

Terms of Reference

for Coordination, Delivery, Monitoring and Evaluation
of Sectoral Funded Training Programmes



agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



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ACRONYMS

1. AET – Agricultural Education and Training
2. AgriBEE – Agricultural Broad-based Black Economic Empowerment
3. ASGI-SA – Accelerated and Shared Growth Initiative of South Africa
4. BEE – Black Economic Empowerment
5. CASP – Comprehensive Agricultural Support Programme
6. DLA – Department of Land Affairs
7. DoA – Department of Agriculture
8. IFSNP – Integrated Food Security and Nutrition Programme
9. LRAD – Land Redistribution for Agricultural Development
10. Mafisa – Micro-agricultural Financial Institutions of South Africa
11. NQF – National Qualifications Framework
12. PDA – Provincial departments of agriculture
13. PMU – Project Management Unit
14. SAQA – South African Qualifications Authority
15. SETA – Sector Education and Training Authority

(i) STATEMENT BY THE MINISTER

In pursuit of its vision of a “united and prosperous agricultural sector” as set out in The Strategic Plan for South African Agriculture in 2001, the Department of Agriculture has, during the first ten years of democracy, conceived a number of key programmes. Of all these programmes, training has a central role to play. In presenting the Terms of reference for the coordination, delivery, monitoring and evaluation of sectoral funded training programmes, we aim to ensure norms and standards in the provision of all sectoral training.

The Comprehensive Agricultural Support Programme (CASP), which aims at the promotion of agricultural production among previously disadvantaged individuals and communities and which adds the vital element of post-settlement support, incorporates human resource development as one of its important pillars.

The launch of the AgriBEE Charter in December 2005 meant that all AgriBEE initiatives will become fully operational with training forming the integral part of many of these.

The launching of the Micro-agricultural Financial Institutions of South Africa (Mafisa) poses the challenge to the department of ensuring that while access to finance is being broadened for the emerging farming sector, the beneficiaries obtain both the entrepreneurial and financial management skills.

In response to the growing tourism industry, my department responded when I announced an exciting new initiative in December 2005, linking agriculture with tourism into an agritourism programme. This requires that farmers be capacitated and empowered to participate in the agritourism sector.

The contribution of the Department of Agriculture towards the realisation of Government’s Accelerated and Shared

Growth Initiative of South Africa (ASGI-SA) requires, amongst others, that an Agricultural Product Portfolio through the agricultural value chain, be developed. This will assist with product categorisation, ensuring that resources that are concentrated on are agricultural products that are both competitive and attractive. Assistance provided to the emerging farming sector would have to include training.

The terms of reference for the coordination, delivery, monitoring and evaluation of sectoral funded training programmes, are largely the customisation of Government’s training and education legislation, in particular the South African Qualification Authority Act (Act No. 58 of 1995) for appropriate use in the agricultural sector. The SAQA Act has resulted in the establishment of the National Qualifications Framework (NQF) whose objective, amongst others, is to create an integrated national framework for learning achievements.

Many countries worldwide are looking for better ways of educating their people and organising their education and training systems so that they might gain the edge in an increasingly competitive economic global environment. Furthermore, the world is an ever-changing place, politically, geographically and technologically. Indeed, the rapid technological advances of the twentieth century have placed education systems under extreme pressure as they try to adapt and incorporate these changes into an effort to produce more creative, effective and adaptable people. Success, or even survival, in such a world demands that South Africa has a national education and training system that provides quality learning, is responsive to the ever-changing influences of the external environment and promotes the development of a nation that is committed to life-long learning.

It is in this context that the document herewith presented, articulates pertinent issues for the agricultural sector, amongst others, benchmarked training principles, acceptable status of the training service providers, responsibilities and accountabilities among the various training role players, sources of funding for training, etc.

