



## **AGRICULTURAL EDUCATION AND TRAINING (AET) STRATEGY FOR AGRICULTURE IN RURAL DEVELOPMENT IN SOUTH AFRICA**

*“First and foremost is the principle that to all the members of the body politic shall be given the greatest achievements of the world of humanity. Each one shall have the utmost welfare and well-being. To solve this problem we must begin with the farmer; there will we lay a foundation for system and order...”*

(‘Abdu’l-Bahá, Foundations of World Unity, p. 39)

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## Foreword

The Government of South Africa identified Human Resource Development as a strategic priority for the country. In response, the Department of Agriculture (DOA) launched a programme to develop a comprehensive national strategy for Agricultural Education and Training (AET).

The AET strategic plan presented in this document represents the first effort to address AET holistically in a manner that focuses all role players around three strategic goals.

- Develop and maintain an effective and well-coordinated AET that is integrated at all levels and responds appropriately to South African Agriculture
- Enhance equitable access and meaningful participation in AET for all South Africans
- Ensure the application of effective quality assurance of AET at all levels

This strategic plan builds on a twelve-month process involving participatory research and consultation with AET stakeholders and role players at provincial and national levels. The process was facilitated by the Food and Agriculture Organization of the United Nations (FAO) in collaboration with the South African national and provincial Departments of Agriculture.

The strategic plan embraces the identification of Agriculture as one of the major economic drivers accessible to vast numbers of rural dwellers often without any alternative entry into economic activity. It further recognizes the potential contribution of responsive, quality AET to agricultural economic competitiveness and overall societal well-being which includes:

- Improving competitiveness through enhanced skills, knowledge and technology
- Improving quality of life
- Improving social cohesion through greater inclusiveness and
- The generation of wealth

The current plan as a first step identifies implementation approaches that will yield certain performance outcomes. It recognised that reflection, evaluation and adjustment will be required on regular and systematic basis. Such a review would be aimed at refining focus and strategies as more understanding is gained of the impact of interventions proposed in this strategy.

Hundreds of stakeholders participated in the broad consultation process; their contribution is gratefully acknowledged. This process provides a solid foundation for sustained dialogue with the aim to continue to benefit from their inputs as the implementation progresses with its reviews and further refinement. The dynamism and enthusiasm of provincial research officers has been a continual source of assurance throughout the process. The contributions of the FAO and national and international technical advisors are also hereby gratefully acknowledged.

## INTRODUCTION

AET is concerned with the provision and maintenance of sound education and training to support an environmentally and economically sustainable agriculture. At the present, AET in the nation is provided by a variety of statutory, non-statutory and private institutions.

The national AET strategy is based on a consultative process involving AET stakeholders in all provinces and at national level. This process included building capacity at national and provincial levels and the creation of AET fora including National and Provincial Agricultural Education and Training Task Teams and the National Strategy Formulation Team.

These structures engaged in a process of research, analysis and consultation resulting in the production of ten (10) individual reports outlining the status, issues and recommendations of each of the nine (9) South African provinces and of national stakeholders. These documents formed the foundation upon which the AET strategy was formulated.

In addition to creating the foundation for formulating the strategy, the consultative process resulted in two tangible outcomes:

- Greater collaboration between and among the provincial and national agencies concerned with agriculture in general and with agricultural education and training in particular. This forms a framework of the structures needed to implement this strategy, and for its continued monitoring, evaluation and revision.
- There now exists a wealth of information about the status of AET in all the provinces of South Africa (in terms of needs, providers and outcomes) which can be used as a benchmark for the implementation of the AET strategy and which creates a foundation for action at provincial level; particularly with regard to agricultural extension and farmer training.

NB. While it is understood that the terms formal and non-formal education are being replaced, for the purposes of this document, in the next two sections these terms are used as this conforms with the terms of reference under which the research informing this strategy was conducted

### 1.1 Formal Education in Agriculture

Some 11 colleges of agriculture, 6 technikons and 9 Universities offer various tertiary AET programs that are nationally accredited. Secondary AET is provided by approximately 1500 secondary schools.

Many non-governmental bodies including enterprising organizations also offer AET. Information about the activities of these organizations is not readily

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available. The bulk of the training offered by these bodies is presently not accredited by SAQA.

Agriculture as a subject has been removed from the curriculum at primary school level. It is possible for it to be included indirectly through the OBE system. However, awareness about the importance of agriculture is low, few primary school teachers are specifically trained to teach agriculture, and supporting teaching materials and equipment are not readily available.

