complexities that are beyond the scope of more “controlled” approaches, to get an in depth understanding of what happens in a group or organization: to see it from the perspective of those involved, to carryout research into the processes leading to results rather than into the significance of the results themselves (Gillham, 2000: pp11). This will be attained through an open-ended question pattern which will give participants the room to respond in their own words. Through this medium, the researcher will have the flexibility to probe leading participant responses.

3.3. Case Study

According to Merriam (2002: pp6), there are five types of qualitative research which include; biography, phenomenology, grounded theory, ethnography and case study research. This study will however be based on the case study design. Welman, Kruger & Mitchell (2005: pp193) stipulates that, case study research refers to a limited number of units of analysis which is studied detailly. Furthermore, case studies are directed towards understanding the uniqueness and peculiarity of a specific case in all its complexity (Welman *et al*, 2005: pp193).

Welman *et al* (2005: pp193) further states that “usually the objective of a case study is to investigate the dynamics of some single bounded system, typically of a social nature, for example an organization, a family, a group, a community or participants in a project , a practice ... or an institution.” Gorman and Clayton (2005: pp47) define a case study as “an in-depth investigation of a discrete entity (which may be a single setting, subject, collection or event), on the assumption that it is possible to derive knowledge of the wider phenomenon from intensive investigation of a specific instance or case.”

Gillham (2000: pp1) further states that “a case study is one which investigates an individual, group, an institution or a community to answer specific research questions (that may be fairly

loose to begin with) and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions. This method of research without doubt has certain advantages. According to Wisker (2001: pp190), one of the advantages of using case study method is that a detailed situation/individual and so on can be explored fully. However, the issue that a researcher will encounter with a case study approach is that you cannot easily generalize from one case, so either the case needs to be contextualized and carefully described and others can consider its importance in other contexts and examples or it is better to take a few cases, to establish a range of examples and interpretations of a situation, event or development (Wisker, 2001: pp190). The E.I.P. has been used as a representation of graduates in an internship programme, with specific focus on the role of such internships on the improvement of employability prospects. The research will go a long way to establish a better understanding of the impact graduate internship programmes have with regard to graduate employability.

3.4. Data Collection Tools

The method employed in this study is the survey technique which was accomplished through interviews and questionnaires. The main reason why questionnaires were utilized in this research is due to the ease of obtaining information that cannot be easily observed or readily available in written or computerized form (Remenyi *et al*, 1998: pp150). It will be advantageous to use questionnaires in a research of this nature because the respondents (mentors and interns) will have time to think about the answers to the questions in the questionnaire. Also, a large number of respondents distributed over different departments can be reached within a short period of time (Brynard & Hanekom, 1997: pp40). The researcher focused on two specific areas of data collection: the interview and the secondary data obtained from various sources such as journal articles, etc. With this medium of data collection, relevant information on the subject matter will be obtained which will give the study a high level of credibility.

3.4.1. Interviews

In this study, structured interviews were used to collect data. According to Leedy (1997: pp199), an interview goes far beyond asking questions. In this research, the interview allowed the respondents to ask any questions and, it is hoped, made them feel comfortable and thus not

restrict themselves in expressing their thoughts, based on their experiences and perceptions. One-on-one interviews were conducted with the coordinators of the programme to ensure that the perceptions and the experiences and knowledge of internship and the role it plays in graduate employability was captured. This method of data collection depends on the interviewer completing a set of structured questions with answers of choice. It is more of a questionnaire which is completed by the interviewer after questioning the interviewee (Wisker, 2001: pp168). This is known as an open-ended questionnaire where the researcher prompts the questions for the interviewee to give their view point.

Hughes (1996: pp169) assets that face to face encounter with the participants is one of the strengths of the interview method. Through this method, the researcher got more responses. Secondly, large amounts of expansive and contextual data can be obtained within a short space of time. The researcher was also able to get access for immediate follow-up data collection for clarification and omissions (Hughes, 1996: pp169). However, it was costly and time consuming exercise to get information from the coordinators and managers. More so, the constraint of getting biased information acted as limitation. To overcome these challenges, the researcher, booked appointments around the same period with the respondents and in other cases, sent electronic interviews.

3.4.2 The Questionnaire

As previously mentioned, questionnaires have been employed as the primary technique of data collection in this study. The questionnaire combines open-ended and close-ended questions. These questionnaires were sent through e-mails and in other cases, they were via e-mail to the interns of the E.I.P. in the different departments. According to Remenyi *et al* (1998: pp150), the main reason for using questionnaires in research is to obtain information that cannot be easily observed or that is not already available in written or computerized form. The use of questionnaires however has some limitations which could affect the quality of data. Amongst these limitations are; the change in the tone of voice during the interview process can often depict bias. This has the ability to change the quality of information given by the participants. Another difficulty could be lack of participant cooperation most especially if the researcher is seen as an outsider, running the risk of getting unreliable information which might not be very

useful for the study (Mnculwane, 2008: pp41). The nature of the questionnaire (length and type of questions) can pose a huge challenge in the interview process. Getting interns to send in responses on the questionnaires posed a huge challenge. This is due to the fact that previous interns are employed in different departments of the city scattered all over Cape Town. As such, the researcher found it most appropriate to send questionnaires through e-mails which led to delay in getting most of the responses.

3.5 Limitations of the Study

The programme involves different groups of people which include the interns, managers and coordinators. Thus, there was a limitation of carrying out the research on a wider scale due to personnel, cost and time constraints. Evaluating a programme of this magnitude involves a lot more than meeting the research objectives to which the researcher was limited to.

3.6 Population and Sample Size

The E.I.P. covers three departments in the City of Cape Town. These include; Environmental Resource Management, Urban Design and Spatial Planning and Economic Development departments. A total of 39 previous interns (2005-2012) currently employed in different Departments of the city formed part of the sample. The second sample comprised of 37 current interns (2013) carrying out their internship at the above-mentioned departments. Mentors were equally considered vital to the research, thus, 12 questionnaires were sent out. Lastly, 2 programme coordinators and 1 service provider who runs the programme formed part of the research.

3.7 Research Procedure

Consent was sought from the university authorities before the researcher went to the Environmental Resource Management Department (ERMD). The research proposal was presented and permission sought from the Director General (DG) and programme coordinators of the ERMD before the research commenced.

3.8 Data Analysis

This is an aspect of qualitative research that distinguishes it from experimental or survey research (Maxwell, 1996: pp78). Data analysis is a procedure that involves coding, presentation and analysis of results (Orgill, 2007: pp68). At this level of the research, data is analyzed and interpreted obtained from data collection. The results obtained provide feedback on the tenability or untenability of the originally formulated research hypothesis (Welman, Kruger, & Mitchell, 2005: pp210). Leedy (1997: pp107) mentions that “qualitative studies tend to use an inductive form of analysis whereby observations of particular cases can be generalized to a class of cases. Inductive reasoning emphasizes after-the-fact explanation; theory emerges from a careful consideration of the evidence (data).” The researcher ensured that questionnaires were evenly distributed to different groups involved in the programme which includes; previous and current interns, as well as management (programme coordinators, service provider, and managers). Answered questionnaires were collected and analyzed.

3.9 Summary

This chapter identifies the different ways through which data was collected and analyzed. Primary and secondary data acted as the main sources of information. This was gotten through the administration of questionnaires, books, journals, etc. The researcher utilized questionnaires (as a medium of data collection) in the different city departments where interns are involved. The data will therefore be presented and analyzed in the following chapter.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

The previous chapter covered the research methodology used to undertake the study, which is a survey by means of a questionnaire. Semi-structured interviews as well as published and unpublished documents were also used to gather information. These formed the basis for the data provided in terms of answering the relevant research questions. The chapter is centered around presenting and discussing the main research findings focusing on the relevant objectives and questions the study seeks to answer.

The objectives of the study which are listed below will provide the framework for the discussion of the findings. These objectives are:

- Develop a legislative framework to underpin the study.
- Explore the nature of the Environmental Internship Programme.
- Assess the attainment of set objectives of this programme.
- Identify challenges and opportunities for the programme.
- Make recommendations.

The first objective has been sufficiently covered in the second chapter and the last objective is dealt with in the fifth chapter.

4.2. Analysis of Objective 2: Exploring the Nature of the E.I.P.

In 2005, the Department of Environmental Resource Management introduced new development strategies which will improve on the capacity as well as service delivery. One of these strategies was the implementation of an internship programme for 25 graduates across South Africa (Annual Report CCT, 2005). The E.I.P. is a yearlong internship, a real job, which aims to bridge the gap between academic learning and the first steps of a professional career. It provides an opportunity for young graduates to develop capacity and skills in key environmental areas in the

Western Cape as well as gain practical hands-on experience in the field of sustainability. L. Buirksi stated that the programme is about giving new graduates work experience in order to prepare them for their first job (Personal communication, July 22, 2013).

Interns are usually recruited from an environmental field. They are mentored by managers within the relevant city departments. Although the intern is highly qualified in a specific environmental field, they are usually fresh out of university without any practical workplace skills and experience (Tygerburger, 2013: pp6). These departments include; Environmental Resource Management, Urban Design and Spatial Planning, and Economic Development. The interns work in fields such as; Environmental Science, Geographical Science, Heritage Resource Management, Nature Conservation, Environmental Education, Energy Management, Communication, Landscape Architecture, Spatial Planning, Urban Design, Land Use Planning, Urban Economics, Sustainable Transport, Strategic Information and Knowledge Management, Engineering and Geographical Information Systems (Tygerburger, 2013: pp6). These departments offers internships to previously disadvantaged South African students with the objective of establishing an effective system for continuous development and experienced candidates for future appointment and mobility in both public and private sector.

4.2.1. Recruitment Criteria

The recruitment process on the E.I.P. begins with an invitation of managers and supervisors to provide a job description for their intern. The job descriptions are listed on the City web site and graduates are invited to apply for specific internships. The criteria specify that candidates should be graduates in a field related to the internship they are applying for. These include; be a new graduate in one of the fields of Environmental Science, Geographical Science, Heritage Resource Management, Nature Conservation, Environmental Education, Energy Management, Communication, Landscape Architecture, Spatial Planning, Urban Design, Land Use Planning, Urban Economics, Sustainable Transport, Strategic Information and Knowledge Management, Geographical Information Systems (GIS), Engineering (City of Cape Town, 2013). According to the programme manager, preference is usually given first to new graduates under 30.