The launch of the Agricultural Education and Training Strategy in 2005 was, amongst others, the department's response in formal AET curriculum content to address the required improvement in marketing, management, value adding and other practical skills. It is the attempt of my department to position agriculture through curriculum development as a market-directed and profit-making business as opposed to being presented only as a production enterprise. Other than the need for highly specialised technical skills, there is also a crucial need for general economic skills as well as those relating to agricultural business, marketing, farm planning and management, enterprise management, agricultural law and policy, land care and environment management.

To achieve these, an environment advocated by these terms of reference is critical. While it is important for all the role players to have their share of action, it is equally important that this should happen in a well-coordinated manner. This calls for clear roles definition and delimitation. This is well outlined in the document.

Shortly during this financial year, as part of the implementation of these terms of reference, a Sectoral Training Committee will be established to approve training budget allocation for nationally and provincially coordinated training interventions in line with the set principles, evaluate and approve the training plans, conduct site visits for verification purposes, evaluate and approve training reports and submit a sectoral training report to the extended Intergovernmental Technical Committee on Agriculture and

Land Affairs. The provinces will be expected to establish similar structures.

As the demand for training grows, we are pleased that through this document, it will take place within an environment of effective coordination and regulation. This, indeed, will contribute to the achievement of higher rates of economic growth and development in the agricultural sector, improvement of the quality of life for all people in striving towards fulfilling our vision of a united and prosperous agricultural sector.



Ms Thoko Didiza (MP)

MINISTER FOR AGRICULTURE AND LAND AFFAIRS

(ii) OVERVIEW BY THE DIRECTOR-GENERAL

The promulgation of the South African Qualification Authority Act, 1995 (Act No. 58 of 1995) gave effect to a unified and nationally coordinated system of qualifications known as the National Qualifications Framework. The NQF as commonly referred to, succeeded in ushering in new norms and standards for the effective delivery of education and training in the country.

In an alignment with the NQF and the environment it attempts to create, the Department of Agriculture has developed terms of reference for the coordination, delivery, monitoring and evaluation of sectorally funded training programmes. This is a product of a wide consultative process within the department and between the departments of Agriculture and Land Affairs.

The document is the department's recommendation and provision of a comprehensive list of standards and criteria to be used in coordinating and funding sectoral training programmes that seek to capacitate beneficiaries of agrarian and land reform, including black economic empowerment, through the agriculture value chain.

Training has a pivotal role in all the key agricultural programmes of the department such as the Comprehensive Agriculture Support Programme (CASP), the Land Redistribution for Agricultural Development (LRAD), Agricultural Black Economic Empowerment (AgriBEE), Integrated Food Security and Nutrition Programme (IFSNP), Knowledge and Information Management Systems (KIMS) and Accelerated and Shared Growth Initiative of SA (ASGI-SA). The terms of reference will apply to all training interventions that are linked to these programmes within the government sector.

The terms of reference are based on the premise that training must be seen as a sound investment in the development of the entire agricultural sector. In its execution the first

step must be to ensure, through skills assessment, that the training needs are aligned to the objectives and priorities of the DoA and the sector in general. All training must be directed by a training plan that includes a cost/benefit analysis. Detailed information of any key training completed must be kept and analysed for performance improvement. Of critical importance is that all training interventions should be undertaken by South African Qualifications Authority (SAQA) accredited service providers.

Fundamental principles adopted by the DoA are that, as a guideline, a minimum of 10 % of programme/project funding should be reserved for training and a minimum of 75 % of the training fund should support the beneficiaries of the agrarian and land reform.

In reflecting on what we have achieved in the past financial year and the challenges we faced in meeting certain training targets, it has become clear that there are different role players who have been operating in an uncoordinated manner. To circumvent this, the document's main thrust is on the roles and responsibilities of the different role players in the provision of sectoral training.

