



# **GOVERNANCE AND FINANCING FRAMEWORK FOR THE AGRICULTURAL TRAINING INSTITUTES OF SOUTH AFRICA**





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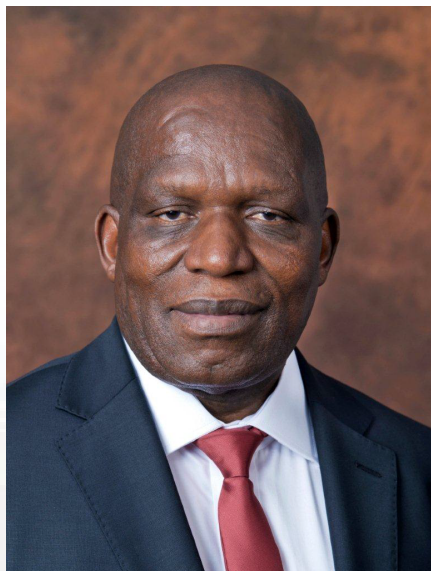


## ACRONYMS

<b>ACMOST</b>	African Ministers of Council on Science and Technology
<b>AET</b>	Agricultural Education and Training
<b>AgriBEE</b>	Agricultural Black Economic Empowerment
<b>AgriSETA</b>	Agricultural Sector Education and Training Authority
<b>APAC</b>	Association of Principals of Agricultural Colleges
<b>ATI</b>	Agricultural Training Institute
<b>CHE</b>	Council on Higher Education
<b>DAFF</b>	Department of Agriculture, Forestry and Fisheries
<b>DOA</b>	Department of Agriculture
<b>DOE</b>	Department of Education
<b>ETD-SETA</b>	Education, Training and Development Sector Education and Training Authority
<b>ETQA</b>	Education and Training Qualifications Authority
<b>FET</b>	Further Education and Training
<b>FIETA</b>	Forest Industries Education and Training Authority
<b>FoodBev</b>	Food and Beverage Sector Education and Training Authority
<b>GAAP</b>	Generally Accepted Accounting Practices
<b>GDP</b>	Gross Domestic Product
<b>HE</b>	Higher Education
<b>HE/HET</b>	Higher Education and Training
<b>HEQF</b>	Higher Education Qualifications Framework
<b>IT</b>	Information Technology
<b>MEC</b>	Member of Executive Committee
<b>ITCAL</b>	Intergovernmental Technical Committee on Agriculture and Land Affairs
<b>ITCAFF</b>	Intergovernmental Technical Committee on Agriculture, Forestry and Fisheries
<b>NEPAD</b>	New Partnership for Africa's Development
<b>NGO</b>	Non-Governmental Organisation
<b>NQF</b>	National Qualifications Framework
<b>PDA</b>	Provincial Department of Agriculture
<b>PFMA</b>	Public Finance Management Act
<b>PGCE</b>	Post-Graduate Certificate in Education
<b>RPL</b>	Recognition of Prior Learning
<b>SAQA</b>	South African Qualifications Authority
<b>SETA</b>	Sector Education and Training Authority
<b>UMALUSI</b>	Council for Quality Assurance in General and Further Education and Training
<b>WARD</b>	Women in Agriculture Development
<b>YARD</b>	Youth in Agriculture Development
<b>MEC</b>	Member of Executive Committee



## STATEMENT BY THE MINISTER OF AGRICULTURE, FORESTRY AND FISHERIES



The Department of Agriculture, Forestry and Fisheries has initiated a process of repositioning the twelve Colleges of Agriculture as Agricultural Training Institutes, which will be better suited for the development of a skilled and capable agricultural workforce. In turn, these will contribute to the government priorities of rural development, sustainable agricultural production, and job creation.

The importance of human resource development is being realised in all sectors of the economy, but in the agriculture, forestry and fisheries sectors it has even greater significance, because black farmers were excluded from mainstream

agriculture for more than a century. The road from subsistence farming to competitive commercial production is a steep one, and to travel it successfully, it requires significant levels of skills and knowledge. Access to land, finance, inputs and markets are critical, but without education and training these can be unproductive assets.

While there is a divide in the provision of general educational services, commonly demarcated as General, Further, and Higher Education, the work of farmers is not so clearly divided, and the articulation from subsistence or low-income farming to profit driven, market-orientated farming tends to be seamless. It is therefore preferable that the education and training provided in the Agriculture, Forestry and Fisheries production sectors should be equally seamless, housed within a family of service providers and guided by a single policy framework. This would remove any uncertainty about the future of these institutions, and provide a coherent vision in terms of their impact and role.

At present, the governance and management structure of the existing Colleges differs vastly. In some cases, they are governed by Board of Directors, whilst other Colleges have Advisory Boards or are directly governed by the Principal who reports to a more Senior Official in the Provincial Departments. During the repositioning process, the Department has investigated and proposed a common governance model for the Agricultural Training Institutes, which was considered and supported by the inter-provincial MinMEC. In addition, the Inter-Governmental Technical Committee on Agriculture and Land (ITCAL) has endorsed the Governance Model. It was also agreed that, as a way forward, DAFF would develop Norms and Standards for Agricultural Training Institutes.





The proposed Norms and Standards and the Governance and Financing Framework will ensure that the whole country will in future be served by appropriately positioned Institutes, guided by a shared vision, mission and mandate. Institutes will however retain their individual character and areas of specialization relevant to their location.

The Norms and Standards are quality standards and measures that have been benchmarked internationally to ensure that the Institutes operate at the highest possible level for the benefit of the sector. The rationale behind the quality measures is to give each Agricultural Training Institute a national platform, and to put each of them on the same level in terms of accountability and access to resources. The Norms and Standards will therefore ensure that all Institutes operate on an equal footing, bearing in mind the historical disparities that characterized these institutions. It will also provide each of the Institutes with an opportunity to participate more broadly and with greater impact on the transformation agenda for agriculture.

Finally, I am convinced that a truly transformed system of Agriculture, Forestry and Fisheries Education and Training, as envisaged in these Norms and Standards, would see the Institutes positioned, marketed and perceived in a way that will attract high quality students for a career in agriculture, forestry or fisheries. On this basis I am pleased to commend the Norms and Standards and the Governance and Financing Framework for Agricultural Training Institutes in South Africa.

(MR), S ZOKWANA, MP  
MINISTER OF AGRICULTURE, FORESTRY AND FISHERIES

## OVERVIEW BY THE DEPUTY MINISTER OF DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES




As a way to contribute to objectives of rural development, sustainable and economically viable agricultural production, agricultural education and training, and the new growth path, Department of Agriculture, Forestry and Fisheries (DAFF) has initiated a process of repositioning the 12 (twelve) Colleges of Agriculture. The Colleges of Agriculture (Agricultural Training Institutes, in future) will be able to assist in the development of a skilled and capable workforce in the sector. The Sector desperately needs trained, capable and productive farmers.