Moreover, candidates are expected to have good planning, administration, written and oral communication, computer and analytical skills. They should also be able to work in a team and under pressure. Some internship positions require that the candidate has a driving licence. Local graduates who have not enrolled for further studies within the same training period are given preference. L.Buirski stated that when the programme was donor funded, they insisted that 80% of the candidates be previously disadvantaged individuals. Now that the City is funding the programme, this figure is proffered as guideline for the recruitment process (Personal communication, July 22, 2013). For successful applicants, a minimum stipend of R26.60 per hour, based on a 40-hour week, is paid together with selected employment fringe benefits such as paid annual leave, sick leave and training (City of Cape Town, 2013).

4.2.2. Mentorship/ Training

Each intern is placed with a specific city employee who mentors them within the 12 month period (Tygerburger, 2013: pp6). Interns are placed within the departments of Environmental Resource Management, Urban Design, Spatial Planning and Economic Development, Sustainable Transport, etc and are supervised by professionals in these fields. In an interview with one of the top managers, M.F. Adams, he states that, skills transfer from the mentor to the intern is part of giving back to the community, the country, because the interns are directly absorbed into the national government, public and private and sectors without any further training. Thus, the programme has a fundamental role to play in the creation of a pool of skilled personnel (Personal communication, Oct 30, 2013).

Interns were interviewed on the role of mentorship during the duration of the programme. According to figure 1 below, responses show that 46% (majority) agreed that mentorship played a positive role in capacitating them, 24% strongly agreed, 21% were neutral and 9% strongly disagreed. Mentors on the E.I.P. therefore have a vital part to play in capacitating the interns.

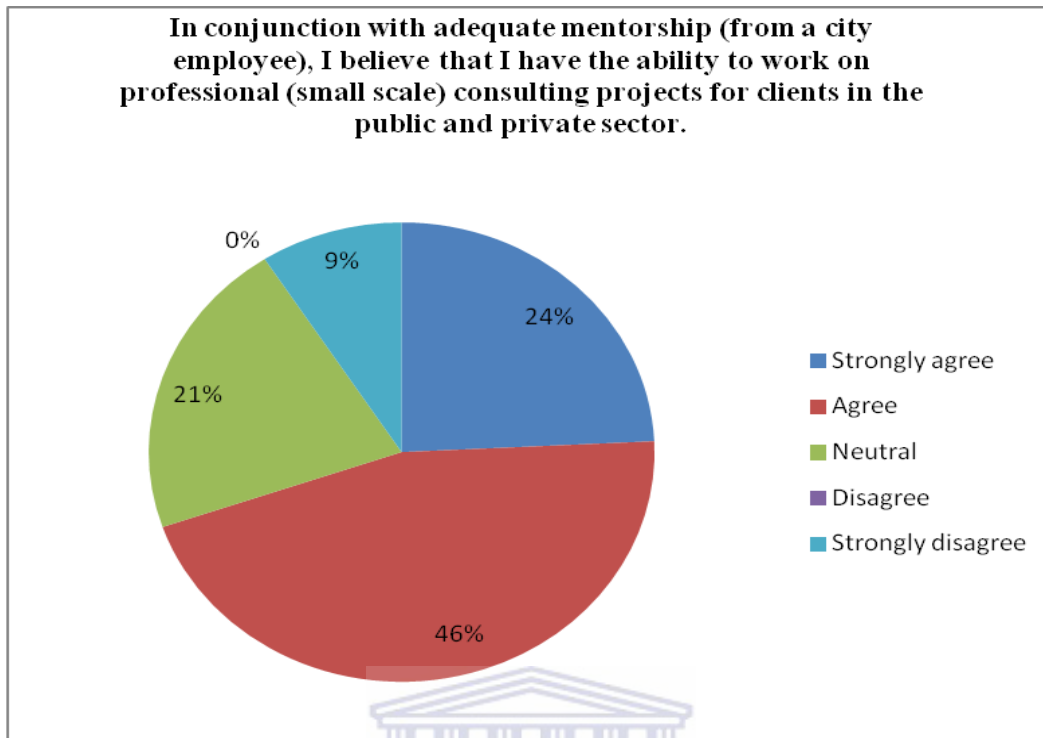


Figure 1 Current interns' views on the role of mentoring

4.2.3. Skills Development

Skills development will be enhanced by attending compulsory capacity-building and training workshops as well as an enrichment programme. At the end of this programme, an intern is expected to have certain skills depending on the department in which the intern is placed. These skills include; professional skills, problem-solving skills, inter-personal skills, report writing, e-mail writing, financial skills, to name a few. These are generic skills explained in the literature which are vital for graduate employability. Feedback from the interns on the impact the internship has on skills development required for employability shows the following.

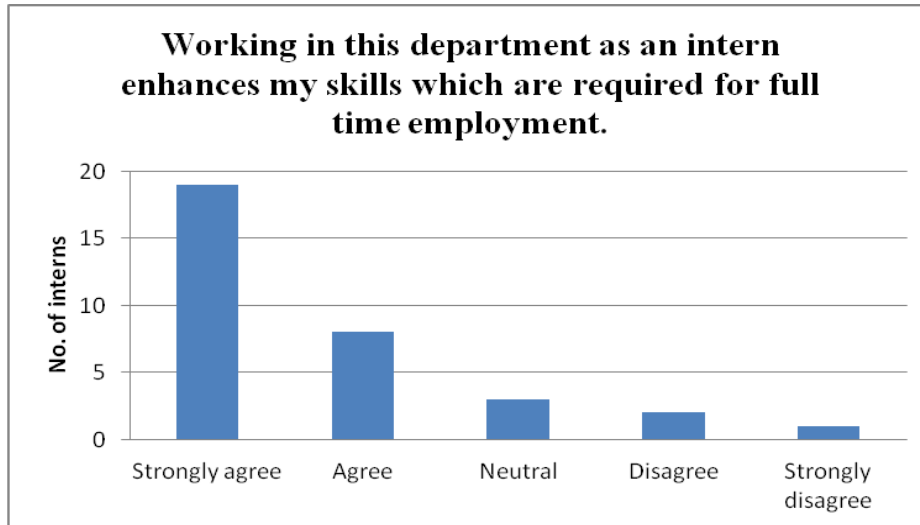


Figure 2 Current interns view on the impact of the E.I.P. on skills development

It is clearly seen from figure 2 above that 19 interns strongly agreed, 13 agreed, 3 interns were neutral, 2 interns disagreed and 1 intern strongly disagreed that working in their respective departments as an intern enhanced the skills needed for future employment. This in itself shows the value of the internship not only on the intern but the department where they work.

4.2.3.1. Workshops

Four workshops and the enrichment programme form the capacity building and training component of the internship which gives the intern a better understanding of the skills needed to become a rounded professional in the work place. Workshops serve several purposes. They seek to identify issues which are common to all the interns, and deal with them collectively. For example, at the beginning of their internship, the interns know nothing about how a large local authority works. The interns experience through workshops, the different tiers of governance within the City, from the Mayor and her Executive team, via Councilors, and via its employees. Another purpose is for the interns to get to know each other – this is the start of their professional network. Finally, as mentioned before, a focus on professional communication skills helps interns to bridge the gap between academia and the professional life. The workshops underline for the interns that they are part of a programme, and they are being mentored and cared for – and not simply employed and forgotten about. The experience of all the interns being together

for a few days, with updates for news and exchanges of ideas/ complaints/ wish lists etc., helps in this respect. The workshops also provide valuable knowledge of how the City works. This will be valuable regardless of where they end up being employed. Workshops therefore help the intern to enter the working world with a vast amount of knowledge and practical skills needed to perform so much better in a permanent job. The intern will thereby become an immediate asset to the organization that employs him/her.

4.2.3.2. The Enrichment Programme

The enrichment programme is in two folds, firstly to give the intern an enjoyable outing in the real working world outside the organization to see how partners to the City, Non-Governmental Organizations, etc operate and deal with environmental issues similar to the City. The second reason is to experience the practical nature of a topic being covered in the workshop. For example, if the workshop is covering Waste Management, a visit to a City waste site would be organized; if conserving biodiversity is being covered in the workshop, a visit to one of the reserves is organized. If Environmental Management and compliance is the focus of a workshop, a visit to an organization with a robust environmental management system is organized, for example the Spier Estate in Stellenbosch or the Cape Town Stadium. From the findings, it appears that interns find it not only as an opportunity to socialize amongst themselves but also for self and skills development.

4.3. Analysis of Objective 3: Assessing the Attainment of Set Objectives of the Programme

The objectives of the E.I.P. will be looked at in the sub-sections below and the findings presented will show whether or not these objectives have been met over the years.

4.3.1. A Bridge between the University and the Work Place for Young Environmental Science Graduates

One of the main aims for creating an internship programme of this nature is to give new graduates of the environmental sciences the opportunity to have work place experience. L.O'Neill stated that the underlying philosophy of the internship programme remains training and capacity building for young graduates (Personal communication, July 14, 2013). National

government's main aim was for many more young people to be exposed to the field of environmental sciences since there were few professionals in that area. According to L.O'Neill, it is hoped that the one year of solid practical experience they receive will ease their passage into their professional life (Personal communication, July 14, 2013). One of the recruitment criteria of the programme is to employ graduates mostly below the age of 30.

