

# Training and Research Report

## Sheep Herder – Sheep & Wool Production

### Kering Group / Conservation SA

to

**Agri SA**

**Agri Enterprises (Pty) Ltd**

**AgriSETA**

**18 April 2023**



INTERNATIONAL  
AGRICULTURAL  
ACADEMY  
FOR AFRICA

K E R I N G



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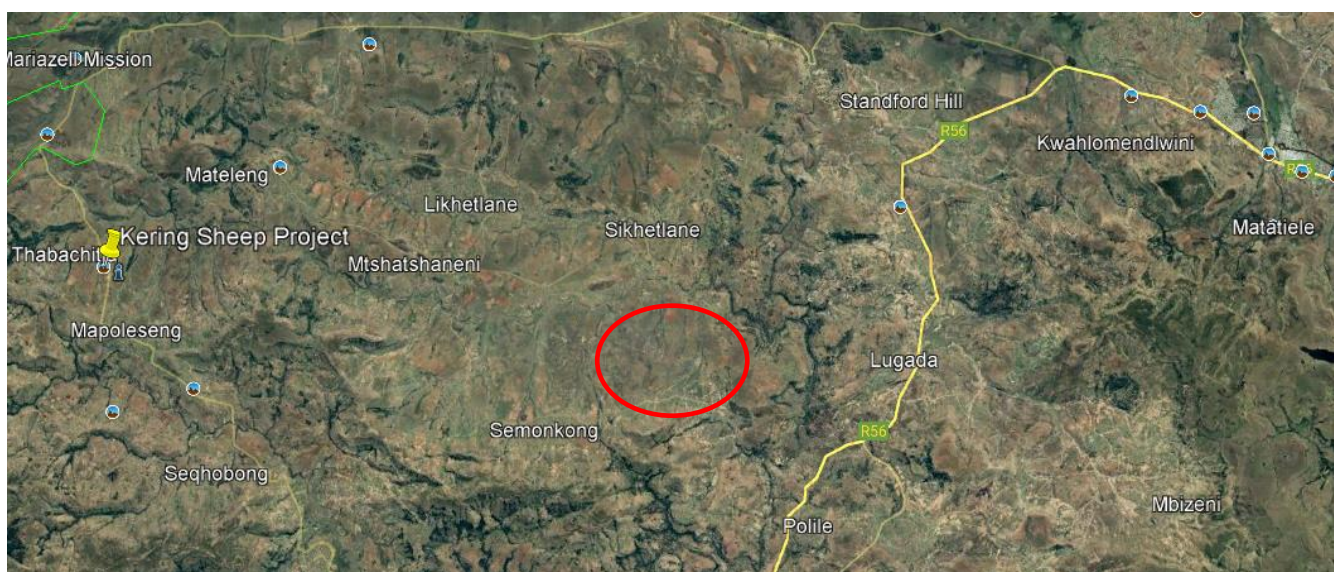
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## 1. INTRODUCTION

This report is based on comprehensive sustainable rural sheep and wool farming training programme that was conducted in Thabachitja rural community, Matatiele in the Eastern Cape Province. Livestock farming is a common practice in the communal land in South Africa and the area is mainly farmed with mixed sheep breeds both for wool and mutton purposes. In addition, there is other livestock such as cattle, goats and pigs which are also produced in this area. It was interesting to note that most of these small-scale farmers are interested in the quality and quantity of their sheep breed, to reach commercial scale.

### Training and Research area



**Figure 1.1: Thabachitja area, Matatiele in the Eastern Cape Province of South Africa.**

The Thabachitja community is situated approximately 54 km west of the centre of Matatiele Town, on the R56 towards the town of Mount Fletcher, Eastern Cape. This report is based on sustainable rural sheep and wool farming training that was conducted for the members and beneficiaries of the Kering Training, Thabachitja, Matatiele. The geographic reference where the training centre is located is 30°22'16.4" S and 28°23'10.3" E.

The grazing fields of the Thabachitja area enable it to have a high potential for wool and mutton sheep production (Figure 1.3) and on evaluation, the sheep from the field were in good condition. Generally, the Eastern Cape Province is characterized by diverse climatic conditions and natural vegetation types. According to Weather SA, Eastern Cape is one of the coldest regions in South Africa with an average daily maximum temperature of only 24°C, and a minimum temperature of -4 °C in mid-winter.