The title “Institute” is to a greater extent a protected word and most countries, organisations or companies may only use the word if they are “organisation which are carrying out their mandate at the highest level or to professional bodies of the highest standing”. The dropping of the name “College of Agriculture” and the adoption of “Agricultural Training Institutes” is therefore indicative of the transformational requirement for the Colleges to serve a particular purpose, serve a particular clientele and operate at the highest level possible. This also connotes that as institutes, these institutions will be semi-autonomous educational institutions without necessarily a classic full university status.

Invariably the South African Agricultural Training Institutes based on the scope of the norms and standards shall operate as centres of rural wealth creation, serving the geo-political training needs of particular provinces, servicing the training needs of farmers and agribusinesses and functioning as Centres of excellence within the agro-ecological zone servicing specific value markets.

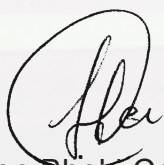
The Department of Agriculture, Forestry and Fisheries has elevated three priority areas as strategic focus going forward – which is Food Security, Job Creation and contribution to the Gross Domestic Products (GDP). It is envisaged that well positioned Agricultural Training Institutes will contribute positively towards the alleviation of food insecurity in the country and will also play a critical role in the implementation of agro-processing strategies of our sector. Embedded to these priorities will be a clear focused attention to youth involvement in agriculture. Young people who graduate from these institutes will be followed through to ensure their full participation and contribution to the sector.





By developing these Norms and Standards and Governance and Financing Framework, DAFF seeks to transform and position the current Colleges of Agriculture into the future Agricultural Training Institutes to deliver on the agenda of the sector and to implement the education and training strategies in the sector. This Norms and Standards can only succeed with the total commitment and determination of all stakeholders. We must harness the will and determination of farmers, processors, public and private sectors to realize the potential these Institutes have. This move will respond directly to economic transformation which is at the centre stage of the current administration.

I wish to reaffirm the commitment of DAFF in creating an enabling environment for the realization of agricultural development objectives envisaged in this Norms and Standards. Indeed, skills development is far too important for our economy and our people to be given anything less than the highest level of attention.



Gen Bheki Cele, MP  
Deputy Minister: Agriculture, Forestry and Fisheries

## FOREWORD BY THE DIRECTOR-GENERAL



In 2007, DAFF appointed a high level team of experts to conduct a study on the most feasible Governance and Financing Model for the twelve (12) Colleges of Agriculture. The study recommended a governance model which gives the Department of Agriculture, Forestry and Fisheries a national oversight, responsibility and accountability for these 12 Colleges. The study further recommended that:

- (1) Norms and Standards for governance of these Colleges should be developed; and
- (2) That name “College of Agriculture” should be relinquished and be known as “Agricultural Training Institutes”.

The term “institute” has been carefully selected to refer to an institution and/or organization which performs at the highest possible level of excellence and professionalism. The replacement of the name “College of Agriculture” with that of “Agricultural Training Institutes” is therefore indicative of the transformational requirement for the Colleges to serve a particular niche and clientele and operate at the highest level of excellence possible.

With the advent of democracy in South Africa, it became imperative to reconfigure the strategic role and mandate of the Colleges of Agriculture to be recognised as Centres of Excellence. The embedded meaning in the use of “Centres of Excellence” is that each of these twelve Colleges must first and foremost serve the agro-ecological human resources development needs of the region where it is located; and, must serve such needs with excellence such that it will be regarded as an undisputed authority, not only in the region where it is located but in the rest of the country.

Previously, these Colleges operated as diverse entities with acutely varying quality measures and standards, some of them under the homelands administrators. The Norms and Standards, which are quality standards and measures were developed and benchmarked internationally to ensure that the Colleges operate at the highest possible level for the specific benefit of the sector as well as the general benefit for the community at large, who are the consumers of the agricultural produce. The benefit of the Norms and Standards is that besides ensuring the highest possible level of performance, all the Colleges of Agriculture will be able to operate from an equal footing notwithstanding the historical disparities that characterized these institutions of learning.

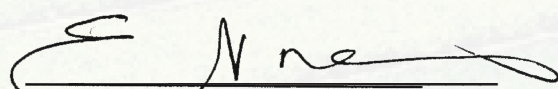




The approved Norms and Standards for Agricultural Training Institutes and the Financing Framework for Agricultural Training Institutes (ATIs) represent the conclusion of a protracted process of the transformation of Colleges of Agriculture although the entirety of the actual transformation of the Colleges of Agriculture has not yet been achieved. However, the most important part of the process, which of necessity depended on wide consultation with key stakeholders, has been with great success. After wide-spread consultation and adoption of the appropriate governing model by stakeholders and the Departments of Agriculture and of Education, the Norms and Standards for Agricultural Training Institutes were developed and adopted in 2009 and ratified in 2011 by Interdepartmental Technical Committee on Agriculture, Forestry and Fisheries (ITCAFF).

In terms of their role, the Agricultural Training Institutes will be required to review their training curricula every three years to meet the skills and development needs of small-holder and subsistence farmers with the view of enabling their transition to participate in the commercial agricultural sector. They will offer National Qualification Framework (NQF) level 2-7 qualifications to existing and prospective farmers and agribusinesses. They will also, on a contractual basis, be responding to the geo-political needs of provinces and other stakeholders. They will function as centers of excellence on rural wealth creation.

I truly trust that these Norms and Standards and the Governance and Financing Framework will put each Agricultural Training Institute on par in terms of accountability and access to resources, and give each an opportunity to participate more broadly and with greater impact in the transformation agenda of the agricultural skills development in the sector.

  
EDITH VRIES  
DIRECTOR GENERAL



## EXECUTIVE SUMMARY

In 2005, the national Department of Agriculture (DOA) released the Agricultural Education and Training Strategy for Agriculture and Rural Development in South Africa (AET Strategy). This was the beginning of a multifaceted programme to transform agricultural education and training to meet the challenges of a changing agricultural landscape. The vision is: Accessible, responsive, quality education and training for agriculture and rural development.

In 2007, as a part of the implementation of the AET Strategy, the Department of Agriculture conducted an in-depth, consultative investigation into the positioning of South Africa's Colleges of Agriculture in the AET mix. In June 2007, DOA finalised its report: **Transforming South Africa's Colleges of Agriculture**. The study determined that the colleges played a vital role in the development of human resources for agriculture in South Africa. It further determined that the colleges could play an equally pivotal role in transforming agriculture. Finally, the study found that the colleges, while being educational institutions, needed to remain within the overall governance of the DOA to ensure their focus on human resource development for agriculture. This will be sustained, strengthened and directed towards the fulfilment of the urgent transformation agenda in agriculture and aligned with the AET Strategy.