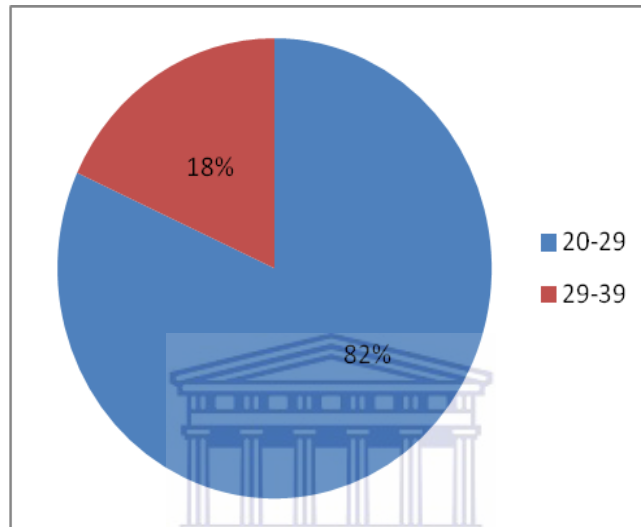


Figure 3 Age composition of current interns
Source: Previous interns interviewed by the researcher

Figure 3 points out that 82% of interns employed either on a contractual or permanent basis fall in the 20-29 age cohort, meanwhile, 18% fall between the 29-39 age cohort. These findings tie up with the literature which reveals that the labour force is becoming younger with labour market participants between the ages of 15 and 34 accounting for more than 60% of the growth in the labour force (DPRU, 2006: pp6). This suggests that employers are tilting towards integrating the young vibrant graduates. One of the programme coordinators pointed out that the younger graduates have fresh ideas and are very enthusiastic. Thus, the E.I.P. has met up to its objective of ensuring that many more young graduates become professionals in the world of work. Figure 4 shows the number of graduates who had the opportunity to gain practical work experience through the E.I.P. since 2005.

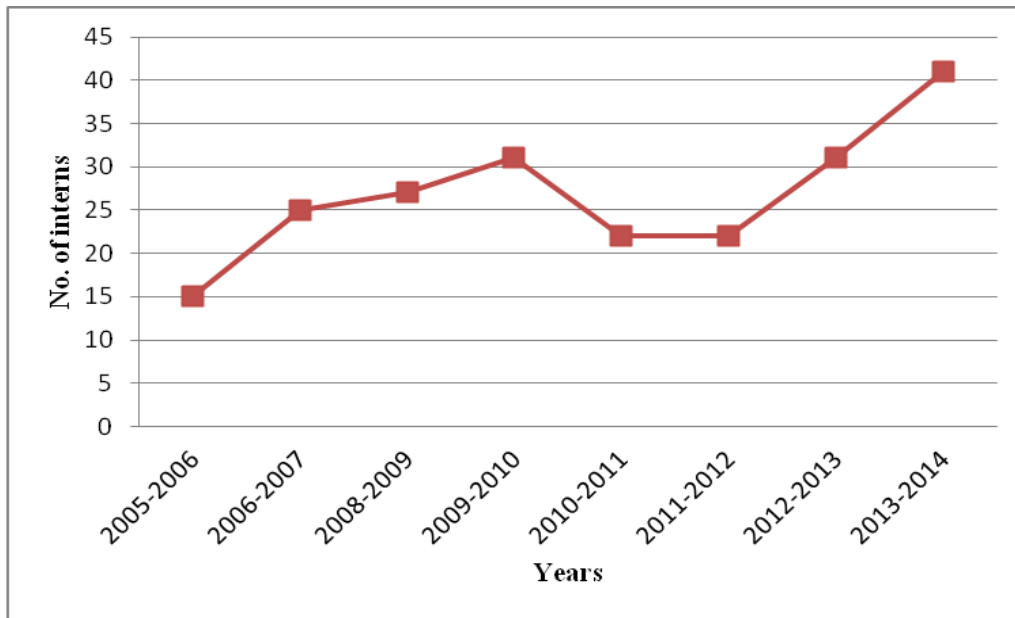


Figure 4 Interns recruited on the programme (2005-2013)

Source: Figures gotten from the Environmental Resource Mangement Department

Figure 4 above specifies an increase in the number of intern's recruited into the programme since the inception of the programme. In 2005, there were only 15 interns, however, the figure rose to 25 interns in 2006. It is important to make mention of the fact that between 2007 to 2008, the programme didn't run due to the withdrawal of funding by the Department of Environmental Affairs and Tourism (DEAT). According to M.F. Adams, because of that, the ERMD had to get funds internally (from the City) and as such, the programme only started again on the 15th of January 2008 and ended on the 15th of January 2009 (Personal Communication, Oct 31, 2013). The contracts of some of the interns were extended by 3 or 6 months after March 2007 depending on the funds that was available in reserve and on manager's needs. The intake however dropped to 22 between 2010 to 2012 and went up again between 2012 to 2013. The findings indicate how the E.I.P. strives to give room to many more young graduates in environmental sciences the opportunity to gain some practical work place experience. Managers pointed that the programme gives graduates the experience of the real work place and valuable skills development. A majority of the interns stated that their motivation to get into the programme was to gain practical experience.

4.3.2. Create a Pool of Skilled Professionals

Another push factor for the creation of the E.I.P. was to create a pool of skilled professionals in different spheres. L. Buirski pointed out that promoting the environmental and related professions and enhancing sustainable development within the public, private and civil society sectors in the long term remains the vision of the programme (Personal communication, July 22, 2013). According to M.F. Adams, not so many were professionals in the field of environmental sciences in the past and in most instances; these were white professionals (Personal communication, October 30, 2013). For instance, by 2006, only 12 professionals were present in the ERMD of the CCT. However, there are currently 250 professionals in that department (Personal communication, October 30, 2013). The programme has not only impacted positively on the ERMD but other departments within the City, National Government, as well as, private sector organisations. Positions have been created within different city departments as a result of the pressing need to deal with the global climate changes as well as environmental issues. A majority of previous E.I.P. interns have filled in such vacancies all over the country. Evidence of this is demonstrated in figure 5.

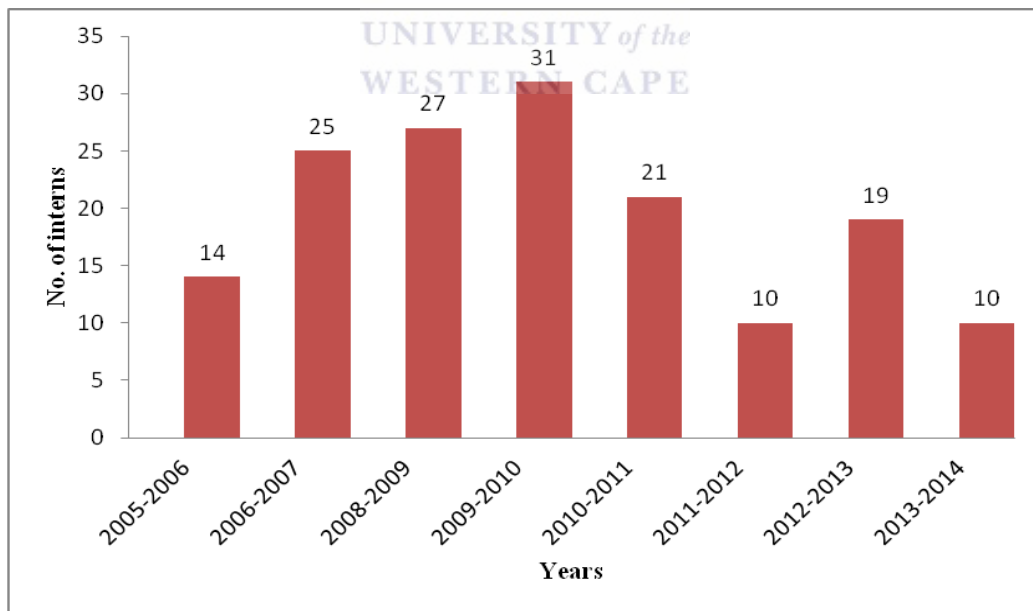


Figure 5 Interns currently employed (2005-2013)
Source: Previous interns interviewed by researcher

Employers will give preference to a graduate who has been exposed to the world of work than one who hasn't. This is the more reason for a high demand for the E.I.P. interns. Figure 5 above shows that the number of interns that were absorbed in both public and private sector organisations beginning from 2005 up to early 2013. This indicates that through the E.I.P., young graduates were trained to be professionals and as such were able to secure permanent positions within the organisation.

The programme is in its ninth year and has therefore proved its success and effectiveness in exceptional producing young professionals (Tygerburger, 2013: pp6). The ERMD) has benefitted from the pool of skilled professionals made available annually to draw on whenever posts became available. M.F. Adams stated that through the E.I.P., the staff component of ERMD is increased annually by 20 interns (Personal communication, July 30, 2013). Reasonably high quality labour is enjoyed by the ERMD as well as other departments where the interns are placed at a low stipend rate.

4.3.3. Job Creation

One of the top priorities for creating a programme of this nature was to create jobs for young graduates in the environmental field. The demographics of South Africa are considered in recruitment of interns. The intention is to get more black environmentalists in the public sector. Also, during the internship year, there is employee engagement and the opportunity for the City to offer top-performing interns positions where vacancies exist for long term benefit. Research findings show contrarily that 41% white interns got permanent employment within the City since 2008, 45% coloured, 9% Indian and 5% black are permanently employed through this programme (see figure 6 below). The white cohort however continues to dominate the other cohorts put together. This ties in with the literature which states that white graduates are more likely to get a job compared to their black counterparts (DPRU, 2006: pp14). This stipulates that the employment equity policy and other related policies within the organization (CCT) need to be reviewed. The aim of E.I.P. to ensure that more black professionals are integrated into organizations has therefore not been accomplished.

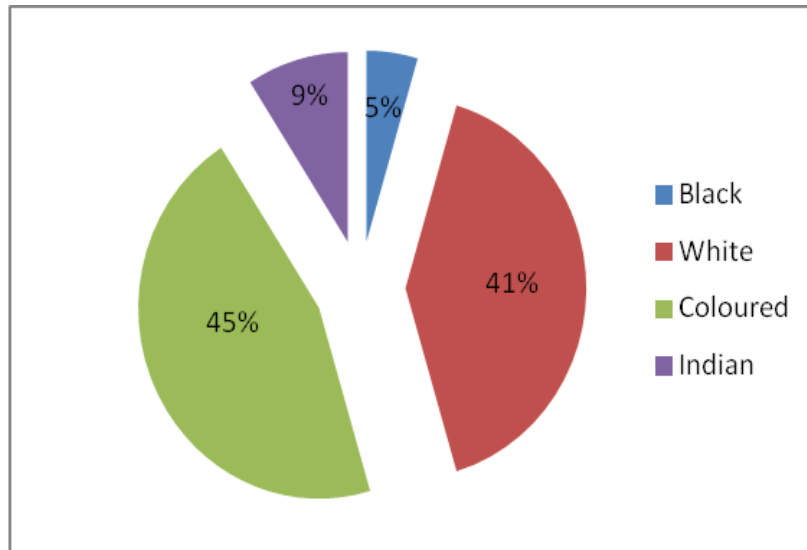


Figure 6 Representation of race

Source: Calculations from interviews with currently employed interns

M.F. Adams mentioned that 45 out of the interns are permanently employed by the City of Cape Town (Personal communication, Oct 30, 2013). A huge number of these interns have been absorbed into Provincial and National Government on contractual and others on permanent basis. This indicates that the programme not only exposes the interns but links them to potential employers. The private sector has also benefitted from the pool of skills drawn out of the programme over the years. Findings per year show that many interns have secured jobs in different organisations since 2005. These facts are illustrated in the table below.