Thabachitja is situated at the foot of the Maluti mountains, as a result during the winter season it is covered with snow which becomes a valuable water source when it is melting. The exact location of the training venue is indicated in Figure 1.2 below.



**Figure 1.2: Aerial view of the Kering training, at the Thabachitja location.**



**Figure 1.3: Sheep grazing on fields during the winter season.**

## **2. OBJECTIVES OF THE TRAINING PROGRAMME**

In summary, the objectives of this training programme were:

- 2.1** To recruit, identify and engage with 25 sheep farmers who are members of the Thabachitja community.
- 2.2** To verify that the participants in this mentorship programme qualify for the training under the following minimum selection criteria:
  - 2.2.1 They must be 18 years of age.
  - 2.2.2 Farmers older the age of 75 years may nominate a successor in the family who will inherit and proceed with the sheep farming business.
  - 2.2.3 The participant must be available for 10 days to attend the full mentorship programme.
  - 2.2.4 The participants must in possession of a valid South African Identity card or a booklet.
  - 2.2.5 The participants must have a basic level of literacy regarding reading and writing.
  - 2.2.6 The participant must agree to become part of a legal entity of some sort, to be able to benefit from further development aid as part of a legal entity.
- 2.3** To conduct a Training Programme for the farmers as beneficiaries to achieve the following outcomes:
  - 2.3.1 Module 1: Current realities of the rural farmer
  - 2.3.2 Module 2: Sheep Characteristics
  - 2.3.3 Module 3: Management of sheep
  - 2.3.4 Module 4: Foundation of sustainability
  - 2.3.5 Module 5: Sheep breeds in South Africa
  - 2.3.6 Module 6: The law and the sheep farmer
  - 2.3.7 Module 7: Ecology and veld management
  - 2.3.8 Module 8: Sheep breeding and production
  - 2.3.9 Module 9: Non-related breeding
  - 2.3.10 Module 10: Inherited defects of sheep
  - 2.3.11 Module 11: Nutrition and Feeding of sheep
  - 2.3.12 Module 12: Sheep Health and Biosecurity
  - 2.3.13 Module 13: Parasites
  - 2.3.14 Module 14: Handling of sheep
  - 2.3.15 Module 15: Shearing and Classification of Wool

**2.4** After successful Completion of the technical training in wool and sheep production in the following related Unit Standards, to achieve 25 credits on NQF Level 2.

- Observe and inspect animal health, SAQA ID 16074, 5 Credits.
- Understand animal nutrition, SAQA ID 116055, 7 Credits.
- Administer livestock processing treatments, SAQA ID 116643, 8 Credits.
- Basic breeding practices for farm animals, SAQA ID 116121, 5 Credits.

**2.5** To collect all data and information regarding livelihood, social circumstances, financial data per enterprises, and technical management data and compile a comprehensive research report per project cluster, and include the individual project data in a comprehensive research report to benefit the future decision-making on development on the Agripreneurial industry.

**2.6** To develop a sustainable communication and technology platform for future follow-up and contact to benefit the project members.

### **3. METHODOLOGY AND OFFERING**

**3.1 The preparation phase was based on the development of the following strategies and materials:**

- Curriculum development.
- Partnership development.
- Technical training.
- Enterprise development and business management.
- Governance and Business Ethics.

**3.2 The implementation of the project is based on the following steps:**

#### **Step 1: General Orientation**

- Setting the challenge and evolving response.
- Setting the programme goals.
- Recognise Paternalism, Enthusiasm and Participation.

#### **Step 2: Getting Started**

- Confirm the program area and location.
- Planning.
- Start slowly and small.

#### **Step 3: Capacity building (Choosing and using Technology)**

- Capacity-building programme for Executive members.
- Personality analyses and discussion.
- Corporate Governance.



- Conflict resolution.
- Leadership.
- Institutional capacity.
- Business ethics.
- Tax registration.
- Understanding the implementation of the project, funding arrangements and pay-outs.
- Technical skills training on technology.
- Limited technology implementation.
- Experimentation.
- Industry Involvement.
- Measure and record results.

#### **Step 4: Administration**

Follow GRAAP's method of community profiling.

- Group profiling.
- Individual profiling.
- Household profiling.
- Social capital profiling.
- Asset profiling.
- Financial profiling.
- Supporting services, Evaluation and Phase-out.