AET at the secondary level (NQF levels 2-4) delivers poorly. High schools offering agriculture are mostly ill equipped both in terms of qualified teachers and in terms of relevant equipment for practical training. Failure rates are high and there is often a punitive association with studying agriculture – this is particularly true in the previously disadvantaged areas of the country.

At the tertiary level, delivery is far better resourced. In most cases, agricultural colleges offer AET in practical agricultural production within the broad categories of crops and livestock – with some colleges specialising in crops which are unique or more prevalent in their respective geographic areas. Elements of agricultural extension are also frequently included in the curricula. Learners leave with recognised diplomas after one, two or three years. (NB. It was noted that, due to low student numbers and other factors, some agricultural colleges are shifting their focus from educating extension practitioners to training farmers.)

Similarly, at technikons, AET follows a practical curriculum, though less so than at the agricultural colleges. With the introduction of the BTech degree, technikons are increasing their theoretical components and moving toward agricultural science – primarily still with a focus on crop and livestock production.

Universities offer a very broad and diversified range of agricultural sciences touching on pre-production, production, and post-harvest technologies related to crops and livestock. They also offer curricula on a variety of associated disciplines including agricultural engineering, agricultural management, agricultural economics, soil science, food security, agricultural extension, community resource management, bio-resources, as well as some specialities including viticulture, hydroponics, forestry, and range and wildlife management. Learning is driven more toward agricultural science than toward agricultural practice. A number of universities also offer a 'bridging year' in sciences and maths to provide access to agricultural faculties to learners whose background science and maths precludes their access directly after matric.

Internationally, interdisciplinary agricultural education has been found to be an important component in AET. While there is some movement toward this in South Africa – particularly in extension education and food security – it is an area requiring further attention. Further, globalisation and international competition are driving significant changes in agricultural curricula worldwide. Given South Africa's unique agricultural sector, where a huge backlog exists

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on the home-front in terms of such fundamentals as food security and widespread rural poverty, AET will need to steer a careful course between meeting the demands of home and the opportunities abroad.

## 1.2. Non-Formal Education in Agriculture

Non-formal AET is offered by a range of providers including:

- Public agricultural extension and training services
- Providers in the NGO and private sectors
- Universities, colleges and some agricultural high schools

These providers are an intrinsic part of the AET network. One of the potentially most powerful vehicles for AET delivery at farmer level is the contingent of extension practitioners, agricultural scientists, agricultural technicians, and similar functionaries. Such functionaries are both providers and recipients of AET.

Preliminary results from research conducted indicate significant gaps in the training of extension personnel – particularly with regard to the change in focus of agricultural policy to redress the historically iniquitous provision of support to farmers, agriculturalists and land users.

Extension worker-to-farmer ratios vary from province to province in South Africa. There are approximately 55,000 – 60,000 commercial farmers, and 2,4 million homesteads with home food production, who can be termed 'subsistence' farmers. The national corps of public extension staff is approximately 2800. For the purpose of this exercise extension is taken to include scientists, extension officers, agricultural technicians and trainees, but exclude extension management personnel. This gives extension/client ratios as follow:

Commercial farmers:	1 : 21
Subsistence farmers:	1 : 857
Combined:	1 : 879

Internationally these ratios vary significantly. In countries like India, Zambia and Zimbabwe (each of which face agricultural issues much in common with South Africa) the ratios are 1:1000, 1:800 and 1:700 respectively). However, studies have indicated that training and education of extension workers (among other managerial issues such as deployment and resourcing), rather than extension worker/farmer ratios, has a greater impact on the efficiency and effectiveness of agricultural extension. The size of South Africa's extension service is then not the primary issue – rather it's capacity to deliver.

Further, other factors which are important considerations in provision of non-formal AET by public extension services include:

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- distance between farmers
- geographic areas covered by extension workers
- client literacy
- level of practical functioning of local farmer groups and associations

As implied above, South Africa has a dual agricultural economy created by a long history of separate development and inequitable access to the factors of production including land, capital and markets. The one face of South African agriculture is a horizontally and vertically integrated commercial sector drawing on land and input resources and selling to markets, which remains mainly in the hands of the minority of the population. The other face of South African agriculture is a disenfranchised, poorly resourced and poorly trained cadre of farmers and producers with little or no access to the benefits of the commercial sector. An effective AET system must necessarily recognize this. AET should, therefore, be responsive to the needs of and be structured to increase access by those sectors of the population that were excluded in the past by political, legislative and economic factors.