Years	No. of interns recruited on the E.I.P.	No. of graduates currently employed	No. of graduates not employed
2005-2006	15	14	1
2006-2007	25	25	0
2008-2009	27	27	0
2009-2010	31	31	0
2010-2011	22	21	1
2011-2012	22	10	12
2012-2013	31	19	12
2013-2014	41	10	31

Table 1: Number of graduates employed through the E.I.P. (2005-2013)

Source: Calculations done by researcher

Table 1 shows the extent to which the E.I.P. has met up to the objective of job creation. For instance, all graduates recruited on the programme from 2006 up to 2010 are currently employed either on a contractual or permanent basis in a public or a private sector organization. Reports at the beginning of 2013 indicate that 10 out of the 41 interns for the 2013-2014 intake already secured jobs. Thus, this pool of skilled professionals created by the E.I.P. is filling in vacancies in these organizations. These research findings strongly suggest that the E.I.P. is a huge success creating positive impact on graduate employability not only in the City of Cape Town but the nation at large.

4.4. Analysis of Objective 4: Identifying Challenges and Opportunities of the Programme

4.4.1. Challenges of the E.I.P.

Certain challenges have been experienced since the inception of the programme in 2005. The programme was originally funded from National Government and the Department of Environmental Affairs and Tourism (DEAT) through donor funding from the Danish International Development Agency (DANIDA). In 2008 however, the DEAT withdrew its

funding and the CCT adopted the programme as part of the Work Skills Plan Programme in the organization. This funding was unsecure and limited the programme to a certain extent. In 2010, through negotiations with the Corporate Department, the City made the programme a corporate programme and therefore makes available a dedicated budget each year to sustain the programme. Securing these funds annually for interns' monthly stipend, the cost to cover the four quarterly workshops and monitoring and evaluation component of the E.I.P. was and is still a major challenge. The low stipend rate has led to the resignation of some interns along the line. L.Buirski concurred with this fact by stating that in 2013, 5 out of the 42 interns who were recruited on the 1st of March have resigned (Personal communication, July 22, 2013). Frederick Herzberg in his theory of motivation states that two sets of factors influence employee's motivation in the workplace. These could be; job security, work environment, quality of supervision, salary which he calls hygiene factors or motivators such as; recognition, growth opportunity, responsibility, etc. (Amoako, 2011: pp2). These factors need to be taken into consideration in order for an E.I.P. intern to be productive as well as gain necessary skills.

Moreover, placing applicants into the best positions, obtaining driving license for the interns to facilitate access to project sites, being able to offer a long term contract to Lynn O'Neill as project consultant are other challenges the programme faces. Managers pointed that the inexperience of interns as well as poor writing skills in English is a huge challenge for the programme. However, as stated in the interviews with the programme coordinators, steps have been put in place to address the above mentioned challenges. This includes the fact that the department has been able to persuade Corporate Human Resources to adopt the E.I.P. as a Corporate Programme thereby allocating a dedicated budget annually to sustain it. Also, informal work reviews and discussions with the interns have been instituted in order to establish that interns are making progress.

The current interns further indicated that there were a number of challenges they encountered in the course of the internship. These includes the fact that the salaries are low and also that the internship doesn't guarantee a permanent employment which has led to the resignation of some interns. Other interns argued that they were not sure who exactly their mentor was since there were different mentors coordinating them. In other instances, the mentors responsible for interns

were hardly available to guide the intern on what was expected from him or her. Thus, interns basically have to look for other alternatives to learn. Moreover, lack of communication in some departments and inadequate training in different types of management were outlined as some challenges the interns are faced with. These are some of the factors Frederick Herzberg in his Motivation-Hygiene Theory says it leads to employee dissatisfaction (Amoako, 2011: pp2).

4.4.2. Opportunities of the E.I.P.

The E.I.P. has created opportunities for its participants within the 8 year period of its existence. This creates the impression that the programme has been a success through the years. Most of these beneficiaries have found permanent positions within departments in the CCT. Since its advent in 2005, 44 out of 120 interns have secured permanent employment at the CCT alone. A majority of the remaining interns have also gained permanent placements in Provincial Government, National Government, private companies and NGOs (Tygerburger, 2013: pp6). According to a member of the city's mayoral committee for Economic, Environmental and Spatial Planning, the interns are very driven, professional, and committed to public service alongside their passion for environmental conservation and sustainability (Tygerburger, 2013: pp6). Thus, the skills and expertise of interns has benefitted the city enormously.

In an interview with M.F. Adams, one of the programme coordinators of the E.I.P., he mentions that apart from getting the opportunity of being absorbed as a permanent staff member in the organization, interns also have the opportunity to network with all other departments thereby opening doors of opportunity (Personal communication, July 20, 2013). Also, working and being exposed to the partners of the organization opens doors of opportunities for interns, as well as the fact that interns are able to tap into the External Bursary Scheme of the organization and applying to study further if they do not obtain a permanent job that year. Other opportunities that these interns are exposed to are skills development and experience which they do not get at university. L.O'Neill added that interns learn how to write minutes, reports, do presentations, how to deal with conflict, time management, how to work in groups, how to prepare as well as conduct yourself in an interview, how to write a good CV, go on several site visits; meet several professional people; get involved interesting and sometimes high level projects such as World

Design Capital, World Cup, etc (Personal communication, July 14, 2013). Intern's also had views on the opportunities the programme made available to them as shown in figure 7.

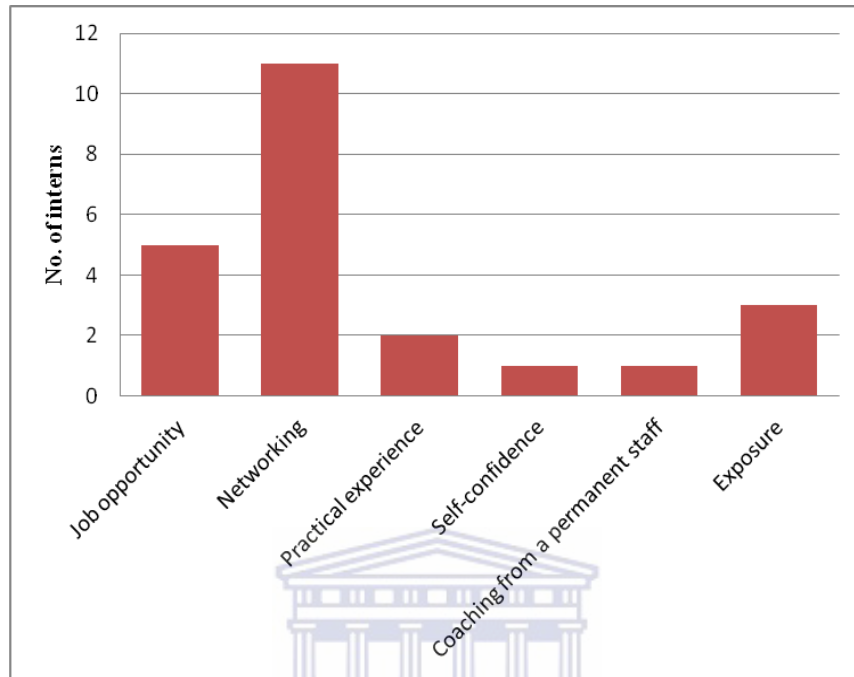


Figure 7 Opportunities the E.I.P. creates for interns
Source: From interviews with current interns

Interns stated that the programme creates the opportunity to network with all other departments thereby opening many more doors of opportunity. For example, L. O'Neill pointed out that some of the interns are not sure at the beginning of the year exactly which field of "environment" they wish to work in. The exposure provided by the internship therefore helps them make informed decisions about their future (Personal communication, July 14, 2013).

4.5. Summary

The adoption of the E.I.P. has served as an opportunity to improve upon the level of graduate employability and graduate employment among young South African graduates since 2005. Though different changes have been incorporated into the programme, it continues to extend into other City departments, a sign that it is growing. However, rolling out a programme of this nature entails a dedicated budget, a dedicated team, as well as a good programme structure. Several challenges have been encountered by management and the interns themselves. Findings

suggest that so far, the internship has been able to meet its set objective of providing opportunities for its interns not only within the CCT but the National, Provincial and private sector. However, there are still some gaps in the programme which needs to be reviewed. Suggestions, recommendations as well as areas for further research have been put forth in Chapter 5.



CHAPTER 5

MAJOR CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The main point of this study was to evaluate the extent to which the E.I.P. has given room for graduates to be more employable. This was carried out using specific emphasis of interns who have previously passed through the programme (2005-2012) and the current interns as well (2013-2014). It is important as both public and private sector organisations have identified graduate internships as part of its skills development and job creation initiatives. Thus, the E.I.P. acts as a specimen of an ongoing graduate internship programme which further assists the researcher to establish facts concerning graduates within the City of Cape Town. There is a mismatch between the type of workers supplied and those demanded in the labour market which is the cause of structural unemployment in South Africa (Pauw, Oosthuizen & Westhuizen, 2008: pp45). Employers make preference to skilled and experienced personnel rather than graduates who have in most cases only theoretical knowledge. It is within this context that the research problem was identified.