Based on the extensive inputs from over 400 lecturers, administrators, scientists and students, it was proposed and accepted that the 12 Colleges of Agriculture should be reshaped into Agricultural Training Institutes (ATIs) with national mandates, harmonised and collectively governed through a National Council of Agricultural Training Institutes.

One of the key issues was to overcome the historical imbalances in resources made available to the various colleges. Similarly, there was a critical need to create equity in terms of governance, staffing, curricula and quality assurance. The colleges, each having being evolved through a unique pathway, were unequal on many levels. At the time of the investigation, some were thriving and benefiting from their positioning within their respective provincial departments. Others had discontinued their Higher Education (HE) programmes and were no longer offering Certificates or Diplomas.





It became clear that the first order of business in transforming the Colleges of Agriculture would be to level the playing field and put all of the colleges on the same footing. It was essential that equity be established to such a degree that the quality of learning and the status of the resulting qualifications from any one of the colleges met the South African and international standards for agricultural education and training. It was envisaged that in the longer term, an Agricultural Training Institutes Act would be developed. This document seeks to provide a framework towards the development of an Agricultural Training Institutes Act. It focuses mainly on the Governance and Finance Framework and should be seen as a discussion document (input) that will be used to draft the Act.

The proposed Governance and Financing Framework will ensure that the entire country will be served and that ATIs will be guided by a shared vision, mission, mandate and common governance, while retaining individual autonomy and daily management and retaining their unique character. Governance is therefore framed on two levels: National level governance and ATI level governance. The Governance and Financing Framework will cover the following aspects:

- Governance and Finance: National level.
- Governance and Finance: Institute level.

### **Governance and Finance: National level**

Under this new framework, the national system of Agricultural Training Institutes will be governed by a national council: The National Council of South African Agricultural Training Institutes.

The National Council will be attached to the national Department of Agriculture. It will be a fully state-funded institution operating and funded at the level of a programme in the budget of the national Department of Agriculture, Forestry and Fisheries.

The envisaged primary purpose of the national council is to provide an oversight over all registered ATIs. Its primary function is to ensure equity across all registered ATIs by developing, implementing, monitoring and evaluating the adherence of an ATI to a set of norms and standards.



## **Governance and Finance: Institute level**

Each ATI will be governed individually by a legally registered governing body: an ATI Council. This will afford them the autonomy they need to deliver AET efficiently and effectively.

Similar to the national council, each ATI and its council will be a fully state-funded institution. It will operate at the level of a programme in the ring-fenced budget of the provincial Department of Agriculture (PDA).

The envisaged primary role of the ATI Council is to provide support to the Principal and staff of the ATI and to ensure that the ATI is properly run. The ATI Council will be subordinated to the policies, norms and standards set by the national council. However, the ATI councils will not be managed by the national council. This will ensure equity across all ATIs while providing the ATIs with sufficient autonomy. The ATI Council will be accountable to the provincial MEC of Agriculture.





## **1. RATIONALE FOR THE GOVERNANCE AND FINANCING FRAMEWORK**

The national Department of Agriculture conducted a comprehensive investigation into the status of the 12 Colleges of Agriculture in South Africa. The aim of the study was to determine the way forward for the colleges in the light of the aims and objectives of South African agrarian and land reform, with particular reference to transforming agriculture.

The study confirmed the crucial role that the colleges of agriculture play in supporting the South African agricultural sector. They have trained thousands of farmers, extension practitioners, farm managers, farm supervisors, technicians and agriculturalists serving in the public, private and NGO sectors. They have contributed hugely to the long-standing success of agriculture in South Africa. The study also confirmed that the colleges are well positioned to continue making a formidable contribution to the agricultural sector. To do this, however, they will need to be repositioned, refocused and recapitalised.

There are significant discrepancies and inequalities among the 12 Colleges. Some are well endowed with human, physical and financial resources, while others are vastly under-resourced. Some are placed high on the agendas of the provincial departments of agriculture, while others battle for a hearing. Most continue to offer formal qualifications, while others offer only farmer training at below further education and training (FET) levels. The disparity between colleges reflects their status and priority rating within the provincial structure, which range from a subprogramme to a fully fledged programme within the PDA.

It was recommended that the colleges be brought into a new dispensation, that they be harmonised in keeping with the objectives of the National AET Strategy, and that they be assisted to align their programmes and offerings to the ambitions and aims of the new and emerging agricultural sector. It was agreed that the vehicle to do this was to develop a Governance and Financing Framework for Colleges.

Therefore the intention of this document is to set out the Governance and Financing Framework for the Colleges of Agriculture to usher in a new era and dispensation mentioned for them. The document is the outgrowth of several stages of consultation and development. It has drawn from information provided in the study mentioned above as well as from various documents provided by the



colleges. It also reflects input from key informants in various sectors, including agriculture and education.

Throughout the document, the Colleges of Agriculture are referred to as Agricultural Training Institutes (ATIs) as this is the term adopted by the national Department of Agriculture and endorsed by the Intergovernmental Technical Committee on Agriculture and Land Affairs (ITCAL) in May 2011 for the new dispensation for the ATIs.

In the current situation there is much disparity among the ATIs. They operate with disparate levels of management, budgets and resources. Quality of education and training varies and cannot easily be compared. ATIs have been under scrutiny as to their role in AET and their relationship with government. One reports to the national Department of Agriculture, while others report to the PDAs. Some offer certificates and diplomas, others offer only skills training. Staff turnover is high and uncertainty is common among staff members. There is no consistency of curriculum development and quality assurance. While efforts have been made through the Association of Principals of Agricultural Colleges (APAC), the association has lacked the required power and authority to enforce standards and create equity.

What is needed is a mechanism through which equity, quality and sound management can be assured at all of the ATIs. The national Department of Agriculture has found the Governance and Financing Framework to be a useful instrument to implement and address transformation issues across all ATIs.

## **1.1 Alignment with education**

Given that the ATIs are educational institutions, it is essential that they comply with the norms, standards and other policies guiding education. This is an essential part of the transformation. One of the greatest concerns was that the colleges should rightfully be managed by the Departments of Education. The study previously mentioned, investigated this and found that while there is a logic in being transferred to education, practical realities and the ability to deliver a quality Agricultural Education and Training (AET) Programme clearly indicated that they would be best managed by the Department of Agriculture and as such, an in-principle agreement was reached with the DOE.