#### **Step 5: Enterprise Development**

- A complete business plan is done for the selected venture after research on the production and marketing possibilities.
- Give direction and guidelines, whilst the CBO is responsible, in a workshop with the project members, to design a need-driven business plan.
- Registration of legal entities.
- Digital Business Transformation.

#### **Step 6: Expansion and Consolidation**

- Multiplication of results.
- Building institutions.
- Integrated programmes.
- Overall dynamics.

**Step 7: Out phasing**

- The project participants must understand from the beginning that no agricultural programme can expect outstanding funding and support forever. Sooner or later, the project must be prepared to carry on and multiply to program's efforts by itself.
  - Agri Enterprises strive to build up a lifelong relationship with the people of the venture.
  - Implementation of the Digital helpline.
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## 4. PERSONAL INFORMATION

### 4.1 Personal Information

**Table 4.1 Personal Information**

Full Names & Surname	ID Number	Gender	Age	Employed/Unemployed
Tlala Francis Leoto	8103305559084	Male	42	Employed
Ntebaleng Hilda Lukhozi	9712261087085	Female	25	Unemployed
Jubere Reginald Nyelimane	7306105694081	Male	50	Unemployed
Kabelo Milton Thelejane	8703236121084	Male	36	Unemployed
Kwakhiwa Mshoboyi	9306115818082	Male	30	Unemployed
Marabe Masiu	9907166230083	Male	24	Unemployed
Mpokiseng Nketu	9509160600087	Female	27	Unemployed
Sityhilelo Sonjica	9303205971087	Male	29	Employed
Keketso Khathali	9610186015084	Male	27	Unemployed
Thabo Letele	9810046078088	Male	24	Unemployed
Tlhokomelo Nkhoesa	0208015789083	Male	21	Unemployed
Arabela Masiu	0109131271081	Female	22	Unemployed
Pulane Mohlauli	9711161037083	Female	25	Unemployed
Puleng Koalane	9706020817089	Female	26	Unemployed
Letsema Phama	8911165623083	Male	34	Unemployed
Esihle Ayobonga Nota	9610020627086	Female	27	Employed
Ketso Bolofo	0009216197088	Male	23	Unemployed
Bonginkosi Mbulelo Gwangqa	8506256405083	Male	38	Unemployed
Sibusiso Ndaba	9111276069081	Male	32	Unemployed
Mangaka Clement Mosola	9410131240089	Female	29	Unemployed
Thandiswa Petros	9609030972086	Female	26	Unemployed
Rethabile Caroline Nthoba	9305250716085	Female	30	Employed
Tshepang Tsele	0107066122089	Male	22	Unemployed
Phakamile Harmans	9309016320083	Male	30	Unemployed
Zilumkele Khatshane	9204186207089	Male	31	Unemployed

### 4.2 Age groups

**Table 4.2 Age distribution of learners**

Age Group	Number	Percentage
18 – 24 years	6	24%
25 – 34 years	15	60%
35 – 44 years	3	12%
45 – 54 years	1	4%
55 – 64 years	0	0%
65 + years	0	0%

- The majority of the group was between 25 and 34 years of age (60%).
- The second biggest group was 18-24 years (24%).
- Only 12% of the farmers were between 35 - 44 years.
- 4% of farmers were between 45 – 54 years of age.

### 4.3 Employment.

**Table 4.3: Employment / Unemployment situation.**

<b>Employment</b>	<b>Number</b>	<b>Percentage</b>
Unemployed	21	84%
Employed	4	16%

- The results show that 84% of the people are unemployed. This is attributed to the misunderstanding of the definition of employment. It was noted that they did not realize that full-time farming means full-time self-employment.
- Only 16%% of the participants are employed.

## **5. AGRICULTURAL SURVEY OVERVIEW**

### **5.1 Agricultural training**

**Table 5.1: Previous agricultural training**

<b>Previous Agricultural Training</b>	<b>Number</b>	<b>Percentage</b>
Yes	3	12%
No	22	88%

- A majority of the people (88%) had no previous agricultural training.

#### **5.1.1. Hopes, fears and challenges.**

It was noted that the farmers in Thabachitja rural community have a great potential of becoming commercial and contributing significantly to the economy of the country through wool and meat production. However, that potential is buried beneath the fears and challenges they face on a daily bases.