The literature review in the second chapter highlights the theoretical framework of the thesis which is centered around what the E.I.P. is all about, its goals and the impact of the programme on improved graduate employability. Other pertinent aspects that surround graduate employability such as: the rationale for graduate unemployment in South Africa, the graduate labour market of South Africa as well as the importance of internships were discussed in the chapter. The literature further identifies policies that govern graduate employability. The literature shows that preference is placed on highly qualified individuals with exposure than out-of-school graduates who have no direct link to the work place. Factors such as: age, population group, field of study, and higher education institution were identified in the literature as some the reasons behind graduate unemployment in South Africa.

The research in this study was used to identify the nature of the E.I.P. as a case study of an existing internship programme, its set objectives, challenges and opportunities of the programme. The data collected was then analyzed and presented.

The focus of this chapter therefore is on obtaining conclusions from the findings, making recommendations, and suggesting likely areas for further research. It informs on how the Department of Environmental Affairs could best use the findings for an improved implementation of the programme. Recommendations from the researcher, the managers, and interns will inform the department and programme coordinators on areas that need adjustments.

5.2 Conclusions

The findings of the research indicate the following;

- It appears that the programme has evolved over the years from a Nationally-funded to a corporate based programme. It has grown from being confined to the ERMD to encompass Land Use Planning, Spatial Planning and Urban Design, Economic Development and Knowledge Management departments.
- The researcher's attention was called to the fact that thousands of applications stream in yearly for selection from all over South Africa. This proves that more graduate internship programmes need to be incorporated into organizations or as part of Higher Education qualifications.
- A majority of intern's (both previous and current) indicated that their motivation to get into the programme was to get practical workplace experience. Indicating that employers are very particular about the experience of potential employees. This is a sign that such programmes are important as they act as a bridge between school and the work place.
- The ERMD and the coordinators in charge of the E.I.P. are putting in optimal efforts to ensure that young graduates with fresh ideas are incorporated into the organization through this programme.
- Interviews brought to light the fact that the programme has not only been beneficial to the interns who are exposed to experience and employment opportunities in their field of study but also to the department. On an annual basis, the programme makes available

skilled professionals for the ERMD to draw on whenever posts became available. The E.I.P. increases the staff component of ERMD annually by 20 interns. Reasonably high quality labour is enjoyed by ERMD at a low stipend rate. All in all, it is a win-win situation for the department.

- Funding continues to remain a challenge for the programme. A number of interns have resigned from the programme due to the minimal stipend.

5.3 Summary

In the first chapter which is the introductory chapter of the research, the background was developed in line with the research problematique. A clear interpretation of the purpose of the study was given as well as a discussion of the main research objectives and research questions. The research aimed at meeting these stated objectives which means answering the research questions. Moreover, the research stressed on the importance (significance) of the research clarified certain terms and definitions, and concluded by identifying the research structure.

Chapter two focused on the literature review consisting of empirical and theoretical frameworks. Existing literature on the rationale of graduate unemployment as well as the graduate labour market in South Africa was looked at, the importance of internships, placements and work-based learning on improved graduate employability and employers perspective on graduate employability all formed part of this chapter. Legislations on graduate employability were reviewed in the last part of the chapter.

The third chapter mostly centered on the description of the methodology used to carry out the research. The scope of the study, research design, type of research, and the population and sample size formed part of the methodology. Each data collection tool employed in the study was looked at detailing their limitations and how they were managed. The chapter concluded with the research procedure and an ethics statement.

Chapter four examined the nature of the E.I.P. from the perspective of programme coordinators and the intern's (previous and current). It further considered the set objectives of the programme, analyzing through the findings whether the programme has met up to these objectives. Lastly,

challenges and opportunities of the programme were identified. This was done on two fronts; the angle of the programme and the angle of the interns. The researcher did all this by analyzing questions linked to the objectives in the questionnaire. The questionnaire was completed by interns (previous and current), the managers and interviews carried out with the programme coordinators as well as the service provider.

5.4 Findings and Recommendations

The E.I.P. has been open to South African graduates since 2005 for a year's internship in the departments of Environmental Resource Management, Urban Design and Spatial Planning, and Economic Development with each intern assigned a mentor. The programme has availed training and capacity building for 120 new graduates since 2005. It is hoped that one year of solid practical experience they receive will ease their passage into their professional life. This is confirmed in the theoretical facts discussed in the earlier chapter which indicates that internships, learnerships and work-based learning are effective approaches to promote the employability of graduates. However, there were a number of challenges interns faced in the course of the internship year. These include; a poor relationship between some interns and their managers, the lack of a career development plan, and also the fact that new interns never get to understand what previous interns in their positions have achieved and what they should expect on their entry into the job.

Funding the internship annually proved to be a problem that the programme continues to face. Insufficient funds to pay interns a suitable salary has led to the resignation of some interns who are not able to sustain themselves on the salary or are granted better job offers in the course of the internship. Though Corporate HR has been persuaded to adopt the E.I.P. as a corporate programme with a dedicated annual budget to sustain it, this has come with its challenges.

Higher Education Institutions have a major role to play in the employability of graduates. The quality of a graduate depends first on the skills acquired from school even before being exposed to the work place. However, this is not the case with some of the E.I.P. interns. According to the programme coordinator, “universities do not prepare graduates properly for the work place; they need a lot more experience and skills to prepare them better.” (Buirski, 2013). Some departments

like the Geographical Information System (GIS) take a lot of time initially as most interns don't have the GIS technical skills. Managers also mentioned that some of these interns have poor writing skills in English. Thus, there is a direct link between the HEI learning and the work place.

The recommendations brought forth by the researcher therefore surrounds these issues raised above which include;

- Intern challenges
- Funding challenges
- Insufficient training at university level

Issue 1: Intern Challenges

- Development of an internship career plan. This will enable interns understand what is expected of them right from the start of the programme.
- Try to facilitate a handover period where the incoming intern works with the outgoing intern for at least a week.
- Improving on manager-intern communication. Interns should be given the opportunity to freely express their ideas to their superiors rather than just pushing them to the background.
- Interns should be rewarded for projects and assignments otherwise little efforts will be invested in the work.
- Much more in depth exposure to the departments within which the interns work.
- More intern-coordinator sessions should be incorporated.
- Employ more coordinators, improve on the workshops.
- Interns should explore other roles in the department.

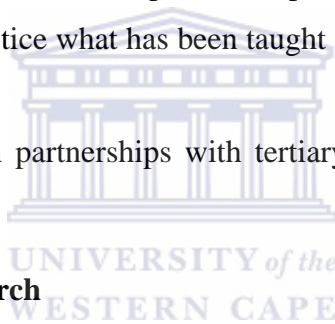
Issue 2: Funding Challenges

- The CCT should recognize the programme more, and provide more funding – specifically in terms of stipends for the interns.

- Provincial and local government should invest time, money and resources in developing the staff needed in organisations through Graduate Internship Programmes.
- Increase intern stipend to a reasonable subsistence level in order to accommodate candidates from disadvantaged backgrounds.

Issue 3: Insufficient Training at University Level

- University and colleges should have workshops with the industry to find out what the requirements are to perform a job function and then structure the diplomas and degrees accordingly.
- Encourage interns to maintain links with their academic mentors and to build a relationship between their tertiary education and the City.
- Internship programmes should be incorporated as part of degree or diploma courses. This will allow graduates to practice what has been taught and at the same time exposing them to the world of work.
- The E.I.P. should establish partnerships with tertiary institutions to source appropriate interns.



5.5 Suggestions for Future Research

The conclusions and findings of this research sets a ground work for an in depth evaluation of the E.I.P. by the CCT. This research document also sets the pace for other relevant study areas which include;

- The role of Higher Education Institutions on graduate employability in the Western Cape
- The importance of graduate internship programmes on graduate employability
- The place of National, Provincial and Local Government in graduate employment

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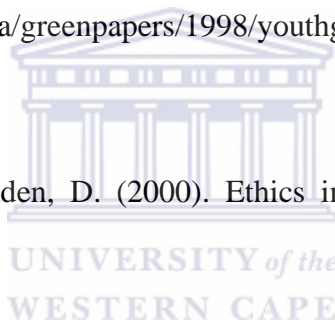
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APPENDIX “A”

Intern Survey Questionnaire I



The following survey aims to assess previous interns’ perceptions regarding the Environmental Internship Programme (E.I.P.) in the City of Cape Town. By participating in this survey you are informing the assessment of the programme designed to address graduate work place experience. (Please note that any information which is provided will be handled with the strictest confidentiality).

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SECTION 1: About the Environmental Internship Programme
--

1.1 What do you know about the Environmental Internship Programme you were once involved in?

1.2 How did you get to find out about the programme?

1) Newspaper	2) Internet	3) Magazine	4) Friends	5) Other
--------------	-------------	-------------	------------	----------

1.2.1 Do you have any suggestions for future advertisement strategies?

1.3 What were your motivations to get into the E.I.P?

1.3.1 How will you rate the success of the programme on a scale of 1-5

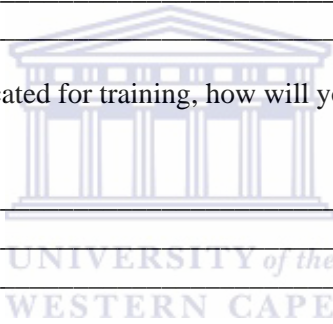
1) Excellent	2) Very good	3) Good	4) Bad	5) Very bad
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1.3.1.1 Provide reasons for the rating above

1.4 What did you achieve at the end of this internship programme?

1.5 In your opinion, is the programme sufficiently developed in a way that prepares graduates for the job market?

1.6 Based on the duration of time allocated for training, how will you rate the practical nature of the programme?



1.7 What role did the workshops and enrichment programme play in your training as an intern?

1.8 What are some of the opportunities the programme provided for you?

1.9 Do you have any suggestions for future implementation of the programme?

Yes	No
-----	----

1.9.1. If yes, provide some suggestions?

1.10 What measures in your opinion should the National/Provincial government put in place to further enhance the E.I.P.

1.11 What suggestions will you give for improvement of the programmes structure?

SECTION 2: Demographic Profile of Respondents

2.1 What is your age?

<20	20-29	30-39	40-49	>50
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2.2 What is your gender?

Male	Female
------	--------

2.3 What is your race?

Black	White	Coloured	Indian	Other
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2.4 What is your highest level of qualification?