## **1.2 Autonomy**

Another element driving the transformation of the ATIs is the need for autonomy. The ATIs need to be handled in a manner similar to public agricultural schools. They have to be a legal entity, managed by a duly established governing body. They need to have control over their budgets, income and expenditure to enable them to respond quickly and readily to opportunities and changes as these arise. The emphasis is on ATIs being able to take responsibilities in managing themselves within an equitably applied framework for funding, staffing and policies as guided by the norms and standards for ATIs and other relevant legislation and policy.

To this end, the education policy provides a framework for the ATIs self-governance within the framework of the Public Service. Therefore the document has borrowed and adapted relevant educational legislation and policy.

## **1.3 Partnerships**

The agricultural sector is expansive. It is a critical part of South Africa's economy. The ATIs will play an essential role in the development of human resources for the sector. However, even with access to public funds, they cannot do this alone. They will need to maintain and enhance the many partnerships they have established over the years and to create new ones. The partnerships will have to look at collaborative planning, design, funding and implementing AET and outreach programmes that respond to the real issues facing agriculture and rural communities in South Africa.



## **2. PURPOSE AND OBJECTIVES OF THE GOVERNANCE AND FINANCING FRAMEWORK**

The purpose of the Governance and Financing Framework is to position and mandate the ATIs on the implementation of the AET Strategy to:

- Ensure human resource development for agriculture as the primary determining factor arising from the following factors:
  - Geo-political factors,
  - The different agro-ecological zones in South Africa,
  - The agricultural industry as a whole,
  - Localised ecological and rural development factors;
- Ensure transformation of the agricultural sector as articulated in the South African Strategy for Agriculture, Land reform processes and AgriBEE;
- Establish the recognition of AET as a public good requiring public sector finance;
- Ensure autonomy on the basis of the principle of subsidiary;
- Adapt to the fragility of the South African agricultural sector;
- Create and/or take advantage of opportunities for creating centres of excellence and centres of Rural Wealth Creation;
- Ensure widespread access to core training in agricultural practice and theory;
- Deliver AET within agriculture for the knowledge and skills set derived at NQF levels 1-7;
- Harmonise offerings, qualifications, and standards at exit level.

The main objective of setting the Governance and Financing Framework is to establish a framework for transforming the current Colleges of Agriculture into the future ATIs and to be able to implement the AET Strategy. The specific objectives are to:

- Establish the principles for governance at national and institute level under a single framework;
- Establish the principles for achieving excellence in the provision of agricultural education and training;





- Provide means for establishing equity in terms of quality of educational offerings, budgets, and financial and operational management;
- Provide the means for ensuring that the ATIs are appropriately staffed and have the necessary infrastructure to deliver on their mandates;
- Outline the means for enhancing the status of the ATIs and for them to make a practical contribution to South Africa's rural communities.

Through the promulgation and effective enforcement of the Governance and Financing Framework, the ATIs will be shaped and transformed. It will ensure that the sustainability of the ATIs elevates their status to be in line with the agricultural sector, give individual institutions sufficient autonomy to provide an efficient and effective AET service, protect them against short-term policy changes by politicians and/or senior officials, and ensure that they remain focused on the primary function of meeting the human resource development needs of agriculture within their defined field of operation.

In brief, the framework gives each ATI a national platform for ensuring consistent quality of AET, the sound management of public funds, and establishing and maintaining parity and equity among themselves and puts each on the same level in terms of accountability and access to resources. It gives each ATI an opportunity to participate more broadly and with greater impact on the transformation agenda for agriculture.



### **3. GUIDING PRINCIPLES FOR THE GOVERNANCE AND FINANCING FRAMEWORK**

The Governance and Financing Framework shall be based on the following principles:

- Training must be seen as a sound investment in the development of the entire sector and the economy.
- The governance and finance of the ATIs must enhance their optimal performance at the highest possible level.
- The status operating framework and financial disposition of the ATIs must be commensurate with the name “institute” to ensure efficiency, effectiveness and the highest possible performance.
- While the governance and financing framework of the ATIs has a national outlook, they shall in principle be accountable to the provincial MEC responsible for agriculture.
- Funding of the ATIs must be done within the framework of the Division of Revenue Act.
- ATIs must, for all financial purposes, implement an internal audit and risk management system which is not inferior to the standards contained in the Public Finance Management Act (Act No. 35 of 1999).



## **4. MANDATE AND FUNCTIONS OF THE AGRICULTURAL TRAINING INSTITUTES**

### **4.1 Rationale for the name: Agricultural Training Institutes**

An institute is a permanent organisational body created for a particular purpose. An institute can also be a professional body. The title “institute” is to a greater extent a protected word and most countries, organisations or companies may only use the word if they are “organisations which are carrying out their mandate at the highest level or to professional bodies of the highest standing”.

The dropping of the name “College of Agriculture” and the adoption of “Agricultural Training Institutes” is therefore indicative of the transformational requirement for the colleges to serve a particular purpose, serve a particular clientele and operate at the highest level possible. This also connotes that as institutes, these institutions will be semi-autonomous educational institutions without necessarily having a classic full university status.

Invariably the South African agricultural training institutes based on the scope of the norms and standards shall operate as centres of rural wealth creation, serving the geopolitical training needs of particular provinces, servicing the training needs of farmers and agribusinesses and functioning as centres of excellence within the agro-ecological zone servicing specific value markets.

### **4.2 Mandate for ATIs in line with the AET Strategy**

As a departure point, the ATIs are charged with the responsibility of being part of the implementation of the national Agricultural Education and Training Strategy. The ATIs are therefore mandated to do the following:

- Offer a range of AET qualifications at NQF levels 1-7;
- Offer other AET (outside the NQF system) on a contractual basis;
- Conduct relevant applied research;





- Researching, developing and implementing plans that contribute to addressing human resource development needs of the agricultural sector in South Africa, giving particular attention to the transformation agenda by:
  - Actively participating in the human resource development programme of the relevant PDAs;
  - Aligning curricula to the human resource development needs as identified by public and private sector stakeholders in the agricultural sector;
  - Providing training, retraining, up-skilling and in-service training of agricultural extension and advisory personnel (as a part of the Extension Recovery Plan);
  - Developing strategic partnerships with relevant stakeholders and service providers to strengthen the ATIs capacity to deliver on their mandate;
  - Contribute to the overall extension programme and, specifically, provide technical backup to the extension and research programmes of the PDAs;
  - Function as centres of Rural Wealth Creation;
  - Function as centres of Excellence within their respective agro-ecological zones.

### **4.3 Function of the ATIs**

The ATIs are part of the formal educational infrastructure in South Africa. They operate in three spheres: Farmer training; further education and training; and higher education and training.

#### **4.3.1 Farmer Training**

ATIs have a long history of training farmers. They are generally well positioned geographically to enable access by resource poor and less literate farmers to solid



technical training in agricultural production. Many of the farmers who need training will not meet the criteria for FET or HET. The ATIs meet this need. Further, some of the ATIs have developed excellent reputations for farmer training within specific sectors and commodity groupings within the agricultural sector.