## 2. CHALLENGES FACING AET

The background above clearly identifies the main challenge as the development of a co-ordinated, quality controlled effective and responsive AET that is accessible to all South Africans. Such a system of Agricultural Education and Training would meet the needs and opportunities of the sector as identified in the national and provincial agricultural strategies, as well as those resulting from the research conducted to formulate this strategy. Based on the research, analysis and consultation conducted, limitations in current South African AET pose the following challenges:

### 2.1 Fragmentation and lack of co-ordination

The broad consultation that took place during the development of the strategy has illustrated that the AET is lacking in coherence and co-ordination. Poor articulation characterises the programmes offered both between the formal and informal sub section but also vertically within the formal education and training sector. The AET system has no strategic direction that focuses its development or determines priorities

The funding of programmes is skewed and uneven across different sites of provision with former white institutions still better resourced than the historically black institutions.

Programmes differ markedly in quality, standards, outcomes and curriculum and thus limit the opportunities for students to change from institution to institution and create further barriers to higher levels. There is a wide range of role players that requires a co-ordinating body that would regularly review the performance of AET and give a co-ordinated direction aimed at maximum impact on the performance of the sector.

### 2.2 Poor and inconsistent quality control

The school agricultural training and education is very poorly controlled, both in terms of curriculum content and qualification of educators, while the informal is to a large extent untested in terms of quality. Historically white institutions are still relatively better resourced in terms of infrastructure that supports training and education and human resources, while historically black institutions are poorly resourced and provide poorer quality agricultural training with non-existent attention to qualification of educators for teaching agriculture.

Non-formal AET is almost completely lacking in quality control while the formal education and training has some quality control in place. The application of quality control varies and its efficacy in providing a reliable quality product varies similarly.

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### 2.3 Ineffective and non-responsive education and training

**Curriculum:** While some of the constraints to attaining the full potential of agricultural performance are known (and have been for a while) there has not been an appropriate response in formal education and training curriculum content to address required improvement in areas such as marketing, management, value-adding and other practical skills. In particular is positioning agriculture as a market-driven business which can be profitable as opposed to being taught only as a production enterprise.

**Preparation and training of teachers:** Teachers providing training in agriculture at secondary level are often inadequately trained in both theoretical and practical agriculture. This reduces the chances of access by learners to higher education in agriculture.

Teachers at tertiary levels, while well-trained in theoretical agriculture, are often inadequately trained in practical agriculture. Thus graduates have few practical skills to offer the agricultural sector.

At both secondary and tertiary levels, few teachers have been trained to teach agriculture as a profit-making business.

**Poor linkages between the AET providers and the agricultural industry:** Research indicated that links are inadequate between AET institutions and relevant role players which can provide strategic information about employment and entrepreneurial opportunities in the agricultural sector.

**Research base:** Low participation in post-graduate studies at PhD and masters levels yields a narrow research base that also contributes to the slow response of AET to the changes, challenges and opportunities in agriculture presented provincially, nationally, regionally and globally.

### 2.4 Poor access to AET by emerging farmers and new entrants into the Agricultural sector

Previously disadvantaged communities and in particular women and the disabled continue to have poor access to quality AET as a result of various barriers including affordability, admission requirements, physical distance from training centres, literacy and numeracy, language of instruction and scant resources available to those charged with the responsibility of providing AET to these communities.

### 2.5 Agriculture's negative career image

Research indicated that agriculture has a negative image as a career choice in the eyes of youth. It is seen the work of the poor and the elderly and as not being profitable. Further agriculture is seen in a very narrow context and is equated solely with primary production and not viewed as a profitable business incorporating value-adding elements.

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In addition a large number of learners qualifying in agriculture both at diploma and degree level are, for a variety of reasons, unable to find jobs.

## **2.6 Lack of critical skills**

Agriculture draws on a wide range of scientific and practical skills and knowledge. These can be categorised in to five broad areas:

- Agricultural Production
- Agricultural Engineering
- Agricultural Economics
- Agricultural Development
- Veterinarians

### **2.6.1 Agricultural Production:**

Training in agricultural production has focussed on a narrow band of commodities and was provided to a small sector of the population. As a result:

- Few black South Africans have high-level production skills.
- The range of agricultural research was limited to the narrow band of commodities and geared toward large-scale commercial farming, thereby not addressing the needs of small-scale and subsistence producers, and ignoring opportunities presented by niche products.
- There is limited capacity to support mixed farming needed to address issues of household food security and rural livelihood sustainability

Higher qualifications in agricultural sciences experience two challenges: first is the general reduction in numbers of students entering into agricultural sciences; second is the scant numbers of agricultural scientists coming from historically disadvantaged populations. The former is in large measure due to the generally negative image as a livelihood or career presented by agriculture. The latter is due additionally to the poor quality of mathematics and sciences in secondary schools.