2.4.1 In what year did you complete the E.I.P.?

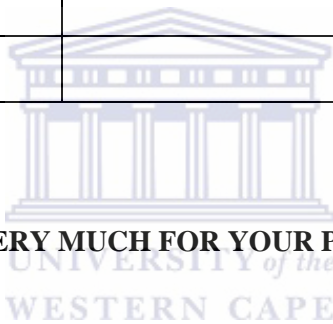
2.5 What is your field of study?

Environmental Science	Heritage Resource Management	Nature Conservation	Landscape Architecture
Geographical Science	Environmental Compliance	Urban Design	Other (specify)

2.6 Indicate the department in which you worked as an intern?

Environmental resource management	Spatial planning and urban design	Planning and building development management	Transport	Other (specify)

(Source: Bama Nelly Kouh)



THANK YOU VERY MUCH FOR YOUR PARTICIPATION



Intern Survey Questionnaire II

The following survey aims to assess current interns' perceptions regarding the Environmental Internship Programme (E.I.P.) in the City of Cape Town. By participating in this survey you are informing the assessment of the programme designed to address graduate work place experience. (Please note that any information which is provided will be handled with the strictest confidentiality).

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SECTION 1: About the Environmental Internship Programme
--

1.1 What do you know about the internship programme you are currently involved in?

1.2 How did you get to find out about the programme?

1) Newspaper	2) Internet	3) Magazine	4) Friends	5) Other
--------------	-------------	-------------	------------	----------

1.2.1 Do you have any suggestions for future advertisement strategies?

1.3 What were your motivations to get into the E.I.P?

1.4 What do you aim to achieve at the end of this internship programme?

1.5 In your opinion, is the programme sufficiently developed in a way that will prepare you for the job market?

1.6 To date, have you encountered any challenges in integrating into the programme?

Yes	No
-----	----

1.6.1. If yes, what challenge(s) did you face?

SECTION 2: Nature and impact of the E.I.P. on its interns

Please indicate your level of agreement with the following statement about the EIP

1= Strongly agree 2=Agree 3=Neutral 4=Disagree 5=Strongly disagree

2.1	The Environmental Internship Programme is very fundamental to my career and field of study.	
2.2	Prospects of gaining employment in my field of study are much greater after being on training than before.	
2.3	Training has given me more confidence to contribute meaningfully to the department.	
2.4	Working in this department as an intern enhances my skills which are required for full-time employment.	
2.5	I think I am of great value to this department/the City of Cape Town?	
2.6	I have ample opportunities to utilise the knowledge and insights gained from my graduate study to improve my prospects of employability.	
2.7	I am of the opinion that the workshops and enrichment programme will contribute significantly to my training as an intern.	

SECTION 3: The influence of Higher Education on Employability.

3.1	There is a high rate of graduate unemployment in South Africa.	
3.2	I feel that within my higher education curriculum there is a need for more practical application – in order to bridge the gap between theory and practice.	
3.3	I am confident about my overall level of employability after this internship.	
3.4	I am motivated (and have enough time) to participate in professional extra-curricular projects, workshops, capacity building programmes in order to gain practical work experience and develop new skills.	
3.5	I feel that there is a need for more dialogue and interaction between universities and the world of work in order to increase graduates' exposure to the working environment.	
3.6	I feel there is a need for greater and more innovative responses from the government in providing	

	graduates with opportunities to improve their skills portfolio and overall employability.	
3.7	In conjunction with adequate mentorship (from a city employee), I believe that I have the ability to work on professional (small scale) consulting projects for clients in the public and private sector.	

SECTION 4: Demographic Profile of Respondents

4.1 What is your age?

<20	20-29	>30
-----	-------	-----

4.2 What is your gender?

Male	Female
------	--------

4.3 What is your race?

Black	White	Coloured	Indian	Other
-------	-------	----------	--------	-------

4.4 What is your highest level of qualification?

4.4.1 In what year did you complete your qualification?

4.5 What is your field of study?

Environmental Science	Heritage Resource Management	Nature Conservation	Landscape Architecture
Geographical Science	Environmental Compliance	Urban Design	Other (specify)

4.6 Indicate the department in which you work as an intern?

Environmental resource management	Spatial planning and urban design	Planning and building development management	Economic development department	Other (specify)

(Source: Bama Nelly Kouh)

THANK YOU VERY MUCH FOR YOUR PARTICIPATION





Key Informant Survey Questionnaire

The following survey aims to assess mentors' perceptions regarding the Environmental Internship Programme (E.I.P.) in the City of Cape Town. By participating in this survey you are informing the assessment of the programme designed to address graduate work place experience. (Please note that any information which is provided will be handled with the strictest confidentiality).

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1. What governs the Environmental Internship Programme (E.I.P.) in your organization?

2. How will you rate the state of readiness of your current interns

3. To what extent has the EIP met its objectives since its inception?

4. What are some of the recommendations you will make as a mentor of the programme for the sustainable implementation of the programme in future?

5. What are some of the challenges you and your department have encountered in providing this internship programme?

- 5.1. What steps if any have been taken to address the challenges mentioned above?

5.2. What are some of the opportunities created by the EIP for its participants?

6. What type of skills are the interns expected to attain upon completion of the internship?

7. Do you feel that the time allocated for the internship is sufficient for the interns to acquire enough skills required for the industry?

Yes	No
-----	----

7.1. If yes, state why?

7.2. If no, state why?



8. How beneficial has the E.I.P. been to your department?

SECTION 2: Demographic Profile of Respondents

9. What is your age?

<20	20-29	30-39	40-49	>50
-----	-------	-------	-------	-----

10. What is your gender?

Male	Female
------	--------

11. What is your race?

Black	White	Coloured	Indian	Other
-------	-------	----------	--------	-------

12. Please, indicate the department in which you work as a City of Cape Town employee?

Environmental resource management	Spatial planning and urban design	Planning and building development management	Environmental heritage management	Other (specify)

(Source: Bama Nelly Kouh)

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.



Interview Questions for Programme Coordinators on the Environmental Internship Programme (E.I.P.)



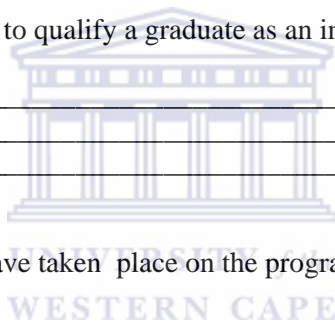
The following questions aim to assess the views of the programme coordinators regarding the E.I.P. in the City of Cape Town. By participating in this survey you are informing the assessment of the programme designed to address graduate work place experience. (Please note that any information which is provided will be handled with the strictest confidentiality).

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WESTERN CAPE**

SECTION 1: About the Environmental Internship Programme

1.1 What is the E.I.P. all about?

1.2 What recruitment criterion is used to qualify a graduate as an intern?



1.3 What are some the changes that have taken place on the programme since 2008?

1.4 What are the objectives of the E.I.P.?

1.4.1 To what extent has the EIP met its objectives since its inception?

1.5 What are some of the challenges you and your department have encountered in providing this internship programme?

1.5.1 What steps if any have been taken to address the challenges mentioned above?

1.6 How beneficial has the E.I.P. been to your department?

SECTION 2: Capacity building/training



2.1 How is the programme structured and managed?

2.2 Please indicate:

a) The purpose of workshops

b) The relevance of workshops

c) The relevance of an Enrichment Programme

2.3 On a general scale, how will you rate the state of readiness of your current interns

2.4 What are some of the opportunities created by the EIP for its participants?

2.5 What type of skills are the interns expected to attain upon completion of the internship?

2.6 Do you feel that the time allocated for the internship is sufficient for the interns to acquire enough skills required for the industry?

Yes	No
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2.7 If yes, state why?

2.8 If no, state why?

SECTION 3: Recommendations

3.1 What are some of the recommendations you will make as a coordinator of the programme for the sustainable implementation of the programme in future?

3.2 What are your expectations from:

- a) National Government
- b) Provincial Government
- c) Local Government
- d) Higher Education Institutions

With regards to such programmes?

(Source: Bama Nelly Kouh)

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.



APPENDIX “B”

Record of Placement Interns – 2005 to Early 2013.

Interns 2005-2006		
Amy Davison	Senior Professional Officer, Policy Branch, Environmental Resource Management Department Dept, City of Cape town	Amy.davison@capetown.gov.za
Lizanne Engelbrecht	Acting Manager, Blauuwberg Conservation Area, City of Cape Town	bca@capetown.gov.za
Bronwen Foster	Education Officer, Rondevlei Nature Reserve. City of Cape Townb	Bronwen.foster@capetown.gov.za
Joyce Khorommbi	.	No contact.
Ryno Louw		No contact
Jonathan Mabula		
Tamryn Manzoni		
Ruth Massey	Worked for Provincial Government of the Western Cape, now registered for a PhD, at Environmental and Geographical Science Department, University of Cape Town.	
Luyanda Mnkwenkwe		
Glenton Moses	Assistant Director, Department of Environmental Affairs and Tourism, Pretoria	gmoses@deat.gov.za

Lubabalo Ntsholo	Project Developer at SKEP (Succulent Karoo Ecosystems Programme) – South African National Botanical Institute	ntsholo@sanbi.org
Ruby Sigila	Coordinator at Division for Lifelong Learning at the University of the Western Cape	rsigila@uwc.ac.za
Chucheka Tivani	Principal Environmental Officer, Department of Environmental Affairs and Tourism, Pretoria	ctivani@deat.gov.za
Laurentia van der Vyver		
INTERNS 2006 – 2007		
Natasha Bieding	Employed in EIA Section, Department of Environmental Affairs and Development Planning, Provincial Government of the Western Cape.	nbieding@pgwc.gov.za
Fiona Grimett	Employed as Environmental Consultant, Arcus Gibb, Pretoria.	fgrimett@gibb.co.za
Nancy Kaseka Bulongo		
Mmapula Kgagodi		
Avanti Maharaj	Environmental Consultant at BKS Consulting Pretoria	AvantiM@bks.co.za
Lizo Mati	Assistant Director: Local Government Support SRP Programme Tel: 021 487 2499 Cell: 073 877 1791	lizo.mati@capetown.gov.za Imati@environment.gov.za