The males and females in the age category of 18-30 years hope to get job opportunities, close educational institutions such as colleges, universities and computer laboratories, free WiFi, libraries and soup kitchens. In addition, they hope to have tar roads (Figure 8.1), malls, good transportation, a hospital and shearing sheds. The escalating crime rate, rape, substance abuse, teenage pregnancy, gender-based violence and prevailing animal diseases are the major fears of this age group in both males and females. Furthermore, they indicated that their challenges are unemployment, stock theft, lack of clean running water, network connectivity, poor education system and infrastructure and lack of school transportation.

On the other hand, males and females in the age category of 31 years upwards indicated that they hope to get veterinarian services, tar roads, livestock abattoirs, medical services, electricity, church schools, transport and water. Their fears are continuous field fires (Figure 8.2), climate change, rape, kidnapping, stock theft, wattle tree and jackals. Their challenges are water, stock theft, and lack of clean running water, transportation, bank, network outage and poor infrastructure.



**Figure 5.1: Road conditions of the area.**



**Figure 5.2 Burned grazing fields.**

### **5.1.2. Describe your living conditions.**

The living condition of farmers in all age categories and gender are similar. The farmers indicated eating pap made from maize meal with vegetables that are mostly grown in the backyard garden or with milk from the cattle. The sources of protein-included mutton, beef and beans.

The groceries and clothes are purchased at Matatiele or Mount Fletcher town which is approximately 54 km away, or at times small food items are bought from their local tuckshops. All the villagers get water from tanks, boreholes, springs, rivers, and dams.

### **5.1.3. Basic needs.**

The basic needs required to sustain the livelihood of farmers in the Thabachitja rural community were common across all age groups and gender. Farmers indicated that water, food, shelter, clothes and electricity as their basic daily needs. Furthermore, hospitals, mobile clinics, Sports fields, Libraries,

home affairs, police stations, and shopping centres were reported to be a part of the basic need in this community. The main road of this community is in very bad condition, in some areas it is impossible to drive on when it is raining. A closer traffic department would make it easy for the community members to do their license testing. The farmers indicated that in order to reach a commercial scale in farming, mentorship from a businessman would be helpful.

#### **5.1.4. Living conditions.**

The females in the age category of 31 and upward, pointed out they often have to walk long distances to fetch water and monthly they run out of food before getting money again. They highlighted that they walk even further to access the health care centre. On the other hand, when kids are going to school they also walk a long distance. Male farmers in the age category of 31 years and older indicated that they often have to take care of the flock when it is grazing in the field and fetch wood for an energy source.

When asked if the living conditions of the past were better than that of the present, the males and females in the age category 18 - 30 agreed that the living conditions in the old days were better than the present. In the good old days, there was no crime, youth was not exposed to drugs, few teenage pregnancies, and not so much buying but more about producing their food. Living conditions were better in the past because things were affordable. This is because in the good old days' fields were ploughed and planted, and young people were listening to adults and working together. It would however be inapplicable to live that way today.

#### **5.1.5. Dreams and expectations.**

The males and females in the age group 18-35 agreed that access to funding and proper training can capacitate to be self-employed and create employment opportunities for other people in their community. Consequently, having people busy with work will reduce crime while helping to improve the living conditions of Thabachitja community members. Farmers in the age group 31 and older expressed their desire to do mixed farming that will cover a wide range of farming practices.

#### **5.1.6. Daily Routine.**

It was noted that the majority of the farmers are only farming and do not have any other jobs. This indicates that livestock plays a major role in the sustainability of their livelihoods. The daily routine of male farmers across all age categories includes waking up, taking livestock to the veld, and ploughing the fields some farmers with cattle and others with tractors. Then later, bring the flock back home afternoon. On other hand, women farmers in all age categories include waking up in the morning, preparing children for school, feeding them and making food for everyone in the house, doing the household chores and fetching water. It was interesting to note that there was a clear distinction in gender roles among male and female farmers.

### 5.1.7. Previous assistance.

The majority of the farmers have received no form of assistance both from government departments or the private sector. The farmers who received assistance were from Conservation South Africa with animal vaccination.