It is anticipated that such farmer training will continue to feature prominently within the ATIs. It is, however, expected that the ATIs will consult with the relevant PDAs and with other stakeholders in their respective areas to determine training needs and to develop appropriate training programmes. One element of this is to ensure that the ATIs make a significant contribution to increasing the capacity of other AET service providers to supply farmer training.

#### **4.3.2 Further Education and Training (FET)**

The ATIs also have a role to play in the FET band of AET, particularly for farmers and farm workers. There are numerous certificates at NQF levels 1-4 in various subfields of the primary agriculture sector of the SAQA Framework that can be offered by the ATIs.

Where current farmer training could be offered on the FET system, ATIs will be expected to upgrade their programmes to comply with FET standards.

#### **4.3.3 Higher Education and Training (HET)**

A primary function of the ATIs has been to offer diplomas in agriculture at NQF levels 5 and 6. The recently gazetted Higher Education Qualifications Framework (HEQF) has opened the way for the ATIs to continue offering NQF level 5 Certificates and NQF level 6 Diplomas.

The HEQF has also provided a framework for the ATIs to offer some NQF level 7 qualifications – notably the Bachelor of Agriculture and the Bachelor of Technology in Agriculture. ATIs may offer such qualifications in partnership with universities or, if they upgrade their programmes and facilities as required, they may offer these in their own right.

Further, within the broader context of Higher Education, the ATIs will be actively involved in the Extension Recovery Plan through the provision of in-service training of public sector extension personnel as outlined in the Norms and Standards for Extension and Advisory Services in Agriculture.



#### 4.3.4 Centres of Excellence and Centres of Rural Wealth Creation

ATIs are expected to develop their capacity to make significant contributions to creating wealth in rural communities in South Africa. In partnership with relevant role players and stakeholders, each ATI will develop plans, programmes and strategies to foster widespread prosperity in rural areas within its reach. Although the ATIs are primarily educational institutions, community development and outreach form a core part of their function whereby teaching, research, extension and development are well integrated.

Concomitant with being centres for Rural Wealth Creation, ATIs are expected to develop their capacity to be centres of excellence within their respective agro-ecological zones. Here, again, the integration of teaching, research, extension and development provides the framework for pursuing this objective. It is anticipated that the ATIs will be centres of practical and theoretical learning in specific niches within the agricultural sector.

The following NEPAD guidelines (adapted for the ATIs) provide the framework for establishing the ATIs as centres of excellence:

- ***Institutional Identity***—an identifiable formal organisation with specific values, norms and rules;
- ***Existence of and ability to build and sustain a critical mass*** of internationally or regionally (African or South African) reputable or recognised agriculturalists, agricultural technicians and/or extension practitioners, farmers, and agricultural technology innovators;
- An ***Identifiable*** governance structure with clear mechanisms and hierarchy for making decisions;
- ***Demonstrated roles to contribute to human development*** by adding knowledge to global and/or regional agricultural practice or generating specific products in a national or international economic system;
- ***A reasonable measure of stability*** of operating conditions and funding over a specified period of time;





- **Organisational dynamism** in terms of ability to adjust to and influence the external environment or demonstrated ability of an organisation to renew itself and grow, even during hostile external conditions;
- **Institutional articulation** largely judged by the organisation's networking capabilities, i.e. ability to forge and sustain productive partnerships with other institutions;
- **Relevance**—an institution's or network's mission, programmes and outputs to sustainable agriculture and sustainable development goals set by South Africa and/or the international community.

#### 4.3.5 Clients

The ATIs work with a wide range of clients. Chief among them, naturally, are new learners—future agricultural practitioners and scientists. This category of clients will receive the lion's share of the focus of the ATIs. In addition, farmers, who are operating at various levels and for varying purposes, also comprise a major group of clients. PDAs, their extension personnel, rural communities, municipalities, and agricultural organisations and businesses also fall into the scope of the ATIs.



Category of clients	Description	Role of the ATI
Future agricultural practitioners and scientists	Qualified learners interested in HE training for a career in agriculture.	HE Qualifications at NQF levels 5-7.
Subsistence and household food producers	Mainly produce for own consumption; and may produce a small marketable surplus.	Farming and farm management skills training;  Training outside NQF.
Small-scale farmers and land reform beneficiaries	Some produce a marketable surplus, some have access to own land or production rights in communal areas, some are beneficiaries of land redistribution.	FET Qualifications on NQF levels 1-4;  Farming and farm management skills training.
Commercial farmers	Produce marketable quantities of produce.	Advanced farm and farm management skills training;  Training for agricultural niche markets.
Extension officers	Extension practitioners in the public, private and NGO sectors needing upgrading or retraining.	In-service training in agricultural extension and commodities.
Rural communities, District and Local Municipalities	Communities in the area in which the ATI is situated and where its training clients are located.	Practical engagement for local economic and social development.  Training of personnel community members
Provincial Departments of Agriculture	PDAs within which the ATI is located or otherwise services.	Addressing human resource development needs in the agricultural sector in the province;  Support with agricultural extension;  Applied research Training of PDA personnel.
Agribusinesses, commodity groups and farmers associations and private sector within agriculture	Organisations engaged in some aspect of agriculture, including production, value adding, marketing, research, development and farmer training.	Tailor-made training Partnerships in technology development and training.





## **5. GOVERNANCE OF THE ATIs**

Governance of the ATIs is a central issue in the transformation of former colleges of agriculture. Geopolitical limitations contributed significantly to the historical disparities still existing among the colleges. Therefore the ATIs will henceforth operate with a national mandate. However, they need to reflect regional diversity by responding to unique agricultural production imperatives and by offering specialisations. The ATIs will serve the entire country guided by a shared vision, mission and mandate and mutual governance while retaining individual autonomy and daily management and retaining their unique character. Governance is therefore framed on two levels: National-level governance and ATI-level governance.

The primary concept for national governance is to put the ATIs under mutual stewardship so that the policies, practices and programmes of each of the ATIs are harmonised. This is a fundamental principle of the AET strategy.

### **5.1.1 National Council(NC)**

Under this new framework, the national system of ATIs will be governed by a national council known as the National Council of Agricultural Training Institutes of South Africa.

The national council is attached to national Department of Agriculture. It is a fully state-funded institution operating and funded at the level of a programme in the budget of the National Department of Agriculture.

### **5.1.2 Terms of reference of the National Council**

The primary purpose of the national council is to provide oversight over all registered ATIs. Its primary function is to ensure equity and quality across all registered ATIs. The primary instrument for achieving this will be development and monitoring the adherence of ATI to an agreed set of Norms and Standards.