The 2006/07 financial year will see the establishment of a Sectoral Training Committee, comprising key role players in the sector which will assist with the management of sectoral training programmes. The committee will be established to:

- approve training budget allocation for national coordinated training interventions in line with set principles;
- evaluate and approve training plans;
- conduct site visits for verification purposes;
- evaluate and approve training reports to extended Intergovernmental Technical Committees on Agriculture and Land Affairs.

By nature of its composition, the committee will go a long way in ensuring that the coordination, delivery, monitoring and evaluation of sectorally funded training programmes take place within the approved framework of norms and standards to benefit the sector.

Still during this financial year, the unit responsible for sectoral education and training in the DoA will lead activities involving skills assessment linked to all the CASP-related projects. This will be coupled with the training of the projects personnel as well as the training evaluation. The line function directorates will be expected to play a role linked to the development of training material while the provincial departments of agriculture will be expected to manage all the training funds involved in the actual implementation of training on the project site.

Undoubtedly, the recommendations contained in this document will assist in authorising the concluded processes of the generation of unit standards based qualifications by the DoA and AgriSETA. National certificates in agriculture at NQF levels 1 to 5 to benefit the emerging farming sectors, are now available as registered qualifications. Unit standards based qualifications on agricultural extension at NQF levels 3 to 7 are now at the point of being submitted to SAQA for registration. We believe that this is a sustainable contribution to the improvement of the extension service in the country. Later in this financial year when the implementation roll-out plan of these new qualifications takes place, through skills assessment of the current crop of extension workers, the process will be guided by these terms of reference. Line function directorates in the DoA will continue to ensure that the learning materials developed in support of these qualifications are properly aligned for use at provincial level.

The delineation of roles and responsibilities between the various role players with respect to the management of training funds is important. The Directorate Education, Training and Extension Services will manage funds designated for skills assessment, training of programme/project personnel and for training evaluation. Line function directorates will manage the budget linked to the development of learning material while the provincial departments of agriculture will manage all training funds relating to the implementation of training on the project site.

I would like to express my heartfelt thanks to all those who contributed to the production of this document. These include the Project Management Unit (PMU) of the DoA, the members of the combined committees of Agriculture Sustainable Rural Development and Science and Technology Committees, the Department of Land Affairs and indeed every person whose input added value. I also would like to acknowledge the leadership and facilitation role played by the Directorate Education and Training in the development and production of this document.



Masiphula Mbongwa
DIRECTOR-GENERAL

1. INTRODUCTION

Agriculture in South Africa has a central role to play in building a strong economy and, in the process, reducing inequalities by increasing incomes and employment opportunities for the poor, while nurturing the inheritance of natural resources. Agriculture is an important sector in the South African economy, because of its impact on job creation, rural development, food security, foreign exchange and poverty eradication. Estimates indicate that agriculture accounts for 4,5 % of the Gross Domestic Product (GDP).

The main aim of the Department of Agriculture (DoA) in South Africa is to lead and support sustainable agriculture and promote rural development through: ensuring access to sufficient, safe and nutritious food; eliminating skewed participation and inequity in agriculture; maximising growth, employment and income in the sector; improving the sustainable management of natural agricultural resources and ecological systems; ensuring effective and efficient governance; and ensuring knowledge and information management.

Government has the responsibility to build an efficient and internationally competitive agricultural sector, support a more diverse structure of production as well as conserve agricultural natural resources. In order to realise this agenda and operationalising it, Government has come up with a number of interventions, policies and strategies during the past eleven years.

These various policies and strategies are all aimed at service delivery in addressing sustainable agriculture, social and economic issues for the intended beneficiaries in South Africa.

2. PREAMBLE

The management and implementation of Sectoral Training Programmes will be guided by the Intergovernmental Relations Framework Act, Act No. 13 of 2005.