### 5.1.8. Conclusion.

In conclusion, agriculture for centuries has improved and sustained food security in many communities across the globe, hence it is known as the backbone of the country. The livelihood of the community members of Thabachitja depends largely on farming practices. It was noted that proper training and mentorship of these emerging farmers together with access to funding, viable link to market, and donations with good quality rams, bucks and bulls will help them to reach a commercial scale. Consequently, this would help to minimise socio-economic challenges such as poverty and unemployment.

## 6. Learner feedback report on training.

**Table 6.1: Learner Pre-Training Evaluation**

LEARNER FEEDBACK	
Questions	Feedback
Why are you attending this training?	I want to know about sheep farming. I want to know about nutrition, feeding and medication. I attend to gain knowledge and to get a certificate. I want to gain knowledge.
What are your expectations regarding the training?	I expect to be trained in farming and ways to improve. I expect to be taught how to make more money on my farm.
What is your expectation regarding the training facility?	Theory and practicals.
What topics would you like to learn about during this training?	Rural livestock and wool farming. Sheep handling. Growing of crops.

### 6.1.1 Learner Pre-training evaluation.

- The main reason for learners to attend the training was to gain more knowledge about sheep and wool production in its entirety. Generally, the learners are expected to be trained in farm management and ways to improve sheep and wool production. They also expected to know more about diseases that affect sheep and their cures.
- The learners expected the training facility to cover a range of theories and practicals.
- The topics of interest to be trained on were livestock and growing of crops.

**Table 6.2: Learner Post training evaluation.**

LEARNER FEEDBACK					
Questions	Feedback				
	Poor	Below Standard	Sufficient	Above Standard	Excellent
	1	2	3	4	5
<b>Reaction</b>					
Did you feel the training was worth your time?					X
Was the training well organised and presented?					X
Can you apply what you learned to your job?					X
Did you feel the training outline was well-structured?				X	
What part of the training made the biggest impact on you?	Nutrition and Feeding of Sheep, Field Management, Sheep Health.				
Was the facilitator friendly and well-prepared?					X
Did the facilitator explain the content in a way that you could understand?					X
Did you have any expenditures to do the training other than travelling?	No				
Were you able to do the assessments? (Was the assessment understandable to complete?)				X	
Were the assessments helpful? (Did you learn anything after completing the assessment?)					X
Were the training facilities up to standard?				X	
<b>Learning</b>					



Were you satisfied with the quality of the content?					X
Was the training material relevant and in line with modern industry practices?				X	
Was the content/training material user-friendly?				X	
Was the content practically demonstrated either physically or visually with photos and videos?					X
What part of the training do you think must be improved?	Sheep health. Practical sheep testing.				

### The following results are emphasized in Table 6.2:

#### 6.2.1 Learner feedback rating: EXCELLENT.

- The training was worth attending and it was well organized and presented. As a result, the learner is going to apply what they learned to their jobs/farmers.
- The facilitators were well prepared, effective and good communicators and were knowledgeable on the topics.
- The assessment was helpful and learners were satisfied with the quality of the content. The content was practically demonstrated physically and with photos and videos.

#### 6.2.2 Learner feedback rating: ABOVE STANDARD.

- The training outline was well structured and learners were able to do the assessments.
- The learning facility was up to standard and they were relevant and in line with modern industry practices.
- The training material was user-friendly.

### 6.3 Facilitator feedback report.

#### FACILITATOR POST-TRAINING FEEDBACK REPORT.

Training Program	<b>Sustainable Rural Sheep &amp; Wool farming Training (Kering, Matatiele)</b>
Reference	<b>Kering Training, Matatiele</b>
Facilitators Name	<b>Dave Grobbelaar</b>
Training Period	<b>Monday, 14 March 2023 until Friday, 24 March 2023</b>

Date of Report	18 April 2023
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**Table 6.3: Facilitator’s feedback report on the learners and the community.**

FACILITATOR FEEDBACK					
The Learners and Community					
	Poor	Below Standard	Sufficient	Above Standard	Excellent
	1	2	3	4	5
How prepared and motivated to attend the training were the learners?					X
Were the learners punctual and did they keep to the training routine and schedule?					X
From what you can notice, how skilled are learners on this topic?			X		
Was the training preparation in order and did you receive all the necessary equipment and materials?					X
Did the learners participate well and provided inputs?				X	
Were you satisfied with the travel arrangements?					X
How was our presence (the training course) received by the community?				X	
<b>Additional Comments</b>					

Table 6.3 demonstrates the following results:

### 6.3.1. The learners and the community.

- **Rating EXCELLENT.**
  - The training preparation was in order and all the necessary equipment and materials were received.
  - The travelling arrangement was satisfactory.
- **Rating ABOVE STANDARD.**
  - Learners punctual and did they keep to the training routine and schedule
  - The learners participated well and provided constructive input.