The terms of reference for the National Council include inter alia:

- Register/de-register ATIs;



- Facilitate the establishment and adoption of a constitution to be adopted by all ATIs;
- Ensure that ATIs are adequately and equitably resourced (staffing, facilities, budgets, etc.);
- Establish guidelines within which ATIs will develop strategic plans for their AET offerings;
- Review budgets of ATIs to ensure that they are equitable and in line with the national norms and standards;
- Establish and ensure the implementation of academic policy, including academic offerings, learner admissions, recognition of prior learning and quality assurance;
- Establish and ensure the implementation of the operational policy governing the ATIs;
- Harmonise practices at the ATIs regarding the academic offerings, budgets, salaries, job and task descriptions, quality assurance, and related academic and operational issues;
- Establish national and international cooperation/linkages; and
- When conditions demand, withdraw or suspend the powers of an ATI Council and recommend the closure of the ATI to the Minister of Agriculture.

To fulfil its terms of reference, the national council will have the power to establish subcommittees as required to carry out its work and to raise funds from external sources.

The national council will not have authority over the daily running of individual ATIs. The means by which the national council carries out its work, particularly with the individual ATIs—will be consultative rather than dictatorial. In practice, the national council will just be a basic organisation with minimal staff.

All academic policy must comply with the relevant legal and policy frameworks such as SAQA, CHE, UMALUSI, AgriSETA, FoodBEV and FIETA. All operational policy must comply with the standards set by the PFMA and other relevant policy.

Ultimately the national council is accountable to the national Department of Agriculture.





### 5.1.3 Membership of the National Council

The national council will have 15 voting members and will comply with prevailing policy governing issues of gender and demographic representation. The national Department of Agriculture appoints these members after broad consultations with and input from relevant role players and stakeholders in AET and the agricultural sector. The national council will be accountable to the Department of Agriculture.

The following agencies will nominate potential council members for consideration for appointment by the Minister:

- National Department of Agriculture, Forestry and Fisheries; (DAFF)
- National Department of Education; (DBE)
- National AET Executive;
- UMALUSI;
- AgriSETA;
- Organised agriculture;
- SAQA;
- Council on Higher Education;
- Organised Youth Formations (YARD);
- Organised Women Formation (WARD);
- APAC.

The process of nominating, selecting and appointing members of the national council must be consultative and transparent. Appointments will be subject to clearly identified criteria and terms of office which will be defined in future policies.

The members of the national council must be persons with knowledge and experience relevant to the objectives and governance of AET at HET and/or FET level. They must be willing to participate in the deliberations of the council in the best interest of the national council and ATIs.

The nomination and appointment of the members of the national council must be undertaken in such a manner as to ensure, so far as it is practicably possible, that:

- The functions of the national council are performed according to the highest professional standards;



- The National Council is broadly representative of the AET system and the Agricultural Sector;
- The National Council is broadly representative of the community served by the AET sector in general and the ATIs in particular;
- The members have a thorough knowledge and understanding of AET sector;
- The members understand and appreciate the role of ATI's in transformation of the Agricultural Sector.

## **5.2 Agricultural Training Institute—level governance**

### **5.2.1 ATI Council**

The ATI Council is accountable to the Provincial MEC for Agriculture. They have provincial mandates, but operating with the national norms, serving the entire country. Within this national context, the primary concept for institute level-governance of the ATIs is that they each should be governed individually by a legally registered governing body: an ATI Council. This will afford them the autonomy they need to deliver AET efficiently and effectively.

Similar to the national council, each ATI and its council will be a fully state-funded institution. It operates at the level of a programme in the ring-fenced budget of the Provincial Department of Agriculture.

### **5.2.2 Terms of reference of the ATI Council**

The primary role of the ATI Council is to provide support to the Principal and staff of the ATI and to ensure that the ATI is properly run. The ATI Council will be subordinated to the policies of the national council. However, the ATI councils will not be managed by the national council. This will ensure equity across all ATIs while providing the ATIs with sufficient autonomy. The terms of reference for the ATI Council include the following:

- Promote the best interests of the ATI;



- Ensure the provision of quality AET at the ATI;
- Adopt the ATI constitution, develop a mission statement and establish a code of conduct for students and staff;
- Ensure the sound management of the ATI and support the principal and staff of the ATI in carrying out their work;
- Ensure that policies and processes are in place at ATIs for the administration of all the ATIs infrastructure, facilities, grounds and properties;
- Recommend to the Provincial Department of Agriculture the appointment of the Principal of the ATI;
- Approve the appointment of other staff below the level of the Principal;
- Enforce the policies of the national council;
- Review and approve budgets of the ATI;
- Review and approve the ATIs academic programmes and related matters;
- Adjudicate on academic issues that cannot be resolved by ATI management; and
- Raise and retain funds through registration fees, farming operations carried out within its own institute, contract work and fundraising, etc.

### **5.2.3 Membership of the ATI Council**

As with the national council the ATI Council will have 15 voting members and will comply with prevailing policy-governing issues of gender and demographic representation. Members are appointed by the relevant Agricultural MEC with ratification by the national Department of Agriculture, Forestry and Fisheries. Appointments are made after broad consultations with and input from relevant role players and stakeholders in AET and the agricultural sector.





The process of nominating, selecting and appointing members of the ATI Council must be consultative and transparent. Appointments will be subject to clearly identified criteria and terms of office which will be defined in future policies.

The members of the ATI Council must be persons with knowledge and experience relevant to the objects and governance of AET at HET and/or FET level. They must be willing to participate in the deliberations of the council in the best interest of the ATI Council. The ultimate membership of each ATI Council should reflect the unique mission of each ATI.

The ATI Council shall consist of a maximum of fifteen (15) races and gender balanced members with knowledge of keen and vested interest in the AET, with the Principal serving as an ex officio member. The Principal's secretary will execute the secretarial duties of the ATI Council.

These could be attracted from, but not limited to the following:

- The Principal (ex officio);
- Education;
- Commodity organisations;
- PDA;
- Business/agribusiness;
- Organised labour;
- Student representative.

The nomination and appointment of the members of the ATI Council must be undertaken in such a manner as to ensure, so far as it is practicably possible, that:

- The functions of the ATI Council are performed according to the highest professional standards and policies prescribed by the national council;
- The national council is broadly representative of the AET system and related interests;
- The ATI Council is broadly representative of the community served by the AET sector in general and the ATI in particular;
- The members have a thorough knowledge and understanding of the agricultural and AET sectors; and



- The members understand and appreciate the role of ATI in transformation of the agricultural sector.