Janet Mukhabela	ERM Southern Africa Cape Town.	Janet.Mkhabela@erm.com
Jafta Mofokeng	Provincial Government of the Western Cape, based in George.	jmofokeng@pgwc.gov.za
Junaid Moosajee	Consultant with the Environmental Partnership, Cape Town.	junaid@enviropart.co.za
Senisha Murugan	Consultant with Arcus Gibb, Pretoria	smurugan@gibb.co.za
Varsha Naidoo	Consultant with EIMS, Durban	varsha@eims.co.za
Kholekile Ntame	Parks and Planning Department, City of Cape Town	Kholekile.ntame@capetown.gov.za
Tebogo Pushoyabone		
Preesha Rampersad	Environmental consultant with company dealing with mining issues	Preesha.umhlaba@telkomsa.net
Lesogodi Reed		
Ruth Richards		
Samantha Saayman	Environmental control officer with Department of Water Affairs and Forestry	ssaayman@dwaf.gov.za
Livhuwani Sikhipha	Project Manager, Table Mountain Fund	!
Rishal Sooklal	Senior Environmental Officer, Provincial government of KwaZulu Natal	Rishal.sooklal@kzndae.gov.za
Katy Spalding	Environmental Professional with Environmental Heritage and Management Branch, Milnerton, City of Cape Town	Katy.Spalding@capetown.gov.za

Bongiwe Tabayi	Department of Agriculture, East Rang, Gauteng	
Mulalo Tshikotshi		
Simon von Witt	BKS Consulting, Cape Town	SimonvW@bks.co.za
Julian Warbreck	Consultant with Arcus Gibb, Pretoria	jwarbreck@gibb.co.za
Lesley Wolfensberger	Professional Officer with Environmental Management and Heritage Department, City of Cape town	Lesley.wolfensberger@capetown.gov.za
Interns 2008-2009		
Zanie Cilliers	Environmental Consultant at Sustainable Energy Africa (SEA)	zanie@sustainable.gov.za
Jude Carolissen	Technical Officer, Parks Department, City of Cape Town	Jude.Carolissen@caeptown.gov.za
Jenna Lourens	Consultant with Doug Jeffries, Environmental Consultancy	jenna@dougjeff.co.za
Nithzaam Albertyn	Environmental Control Officer, Environmental and Heritage Management, City of Cape Town.	Nithzaam.albertyn@capetown.gov.za
Farrel Smith	Environmental Control Officer, Environmental and Heritage Management, City of Cape Town.	Farrel.Smith@capetown.gov.za
Karl-Heinz Joubert	GIS Specialist with Statistics SA in Bloemfontein	Karl-heinzJ@statssa.gov.za
Zoe Davids	Laboratory Technician, SANBI, Kirstenbosch.	
Sinazo Gidimisana	Tsoga - Samora Machel Environmental Services	

Myrna Scholtz	Site Manager, Uitvlug Reserve, Cape Town	Myrna.scholtz@capetown.gov.za
Elzette Krynauw	Environmental Education Officer, Area North. City of Cape Town, Biodiversity Branch. .	Elzette.Krynauw@capetown.gov.za
Elana Kellerman	Site Coordinator, Steenbras Nature Reserve	Elana.kellerman@capetown.gov.za
Johann Coetzer	Studying further	
Victoria Day	Manager, Water Treatment Plant, False Bay, City of Cape Town	Victoria.Day@capetown.gov.za
Fairuz Howa	Studying further	
Ryan Bruyns	Conservation Officer for Nature Care Fund	
Zishan Ebrahim	GIS specialist at SANPARKS	zishane@sanparks.org
Busisiwe Ntshingila	Petro SA, Cape Town	Busisiwe.Ntshingila@petrosa.co.za
Alicia Ndlovu	Project Coordinator for Silimela Development Services Consultants	
Samornay Alkaster	Environmental Consultant at Enviro Dinamik in Durbanville	salkaster22@gmail.com
Alric Leeman Farmer	Professional Information Officer Sports and Recreation Department Community Services Directorate City of Cape Town	Alric.Farmer@capetown.gov.za
Cindy Jacobs	Senior Professional Officer, Sustainable Livelihoods Unit, ERM Department, City of Cape Town.	Cindy.jacobs@capetown.gov.za
Akhona Timakwe		
Bryone Vermeulen	Bio technician at SANPARKS Sedgfield George	BryoneV@sanparks.org

Nicole Southgate		
Marisa de Kock	Biodiversity Site Manager Muizenberg East Nature Reserve	Marisadek@hotmail.com Muizenberg.East@capetown.gov.za
Abigail Joustra	Registered for Masters in Landscape Architecture (UCT)	asjoustra@gmail.com
Lizanda du Preez	Project Manager, ICLEI Africa secretariat, Cape Town	Lizanda.du.preez@iclei.org
Interns 2009-2010		
Bruce Garven		
Charlene Dickson	Environmental Control Officer, Environmental and Heritage Management Department, City of Cape Town	Charlene.Dickson@capetown.gov.za
Cindy Lee Cloete	Ranger, private game reserve located near Natures Valley, Eastern Cape	
Claire Martens	Registered for Masters Degree in Environmental and Geographical Science at UCT.	Unconfirmed
Conette Koorts		
Farayi Madziwa	Environmental Officer with Dudley Jeneke Consulting (DJ Consulting), Somerset West	
Graham Burt	Completing BTech degree at Pretoria Technikon	
Jacobus Uys	Site Manager, Helderberg Marine Protected Area.	
Jean Pierre	Manager, Private Game Reserve,	

Yohann Rouillard	Mauritius	
Khumbudzo Ramasunzi	Intern, Makuya Nature Reserve, Department of Economic Development, Environment and Tourism in Limpopo.	
Khungeka Beda	Environmental Education Assistant, Helderberg Reserve, Somerset West	
Maheerah Hendricks	Environmental Control Officer, Environmental and Heritage Management Department, City of Cape Town	Maheerah.Hendricks@capetown.gov.za
Maike Hamann	Biodiversity Conservation Officer in Madagascar with “Frontline”, NGO from the United Kingdom	
Malcolm Lamour		
Mari-Louise v/d Berg	Environmental Control Officer, Environmental and Heritage Management Department, City of Cape Town	Mari-Louise.VandenBerg@capetown.gov.za
Megan Lukas	Environmental Control Officer, Environmental and Heritage Management Department, City of Cape Town	Megan.Lukas@capetown.gov.za
Melissa-Rae Goosen	Technical Assistant, Marine and Coastal Management, CT.	
Mzwandile Fulani		
Nazmeera Ismail		

Nicole Andrews	Environmental Control Officer, Environmental and Heritage Management Department, City of Cape Town	<u>Nicole.Andrews@capetown.gov.za</u>
Ntobeko Dyani		
Portia Tsomo	Assistant Professional Officer, Environmental Heritage Branch, City of Cape Town	<u>Portia.Tsomo@capetown.gov.za</u>
Sarah Atmore	Conservation Officer with the Cape Nature Conservation Consultancy, Cape Town	
Shafeeq Mallick	PGWC	
Shane Woldendorp	Trainee Investment Banker, Allen Grey Investments.	
Stephanie Coetzee	Assistant Professional Officer, Environmental Heritage & Management, Strand Branch	<u>Stephanie.Coetzee@capetown.gov.za</u>
Steven Marks	Contract Extended with Energy Resource Management Branch, City of Cape Town	
Sven Ragaller	Enrolled for Masters degree in Social Anthropology, UCT	
Taryn Joshua	Completing BTech degree full time, Cape Peninsula University of Technology	
Treve Jenkin	Contract extended with Green Goal 2010 Campaign, until after World Cup	Treve.Jenkin@capetown.gov.za

Vonani Maluleke	GIS Technician, Solid Waste Management Department, City of Cape Town	Vonani.Maluleke@capetown.gov.za
INTERNS 2010-2011		
Asanda Mahlakwane	Temporary Contract with Waste Wise, Cape Town	
Ashton Mouton		
Carmen Goddard	Research Assistant at Tiger Canyons, Tiger Conservation Project, Free State	
Cleo Schroeder	Communications Assistant with Cape Town Environmental Education Trust	Cleo.schroeder@capetown.gov.za
Faith Chihumbiri	Junior Professional Officer, ICLEI Africa Secretariat	Faith.Chihumbiri@iclei.org
Firaas Booley		
Helashini Kalawan	Environmental Officer, Edison Power.	
Iain Olivier	Arid Regional Technical Officer, South African Earth Observation Network, (Kimberley).	Iain@saeon.ac.za
Jacqui Vinton	MPhil in Environmental Law, UCT	
Karl Buckton		
Lauren Christians (now	Environmental & heritage	

King)	management CCT	
Naadiya Orrie	Environmental Health Practitioner, Department of Health, City of Cape Town	Naadiya.orrrie@capetown.gov.za
Onwaba Qwabi	Interviewed by Eskom (Brackenfell) – awaiting outcome	
Paul Peterson	GIS Technical Assistant, Water Demand Management	PaulMark.Petersen@capetown.gov.za
Rifqah Johnson	Education Officer, SANCCOB	
Shahnaaz Abrahams	Extension of contract with Spatial Planning and Urban Development Branch, City of Cape Town	Shahnaaz.Abrahams@capetown.gov.za
Steven Molteno	Communications Assistant, ICLEI Africa Secretariat	Steve.Molteno@iclei.org
Vivienne Walsh	Professional Officer, with Energy and Climate Change Branch, ERM Department, City of Cape town	Vivienne.Walsh@capetown.gov.za
Wesley Leukes	SANPARKS, based in Langebaan	
Zahir Parker	GIS Assistant, Corporate GIS, City of Cape Town	Zahir.Parker@capetown.gov.za