- The good manner in which the i3A presentations were received by the community.
- **Rating SUFFICIENT.**
  - Learners were prepared and motivated to attend the training.
- **Rating BELOW STANDARD.**
  - Learners were somehow skilled on this topic.

**Table 6.4: Facilitator's feedback report on the support from i3A.**

FACILITATOR FEEDBACK					
Support from i3A					
	Poor	Below Standard	Sufficient	Above Standard	Excellent
	1	2	3	4	5
Were you satisfied with the detail of the instructions you received before the commencement of the training course you were facilitating?					X
Were you satisfied with the content and layout of the training manuals?					X
Was the training facility big enough to host the group?	X				
Was the training facility up to standard?	X				
Did the facility provide enough clean water and toilet facilities?	X				
How did you experience your transport arrangements before, during and after the training course was completed?					X
How did you experience your accommodation arrangements during the training course?				X	
<b>General recommendations</b>					
I think everything went well. No complaints.					

The following results are noted from Table 6.4:

### 6.3.2. Support from i3A.

- **Rating EXCELLENT.**

- The facilitator was satisfied with the content and layout of the training manuals.
- The facilitator was satisfied with the transport arrangements.
- **Rating ABOVE STANDARD.**
  - The detail of the instructions received by the facilitator before the commencement of the training course was satisfying.
  - The training facility was up to standard.
- **Rating BELOW STANDARD.**
  - The training facility was not big enough to host the group
  - Accommodation arrangements were done well.
- **Rating BELOW STANDARD.**
  - The training facility's clean water and toilet were below standard.
  - The training facility was not big enough to host the group.

## **7. LEGAL ENTITIES.**

The registration of a legal entity was not part of the training objectives and outcomes.

## **8. CONCLUSIONS.**

The escalating unemployment rate and poverty in South Africa and many other countries in Africa and across the world continue to threaten the livelihoods of humans. However, the agricultural industry has the potential of eliminating unemployment and poverty and thus contribute to developing rural areas such as Thabachitja. A catalyst to develop these remote areas it is through empowering emerging farmers by providing skills courses, access to funding and a link to a viable market. The current obstacles which these sheep farmers are faced in Thabachitja are;

- Lack of livestock production training.
- Lack of access to good quality rams to improve the genes of their flock.
- Limited access to funding and market.
- Stock theft.
- Continuous and uncontrolled burning of the grazing fields.

If these obstacles can be properly dealt with through formal professional training, donation of good quality rams, bulls or bucks, and access to funding and market these emerging farmers will improve to commercial scale.

## 9. RECOMMENDATIONS.

The results obtained from the research survey and the conclusion thereof, the following recommendations are applicable as an implementation plan and ways to sustain the outcome of the training program.

- a) Further skills course training such as financial management, book-keeping, and compilation of business plans will enable them to be able to apply for funding that will elevate their business.
- b) Company registration as co-op or individual farmers will help them benefit from the advantage of a legal entity, such as collective price bargaining, tax derivatives, etc.
- c) In the future constant communication to provide information and technical advice between Mentors and beneficiaries can be made through a WhatsApp group and SMS for those who are not on social media.
- d) A market analysis of both formal and informal must be made to evaluate a gap which the farmers can fill by supplying red meat.
- e) It was noted that research results show high mortality rates of animals, therefore, a follow-up on more technical training is important which will enable better use of doses, dips and vaccines.
- f) A follow-up on more training on management practices, especially financial and record keeping is crucial, as financial records can open the door to finances for the farmers and the company.
- g) The offering of full qualifications such as the National Certificate in Animal Production, NQF 4, followed up by a National Diploma in Animal Production, NQF 5, will add much value to the development of the human capital aspects, especially the youth.
- h) The farmers need better infrastructure such as handling and dipping facilities, weighing scales, and sheep shearing equipment.

**End**