3. MANDATE

The recommended terms of reference seek to fulfil the objectives of the Strategic Plan for South African Agriculture (2001), White Paper on Agriculture (1995), Broadening Access to Agriculture Thrust (BATAT) (1995), Integrated and Sustainable Rural Development Strategy (ISRDS), Integrated Food Security and Nutrition Programme (IFSNP), the Land Care Programme, the Land Redistribution for Agricultural Development (LRAD), the Comprehensive Agricultural Support Programme (CASP) and the Broad-based Black Economic Empowerment Framework for Agriculture (AgriBEE). The basis for the terms of reference centres around the Skills Development Act, Act No. 79 of 1998, the National Skills Development Strategy 2005-2010 and Agricultural Education and Training Strategy for Agriculture and Rural Development, 2005.

4. THE AIM OF THE DOCUMENT

This document seeks to recommend and provide a comprehensive list of standards and criteria to be used in coordinating and funding sectoral training programmes that seek to capacitate beneficiaries of agrarian and land reform, including black economic empowerment, through the agricultural value chain.

5. SCOPE OF APPLICATION

The norms and standards will apply to all training interventions that are linked to DoA key priority programmes and are applicable for use within the government sector.

6. PRINCIPLES

The recommended terms of reference shall be based on the following principles:

6.1 Training must be seen as a sound investment in the development of the entire sector and the economy.

6.2 Training needs must be aligned to the objectives and priorities of the DoA and the sector in general.

6.3 All training must be directed by a training plan that includes a cost/benefit analysis.

6.4 Training programmes must be coordinated in such a way that these assist the beneficiaries of agrarian and land reform, including BEE, to overcome obstacles to their development.

6.5 Government employees in charge of providing support to the beneficiaries of agrarian and land reform should receive adequate training support.

6.6 Detailed information of any training completed must be kept and analysed for performance improvement.

6.7 All training interventions should be undertaken by SAQA accredited service providers.

6.8 Prior to the development of a training plan a skills assessment should be conducted.

6.9 The training fund should be seen as a capacity building fund and it should cover a wide spectrum, including the development of unit standards, learnerships, qualifications and learning materials.

6.10 As a guideline a minimum of 10 % of the programme/project funding should be reserved for training.

6.11 A minimum of 75 % of the training fund should support beneficiaries of agrarian and land reform.

7. ROLES AND RESPONSIBILITIES

The following roles and responsibilities should be assigned in relation to sectoral training programmes linked to DoA key priority programmes.

7.1 DIRECTORATE EDUCATION, TRAINING AND EXTENSION SERVICES

7.1.1 In consultation with the DoA Project Management Unit (PMU), PDAs, DLA, SETA and other stakeholders lead the development of national Capacity Building (CB) strategies.

7.1.2 Contract service providers to conduct skills assessment.

7.1.3 Manage funding directed at nationally coordinated training programmes, e.g. training of extension personnel and CASP Project Management Units, etc.

7.1.4 Coordinate the monitoring and evaluation of all training activities, including studies relating to measuring return on investment in training (ROI).

7.1.5 Maintain a register of acceptable training providers.

7.2 LINE FUNCTION DIRECTORATES

7.2.1 Identify gaps in the current unit standards, learnerships and qualifications.

7.2.2 Recommend improvements to the currently developed unit standards, learnerships and qualifications.

7.2.3 Spearhead the development of learning material in consultation with the Directorate Education, Training and Extension Services and the relevant SETA.

7.2.4 Avail personnel to conduct skills assessment when necessary.

7.2.5 Avail personnel to evaluate the outcome of all training interventions conducted.

7.3 PROVINCIAL DEPARTMENTS OF AGRICULTURE

In consultation with and in partnership with Land Affairs:

7.3.1 Identify farmers/beneficiaries in need of training

7.3.2 Assist beneficiaries to compile training business plans.

7.3.3 Develop a training plan for each project in line with the Skills Assessment Report.

7.3.4 Manage and implement the training plan in their province.

7.3.5 Appoint service providers to conduct the training in consultation with the Directorate Education, Training and Extension Services.

7.3.6 Identify personnel in need of national training programmes linked to DoA priority programmes.

7.3.7 Compile reports on training completed and forward these to the Directorate Education, Training and Extension Services.