### **2.6.2 Agricultural Engineering**

Training in agricultural engineering has focussed; primarily on supporting large-scale commercial agriculture and therefore there is a shortage of technologies suitable for small-scale producers, for example appropriate and sustainable production and post-harvest technologies (e.g. processing and food storage).

A combination of scarcity of engineering courses at the historically black tertiary institutions and the lack of adequate training in mathematics and physical science has prevented historically disadvantaged communities from accessing training in agricultural engineering.

### **2.6.3 Agricultural Economics:**

The provincial inquiries supporting the AET strategy highlighted the crucial need for general agricultural economics skills and for skills related to agricultural business, farm planning, farm management, enterprise

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management, marketing, finance, credit and risk management, and human resource management.

#### **2.5.4 Agricultural Development:**

With the rapidly changing landscape in agriculture, where there are increasing numbers of new entrants into agriculture, there is a critical lack of skills to cope with the range of support required by these new entrants. These skills cover such areas as agricultural extension, sustainable livelihoods, food security, resource management, agricultural law and policy, land care, and environmental management.

Agricultural extension presents a special case in that it is increasingly urgent that all agriculturalists – economists, engineers, and scientists – at all levels are skilled in taking their speciality into the field, to the farmer. The skill of engaging farmers, producers and small-scale value-adders in technology development is a singular challenge to the AET system.

Further, research highlighted the need for the concept of agricultural extension to be expanded to issues not traditionally associated with agricultural extension. Specifically, it highlighted the need to provide agricultural extension workers with capacity and skills to assist communities to deal with the effects of rural change, the impact of HIV/AIDS on the rural economic base and the growing vulnerability of household livelihood systems which presently are not generally part of the formal and non-formal training of extension workers

#### **2.6.4 Veterinarians**

South African Public Service is faced with a challenge to ensure that there is an adequate supply of veterinarians. There is no existing or recommended ratio of the No. of veterinarians per No. of households/livestock farmers. Policy makers should agree on this ratio, as this will identify the possible needs of vets in the Sector as well as their knowledge and qualification gaps.

### **2.7 FOUNDATIONS FOR AN AET STRATEGY**

This strategic plan is the result of a lengthy consultative process including a broad spectrum of AET role players under the aegis of the national Department of Agriculture with the support and participation of the FAO and the provincial Departments of Agriculture.

This national strategy for AET recognizes that:

- A sound nationally coordinated AET is necessary for effective agricultural and economic development; and
- The content and approach of AET must be guided by a coherent implementation strategy, the formulation of which has been guided by the relevant post-apartheid democratic imperatives, national policies, legal and strategic framework that includes:
  - ✓ The all-inclusive and transparent AET strategy formulation initiative of 2002

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- ✓ The Education White Paper 4 – A Program for the transformation of further education
- ✓ The White Paper on Higher Education, 1997
- ✓ Strategies for South African Agriculture and Integrated Rural Development.
- ✓ Skills Development Act (Act No. 97 of 1998) and its associated implementation strategy
- ✓ South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)

The strategy is designed to:

- Guide the development and provision of a nationally coordinated, effective, responsive and quality-assured AET that is accessible to all South Africans.
- Foster unified vision by all AET service providers.
- Instil public accountability, guide policy formulation and create a framework for the maintenance, coordination, implementation and review of AET.
- Instil public confidence in the AET system as a critical element of its success.
- Address the many challenges facing AET identified through the competitive analysis of the present system
- Provide sound national strategic guidelines for harmonising the accreditation of the current “formal” and “non-formal” education and training in agriculture in a manner that is consistent with the democratic imperatives, the achieved framework of policy and legislation, as well as overall national development goals.
- Address the historical emphasis on primary production and widen the spectrum of disciplines included in AET to incorporate current and future trends and opportunities (for example, agro-tourism and game farming)
- Facilitate the adoption of appropriate legislative and regulatory framework needed to protect the education and training rights and interests of agricultural and rural role players.

In brief, the strategy provides a sound framework to guide the development and provision of a nationally coordinated, effective, responsive and quality-assured AET that is accessible to all South Africans.