#### **5.2.4 Daily management of the ATI**

The daily management of the ATI is vested in the Principal of the ATI. The Principal is effectively the Chief Executive Officer of the ATI. The Principal operates within the framework of the terms of reference of the ATI Council, and is charged with the overall responsibility for delivering on the mandate of the ATI and ensuring compliance with the relevant norms and standards and policies governing ATIs. The primary functions of the Principal of an ATI include the following:

- Manage the affairs of the ATI;
- Appoint ATI staff within policy and guidelines as approved by the ATI Council;
- Develop and submit the annual ATI budget for approval by the ATI Council and further submission to the provincial department and the national council;
- Be the Chief User in terms of the budget;
- Be ultimately accountable for all aspects of the AET programmes offered by the ATI;
- Approve specific expenditure within an approved budget;
- Manage (through delegated authority) all the staff of the ATI;
- Manage (through delegated authority) the facilities and infrastructure controlled by the ATI.

In addition to a Principal, each ATI has an entrenched Management Committee, which consists of the Principal, the Deputy Principal(s) (if appointed), Heads of Academic Units, Heads of Administrative Units and student representatives. The primary role of the Management Committee is to ensure the smooth daily management of the ATI and to ensure consistent application of policy. It is also responsible for resolving ATI-level issues.

The Principal is accountable to the ATI Council. The staff members of the ATI are accountable to the Principal.



### 5.3 Employees within the ATI system

All staff members within the ATI system will remain public servants until such time that there is an appropriate promulgated legislation. The conditions of service are to be investigated and finalised through a negotiated process. It is anticipated that eventually all staff members of the ATIs will be employed under a mechanism similar to the Employment of Educators Act of 1994. The notable exception is that all staff within the ATI will be employed under the same legislative framework.

Staff members are key to the successful delivery of AET. The study into the colleges of agriculture showed great disparity within and between the colleges. This requires attention. Further, with the promulgation of the Higher Education Qualifications Framework (HEQF) by the national Minister of Education, the bar has been raised. This has particular implications for the diploma qualification such as is generally offered by the ATIs. In response, it is essential that the academic staff members are suitably and adequately qualified in terms of education policy.

In addition to the post of the Principal, the ATIs organisational structure should make provision for the following at a managerial level:

- Further education and training.
- Higher education and training.
- Farm services.
- Supply chain and financial management.
- Human resources and administration.
- Quality assurance.

The appointment of employees within the ATI will be adherent to, but not limited to the following Acts:

- Further Education and Training College Act;
- Educations Law Act;
- Public Service Act;
- Labour Relations Act;
- Higher Education Act.





## **6. Funding of the Agricultural Training Institutes**

Funding of ATIs will be the responsibility of the DOA. Funding will be channelled via the PDA according to the Division of Revenue Act.

Funding of ATIs is modelled after the funding framework of FET institutions.

### **6.1 Responsibility of the State**

The Minister of Agriculture must, from the funds appropriated for this purpose by the national legislature, fund ATI on a fair, equitable and transparent basis

The Minister of Agriculture may impose:

- Any condition in respect of an allocation of funding;
- Different conditions in respect of different ATIs, different further education and training programmes or different allocations, if there is a reasonable basis for such differentiation;
- Appropriate measures for the redress of past inequalities.

The Minister of Agriculture must, on an annual basis, provide sufficient information to the provincial department regarding the funding to enable the ATIs to prepare their budgets for the next financial year.

### **6.2 Norms and Standards for Funding of ATIs**

The Minister of Agriculture may adopt or apply the current norms and standards for funding of FET colleges as outlined in section 23 of the Further Education and Training Act of 2006. However, ATIs as public goods should be adequately funded to fulfil their mandate as outlined under 4.2.

#### **6.2.1 Funds for Public Institutes**

The funds for an ATI consist of:

- Funds allocated by the state;



- Any donations or contributions received by the ATI;
- Funds raised by the ATI;
- Funds raised by means of loans, subject to the approval of the MEC;
- Income derived from investments;
- Funds received from services rendered;
- Fees payable by students for FET and HE programmes provided by the ATI;
- Fees received from students or employees of the institute for accommodation or other services provided by the ATI;
- Funds from any other source.

An ATI may not raise funds by means of a loan or overdraft without the approval of the MEC.

If a person lends money or grants an overdraft to an institute without the approval, the state and the ATI are not bound by the contract of lending money or an overdraft agreement.

### **6.3 Financial records and statements of ATIs**

The ATI Council shall:

- Keep records of all its proceedings;
- Keep complete accounting records of all assets, liabilities, income and expenses and any other financial transactions of the ATI as a whole, of its substructures and of other bodies operating under its auspices;
- Implement internal audit and risk management systems which are not inferior to the standards contained in the Public Finance Management Act, 1999.

The ATI Council must appoint an auditor to audit the records and financial statements referred to in this section.

The ATI Council must, in respect of the preceding financial year provide the MEC with:

- A report on the overall management and governance of the ATI;
- A report on the overall performance of students on the programmes offered



- by the ATI;
- A duly audited statement of income and expenditure;
  - A balance sheet and cash flow statement.







## APPENDICES

### Appendix A: Definition of terms

<b>Accreditation</b>	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function within the quality assurance system set up by SAQA.
<b>AET Strategy</b>	A strategy developed by the national Department of Agriculture, Forestry and Fisheries to create the foundation for the transformation of agricultural education and training at all levels in South Africa.
<b>Applied Competence</b>	The ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.
<b>Applied Research</b>	Research concerned with the practical application of knowledge, material, and/or techniques directed toward a solution to an existent or anticipated agricultural problem or opportunity.
<b>Assessment</b>	The process of collecting evidence of learners' work to measure and make judgements about the achievement or non-achievement of specified National Qualifications Framework standards or qualifications.
<b>Assessor</b>	A person who is registered by the relevant ETQA body to measure the achievement of specified National Qualifications Framework standards or qualifications.
<b>Audit</b>	The process undertaken to measure the quality of products or services that have already been made or delivered.
<b>Candidate</b>	A person whose performance is being assessed by the assessor.



<b>Centre of Excellence</b>	An organisation that has achieved renown (according to a set of criteria in the industry) for excellence in a particular field of agricultural education and training.
<b>Centre of Rural Wealth Creation</b>	An organisation that consciously and, through direct action and community outreach/extension, contributes toward creating wealth in rural communities.
<b>Core Learning</b>	That compulsory learning required in situations contextually relevant to the particular qualifications.
<b>Credit</b>	That value assigned by the Authority to ten (10) notional hours of learning.
<b>Diploma</b>	A whole qualification at NQF level 6 comprising at least 360 credits with a maximum of 120 credits at NQF and a minimum of credits at NQF level 7 with the balance of credits at NQF level 6 or 7.
<b>Education and Training</b>	Theoretical and practical learning.
<b>Education and Training Quality Assurance Body</b>	Body accredited in terms the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned.
<b>Equity</b>	Ensuring consistent and impartial access to resources and the consistent and impartial application of policy among all the ATI's.
<b>Exit Level Outcomes</b>	The outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification and achievement of which entitles the learner to a qualification.