7.4 DEPARTMENT OF LAND AFFAIRS

In consultation and in partnership with the provincial departments of agriculture:

7.4.1 Identify and approve support for the beneficiaries of Land Reform.

7.4.2 Conduct a presettlement skills assessment report.

7.4.3 Provide a presettlement training support.

7.4.4 Compile a presettlement training support report and hand over to the DoA.

7.5 SECTORAL EDUCATION AND TRAINING AUTHORITIES

7.5.1 Coordinate and manage all training linked to levy-paying agribusinesses.

7.5.2 Facilitate the development and registration of skills programmes, learnerships and qualifications.

7.5.3 Accredite training materials.

7.5.4 Register and accredit service providers.

7.5.5 Assess accredited service providers at periodic intervals of two years.

7.5.6 Update the Directorate Education, Training and Extension Services with a list of service providers who lost accreditation.

7.5.7 Training with newly accredited service providers on an annual basis.

7.5.8 Register successful learners to the South African Qualifications Authority (SAQA) database of learners.

7.5.9 Set rates for targeted training programmes in the sector.

7.5.10 Ensure that all training plans and reports of all levy-paying agribusiness are aligned to the AgriBEE skills development targets.

7.5.11 Submit copies of the Annual report on skills development to the DoA.

7.6 SERVICE PROVIDERS

7.6.1 Compile a training implementation plan for approval.

7.6.2 Conduct training linked to agreed unit standards.

7.6.3 Compile a training report and submit to the relevant authority.

7.6.4 Submit feedback reports from the participants to the relevant authority.

7.7 ROLE OF BENEFICIARIES

7.7.1 Beneficiaries, through an agreement, should commit themselves to undergo a skills assessment.

7.7.2 Beneficiaries, through an agreement, should commit to participate and complete targeted training programmes.

8. MANAGEMENT OF TRAINING FUNDS

Management of training funds will be divided into two categories, namely funds from internal and external sources.

8.1 INTERNAL SOURCES

Internal sources could be budgeted funds allocated to programmes such as CASP, LandCare, AgriBEE, etc.

8.1.1 The Directorate Education, Training and Extension Services will manage funds designated for skills assessment, training of programme/project personnel and for training evaluation.

8.1.2 Line function directorates will manage a budget linked to the development of training materials.

8.1.3 Provincial departments of agriculture will manage all training funds relating to the implementation of training at the project site.

8.2 EXTERNAL SOURCES

This will include funds sourced from international donors, local private sector organisations and the Department of Labour National Skills Fund. Funds for this purpose will be administered directly by the Directorate Education and Training.

9. MANAGEMENT OF SECTORAL TRAINING PROGRAMMES

9.1 A SECTORAL TRAINING COMMITTEE WILL BE ESTABLISHED TO:

9.1.1 Approve training budget allocation for nationally and provincially coordinated training interventions in line with the set principles.

9.1.2 Evaluate and approve training plans (Project Training Plans) (PTP).

9.1.3 Conduct site visits for verification purposes.

9.1.4 Evaluate and approve training reports.

9.1.5 Submit a sectoral training report to an extended Intergovernmental Technical Committee on Agriculture and Land Affairs.

9.2 COMPOSITION OF THE SECTORAL TRAINING COMMITTEE

9.2.1 The committee will be chaired by an Assistant Director-General under which the Directorate Education, Training and Extension Services falls.

9.2.2 The following structures will be represented in the committee:

9.2.2.1 Senior Manager: Education, Training and Extension Services, DoA.

9.2.2.2 Two Senior Managers nominated by the PMU of the DoA.

9.2.2.3 Senior Managers responsible for Human Resources

Development and Land Reform from the Department of Land Affairs.

9.2.2.4 Nine Provincial Senior Managers responsible for Human Resources Development.

9.2.3 A representative from the AgriSETA.