Ziyaad Allie	PGWC	
INTERNS 2011 – 2012		
Alana Hendricks		
Winston Harris	Transport Department CCT	Winston.Harris@capetown.gov.za
Verusha Suknandan	Junior Professional Officer, ICLEI Africa Secretariat	Verusha.Suknandan@iclei.org
Damian Wentzel	ETA in EHM of CCT in CBD	Damian.wentzel@capetown.gov.za
Davydd Parry	ETA in EHM of CCT in Kraaifontein	Davydd.parry@capetown.gov.za
Cindy Lee Williams	Aurecon – GIS technician	cindyleewilliams@outlook.com Cindy.Williams@aurecongroup.com
Helen Curran	Professional Officer at PGWC (DEADP)	hr.curran@yahoo.com
Nadia Thorn	Professional Officer: Community Cultural Development Projects Officer -Arts and Culture Department	Nadia.thorn@capetown.gov.za
Shafiq Ismail	Technician (civil engineering) for Nuclear Structural Engineering @ Koeberg Power Station	shafiqismail1@gmail.com
Sivile Mgese	Nature Conservation Corporation – Environmental Officer	sivilem@ncc-group.co.za
INTERNS 2012 – 2013		

Zimasa Komsana	Groen Sebenza – intern in Stellenbosch	
Melodie Campbell	Intern - SPUD	
Faeza Samsodien	Land Use Management Planning Plumstead	Faeza.samsodien@capetown.gov.za
Elmonique Petersen	SANPARKS	
Frances van der Merwe	PGWC	
Paul Kruger	Risk Consultant at Aurecon	Paul.Kruger@aurecongroup.com
Arlene van Staden	Sustainable Energy Africa	Arlene.vanstaden@capetown.gov.za
Sinethemba Shelembe	Environmental officer - PGWC	
Kim Butler	Lecturer in Tourism at Northlink College	
Mark van de Wet	EE Officer Tygerberg Nature Reserve	Mark.dewet@capetown.gov.za
Vernon Moonsamy	Professional Officer IRT Department	Vernon.moonsamy@capetown.gov.za
Matthew Moody	Professional Officer Transport Department	Matthew.moody@capetown.gov.za
Nicole Georgiou	3 month contract with CTEET	
Adeeb Allie	APO P&BDM	
Kate Posthumus	Admin Officer - World Design Capital	

Monica Nteyi	Groen Sebenza EE officer - Macassar	
Sivuyile Jokazi	Environmental Technician – CCT Transport Department	Sivuyile.jokazi@capetown.gov.za sjokazi@gmail.com
Rushna Smith	Information Analyst - WCED	Tel 021 4672222
Onwaba Qwabi	Environmental Sustainability Coordinator and Administrator at Vineyard Hotel and Spa	oqwabi@gmail.com
INTERNS 2013 – 2014		
Mfundo Wotsitsa	Groen Sebenza Invasive Species Unit CCT – Louise Stafford	
Zimasa Komsana	Groen Sebenza intern in Stellenbosch	
Sihle Jonas	Site Coordinator – Papagaai Conservation Area Mamre BMB	Sihle.jonas@capetown.gov.za
Andrea von Gunten	People and Conservation Officer at Tygerberg Nature Reserve with CTEET	TygerbergNatureReserve.Intern@capetown.gov.za
Rafeeqah Kamish	Royal Haskoning GHV – engineering company - Environmental Officer	
Unathi Mfupi		
Rifquah Hendricks	African Centre for Cities – entry level post	
Angelique de	Research Post at	

Oliveira	Consumer Organisation	
Robert Slater	CTEET – Kenilworth Conservation site manager	
Mfundo Wotsitsa	Invasive Species unit - GIS – Biodiversity Management	Mfundo.wotsitsa@capetown.gov.za



APPENDIX “C”

Record of Interns (2005-2013)

Total = 41

Interns 2013 – 2014: 1 March 2013 – 28 February 2014



Back Row (L-R): Eben Gouws, Khodani Munyai, Llewellyn Van Blerk, Bronwen Geyer, Luca Afonso, Norman Engelbrecht, Murray Armstrong, Kirsty Robinson, Kirsty Amy Fraser, Jade Philander, Aubrey Kekana, Enrico Shortles

Middle (L-R): Nyameka Peter, Nasiphi Sityebi, Rifquah Hendricks, Alvina van Wyk, Amory Goodman, Retha Muller, Savanah Sampson, Raykie Martin, Nolutkholo Laphi, Mercia Liddle, Justin Dido, Unathi Mfupi, Chad Hearne, Delani Methavula

Front (L-R): Muofhe Maiwashe, Angelique D'Oliveira, Levian Ferreira, Rafeeqah Kamish, Sihle Jonas, Jade Kastoor, Phillipa Hedley, Ayesha Adams

Not on the photo: Daniel Droste, Rob Slater, Andrea von Gunten, Kyran Wright, Niyaz Ramjam, Lutz de Wet, Pia Roberts. **Note:** when Aubrey Kekana resigned he was replaced by Niyaz Ramjam.

TOTAL = 31
Interns 2012 – 2013: 1 March 2012 – 28 February 2013



Back Row (L-R): Eugene Sylvester Visser, Sadiyah Majiet, Sivuyile Jokazi, Vusani Victoria Tshilande, Sinethemba Noluthando Shelembe, Paul Kruger, Nkosikho Dlangamandla, Melodie Campbell, Vernon Moonsamy, Mark Simon De Wet, Kay-Leigh Kilian

Centre Row (L-R): Adeeb Allie, Nicole Georgiou, Aidan Esau, Julia Frances van der Merwe, Maya Marshak, Katherine Ann Posthumus, Akhona Luvo Ndletyana, Arlene van Staden, Unati Sobekwa, Mfundo Wotsitsa

Front Row (L-R): Kim Butler, Monica Nontsabelo Nteyi, Elmonique Pearlin Petersen, Faeza Samsodien, Zimasa Patience Komsana, Bulelwa Speelman, Rushna Smith, Nusrat Harnekar, Ryan Fisher and Samantha Roxanne Lee.

TOTAL = 22
Interns 2011 – 2012: 1 March 2011 – 29 February 2012



Back Row (L-R): John Thorpe, Sivile Mgese, Shafiq Ismail, Damian Wentzel, Winston Harris, Saul Roux, Helen Rae Curran, Gary Beukman,

Middle Row (L-R): Robin Adams, Davydd Parry, Alana Hendricks, Claudette Phillips, Kirsten Anderson, Cassandra Sprague, Shané October, Megan Walsh, Verusha Moodley, Cindy-Lee Williams, Leigh Wootton

Front (Kneeling): Nadia Thorn, Crystal Coetzer and Chanelle Naidoo.

TOTAL = 22
Interns 2010 – 2011: 1 March 2010 – 28 February 2011



Front Row (L-R): Onwaba Qwabi, Shahnaaz Abrahams, Naadiya Orrie and Helashini Kalawan

Second Row (L-R): Asanda Mahlakwane, Lauren Christians, Rifqah Johnson, Firaas Booley, Erich Koch (external funding for his internship), Cleo Schroeder, Faith Chihumbiri and Carmen Goddard.

Third Row (L-R): Ashton Mouton, Vivienne Walsh, Zahir Parker, Ziyaad Allie, Jacqueline Vinton, Paul Petersen and Wesley Leakes.

Back row (L- R): Iain Olivier, Dirk Lombard, Saul Poterai (volunteer intern), Steven Molteno and Gregg Brill (volunteer intern).

TOTAL = 31
Interns 2009 – 2010: 2 March 2009 – 28 February 2010



Back left: Melissa Ray Goosen, Shane Woldendorp

Back row: Jacobus L Uys, Maike Hamman, Steven Marks, Claire Martens, Sarah Atmore, Farayi Madziwa, Treve Jenkins, Bruce Garven, Sven Ragaller, Yohann Rouillard

Row 2nd from back: Conette Koorts; Nicole Andrews, Mzwandile Fulani, Khumbudzo Ramasunzi, Ntobeko Dyani, Shafeeq Mallick, Portia Tsomo, Graham Burt

Second from front: Linda Kilani (volunteer), Charlene Dickson, Taryn Joshua, Marie Louise van den Berg

Front row: Stephanie Coetzee, Cindy Lee Cloete, Malcolm Lamour, Maheerah Hendricks

Not on the photo: Khungeka Beda, Megan Lukas, Nazmeera Ismail, and Vonani Maluleke

TOTAL = 27
Interns 2008 – 2009: 15 January 2008 – 15 January 2009



Front Row: Elana Kellerman; Alicia Ndlovu; Sinazo Gidimisana; Cindy Jacobs; Zishan Ebramim; Zoe Davids; Akhona Timakwe; Farrell Smith

Back Row: Zanie Cilliers (with blue top); Jenna Lourens; Fairuz Howa; Myrna Scholtz; Elzette Krynauw; Jude Carolissen; Karl –Heinz Joubert; Nithzaam Albertyn; Alric Farmer

Not on the photo:

Johann Coetzee; Victoria Day; Ryan Bruyns; Busisiwe Ntshingila; Samornay Alkaster; Bryone Vermeulen; Nicole Southgate; Marisa de Kock; Abigail Joustra; Lizanda du Preez

TOTAL = 25
Interns 2006 – 2007: 1 April 2006 – 31 March 2007



Front Row (L-R): Mohammed Faaiz Adams, Lesogodi Reed, Lizo Mati, Varsha Naidoo, Natasha Bieding, Preesha Rampasad, Kholekile Ntame, Katy Spalding, Fiona Grimmett, Senisha Murugan, Avanti Maharaj,

Back Row (L-R): Jafta Mofokeng (white shirt), Bongwiwe Tabayi, Rishal Sooklal, Janet Mkhabela, Mulalo Tshikotshi, Tebogo Pushoyabone, Rasmus Levy (yellow shirt international intern), Julian Warbreck, Simon von Witt, Ruth Richards, Lesley Wolfensberger, Livhuwani Sikhapha

Not on the photo: Samantha Saayman, Junaid Moosajee, Mmapula Kgagodi, Nancy Bulongo

TOTAL = 15
Interns 2005 – 2006: 1 February 2005 – 31 January 2006



Back Row (L-R): Lourentia van der Vyver, Lizanne Engelbrecht, Jonathan Mabula, Tamryn Manzoni, Ryno Louw, Glenton Moses, Bronwen Foster, Amy Davison, Chucheka Tivani, Ruby Sigila.

Sitting (L-R): Shawn Moses, Luyanda Mnkwenkwe, Joyce Khorombi, Ruth Massey.