<b>Extension</b>	Agricultural extension: the discipline and practice of engaging farmers and producers with learning for the purpose of improving productivity, profitability and sustainability.
<b>Field of Learning</b>	A particular area of learning used as an organising mechanism for the NQF.
<b>Fundamental Learning</b>	The type of learning which forms the grounding or basis needed to undertake the education, training or further learning which is required in the obtaining of a qualification and “fundamental” has a corresponding meaning.
<b>Further Education and Training</b>	The band education and training on NQF levels 1-4. It also corresponds with grades 9-12 in secondary school.
<b>Higher Certificate</b>	A whole qualification (NQF level 5) consisting of minimum of 120 credits of learning NQF level 5.
<b>Higher Education and Training</b>	All learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the NQF, including tertiary education.
<b>Learner</b>	Any person receiving education and training
<b>Learning Programme</b>	A structured set of learning offerings and related assessment and attainment requirements.
<b>Moderating Body</b>	A body specifically appointed by the authority for the purpose of moderation.
<b>Moderation</b>	The process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid.





<b>Non-NQF AET Programme</b>	AET programmes that fall outside the system of qualifications offered on the NQF.
<b>NQF Levels</b>	Refers to the 10 qualification levels in the NQF. Levels 1-4 are FET qualifications. Levels 5-10 are HET qualifications. A national diploma in agriculture is at NQF level 6.
<b>Official Languages</b>	Refers to the eleven official languages of South Africa. Generally an ATI would use English and one other language which is endemic to the area in which it is situated.
<b>Outcome</b>	Contextually demonstrated end product of the learning process.
<b>Provider</b>	An education and training body which delivers learning programmes that culminate in specified NQF standards or qualifications and manages the assessment thereof.
<b>Qualification</b>	The formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA.
<b>Quality assurance</b>	The process of ensuring that the degree of excellence specified is achieved.
<b>Recognition of Prior Learning</b>	The comparison of the previous learning and experience of a learner against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.
<b>Registered</b>	Officially registered (recorded).



<b>Registration of standards and Qualifications</b>	Standards or qualification registered on the NQF.
<b>Registrations of ATIs</b>	The national council of ATIs will be the legal body responsible for the registration of ATI's in the national ATI system. ATIs will also be subject to other registrations such as CHE and SAQA.
<b>Relevant Masters Degree</b>	Masters degree is an NQF level 9 (on the HEQF) qualification from a recognised university. Relevant Masters degree is a Masters degree that provides the holder with skills and knowledge relevant to the work required.
<b>South African Qualification Authority</b>	The body responsible for overseeing the development and implementation of the National Qualifications Framework, established in terms of the SAQA Act No. 58 of 1995
<b>Sector</b>	A defined portion of social, commercial or educational activities (e.g. the agricultural sector).
<b>Sector Education and Training Authority</b>	A body responsible for the organisation of education and training programmes within a specific sector.
<b>Service Level Agreement</b>	Formal, signed agreement between two institutions to deliver a specified service.
<b>Specific Outcomes</b>	Knowledge, skills and values (demonstrated in context) which support one or more critical outcomes.
<b>Sufficient Managerial experience</b>	Refers to the need for an incumbent in a post to have had enough years and depth of experience as a manager to be able to competently carry out the work of a manager set out in a particular job description.
<b>Transformation</b>	The conscious and deliberate actions taken to redress the inequities of the past and include those previously



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South African Schools Act, 1996 (Act No.84 of 1996).

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## LIST OF AGRICULTURAL TRAINING INSTITUTES

1. Cedara College of Agriculture  
Province: KwaZulu Natal  
Town: Pietermaritzburg  
Address: Private Bag X6008  
HILTON  
3245  
Tel: 033 355 9304  
Fax: 033 355 9303
2. Cape Institute For Agricultural Training: Elsenburg  
Province: Western Cape  
Town: Stellenbosch  
Address: Private Bag X54,  
ELSENBURG  
7607  
Tel: 021 808 5018/9  
Fax: 021 808 7703
3. Fort Cox College of Agriculture  
Province: Eastern Cape  
Town: King Williams Town  
Address: P.O. Box 2187  
KING WILLIAMS TOWN  
5600  
Tel: 040 653 8033/4  
Fax: 040 653 8036/ 40
4. Glen College of Agriculture  
Province: Free State  
Town: Bloemfontein  
Address: Private Bag X 01  
GLEN  
9360  
Tel: 051 861 8637  
Fax: 051 861 8456
5. Grootfontein Agricultural Development Institute  
Province: Eastern Cape  
Town: Middelburg  
Address: Private Bag X529  
MIDDELBURG  
5900  
Tel: 049 8426725  
Fax: 049 842 1477
6. Lowveld College of Agriculture (Nelspruit Campus)  
Province: Mpumalanga  
Town: Nelspruit  
Address: Private Bag X11283  
NELSPRUIT  
1200  
Tel: 013 753 3064  
Fax: 013 755 1110  
  
Lowveld College of Agriculture (Marapyane Campus)  
Province: Mpumalanga  
Town: Skilpadfontein



Address: Private Bag X 1  
SKILPADFONTEIN  
0431  
Tel: 012 0100010

7. Madzivhandila College of Agriculture  
Province: Limpopo  
Town: Thohoyandou  
Address: Private Bag x5024  
THOHOYANDOU  
0950  
Tel: 015 962 7200  
Fax: 015 962 7239
8. Owen Sitole College of Agriculture  
Province: KwaZulu Natal  
Town: Empangeni  
Address: Private Bag X20013  
EMPANGENI  
3880  
Tel: 035 795 1345  
Fax: 035 795 1379
9. Potchefstroom College of Agriculture  
Province: North West  
Town: Potchefstroom  
Address: Private Bag X 804  
POTCHEFSTROOM  
2520  
Tel: 018 299 6556  
Fax: 018 297 0023
10. Taung College of Agriculture  
Province: North West  
Town: Taung  
Address: Private Bag X532  
TAUNG  
8584  
Tel: 053 994 9840  
Fax: 053 994 1130
11. Tompi Seleka College of Agriculture  
Province: Limpopo  
Town: Marble Hall  
Address: Private Bag X 9616  
MARBLE HALL  
0450  
Tel: 013 268 9300/1  
Fax: 013 268 9305
12. Tsolo College of Agriculture  
Province: Eastern Cape  
Town: Tsolo  
Address: Private Bag X1008  
TSOLO  
4771  
Tel: 047 542 0220/1  
Fax: 047 542 6285