It is further envisaged that the system will continually assess the impact of changes in the agricultural environment and the needs of the sector in its endeavours to overcome the challenges as they occur. This will be done consistently in order to contribute continuously to the enhancement of the economic competitiveness of agriculture in South Africa. In this way, the role

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players will grow in their confidence that they too contribute meaningfully to the nation's economic growth and sustainability.

## 2.8 GUIDING PRINCIPLES FOR THE AET STRATEGY

The underpinning of the strategy is commitment and adherence to the following principles:

- While the context for AET is improvement and increased sustainability of South African agriculture, AET is primarily a programme of Human Resource Development which recognises the inherent nobility and dignity of every individual touched by AET whether as a service provider or as a user of AET.
- AET is committed to operating in a paradigm of continual partnership-based learning through a conscious linkage of research, education and extension (outreach), each informing and enhancing the other through a partnership between service provider and client which promote an active process of planning, action, reflection and learning.
- Planning and implementation of AET will take into consideration the practical reality that the more independent a farmer is, the less intervention by the State should be required/expected and the more support should be located in/provided by the private sector – the reverse also being true – underscoring the partnership relations.
- AET is committed to the principles of integrity, trustworthiness, where it is measured by deeds rather than by words.
- AET must result in a wide range of developed human resources engaged at all levels of agriculture.
- AET must be harnessed to deal with short- medium and long-term issues facing agriculture in South Africa, ranging from micro issues of household food security to international issues of global competitiveness of South African agricultural products.
- AET must make a genuine contribution to the realisation of the strategic outcomes of the prevailing agricultural strategy.

## 2.9 OUTLINE OF THE AET STRATEGY

Vision: Accessible, responsive, quality Education and Training for Agriculture and Rural Development

Strategic Goals and Objectives. The AET Strategy has three strategic goals each of which has a number of strategic objectives.

Goal 1: Develop and maintain an effective and well-coordinated AET that is integrated at all levels and responds appropriately to South African Agriculture

- 1.1 Ensure policy and curriculum development is coordinated and harmonised
- 1.2. Ensure that AET delivery at provincial level is well-coordinated
- 1.3 Ensure that AET learning is mobile and portable from one AET institution to another and articulates with hierarchies of AET qualifications
- 1.4 Ensure alignment of AET curricula with urgent challenges facing South African agriculture starting with:
  - Sustainable Development and Land Care
  - Food Security and Water Harvesting
  - Rural Wealth Creation
- 1.5 Develop a systematic and coordinated programme to introduce sustainable agriculture, sustainable development and land care in the formal AET system
- 1.6 Develop and implement a systematic programme to train all levels of learners and educators in household food security and water harvesting.
- 1.7 Develop and implement a systematic programme to train all levels of learners and educators in the fundamental elements of rural wealth creation.

Goal 2: Enhance equitable access and meaningful participation in AET for all South Africans

- 2.1 Develop and implement a systematic plan to identify, prioritise and remove access barriers to AET
- 2.2 Improve the image of agriculture as a career and livelihood choice: Develop and implement a high- impact public education programme promoting the image of agriculture particularly among children and youth
- 2.3 Encourage higher-level study (Masters & PhD) of the agricultural sciences (especially of critical skills in short supply) to produce high level, highly qualified scientists and add to the agricultural science knowledge base.

Goal 3: Ensure the application of effective quality assurance of AET at all levels

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- 3.1 Ensure AET at all levels is accredited and resourced with the appropriate number of teachers and trainers with relevant skills.

### 3. IMPLEMENTING THE STRATEGY

#### 3.1. The Creation of an AET Council

The AET strategy envisages the creation of an appropriate structure (council) to drive the many programmes, actions and tasks designed to fulfil the vision of accessible, responsive, quality agricultural education and training in South Africa. The primary function of such an entity would be to provide public accountability, policy formulation and maintenance, coordination and strategic guidance for AET.

The council will facilitate delivery on three strategic goals:

- Develop and maintain an effective and well-coordinated AET that is integrated at all levels and responds appropriately to South African Agriculture
- Enhance equitable access and meaningful participation in AET for all South Africans
- Ensure the application of effective quality assurance of AET at all levels

In pursuit of these goals, the AET council will strive to ensure that:

- AET policy and curriculum development are coordinated and harmonised;
- AET delivery at provincial level is well-coordinated;
- AET learning is mobile and portable from one AET institution to another and articulates with hierarchies of AET qualifications; and
- AET curricula are aligned with urgent challenges facing South African agriculture including sustainable development and land care, food security and water harvesting, and rural wealth creation.

Further, the council will encourage higher-level study of the agricultural sciences (in particular critical skills in short supply) to produce high level, highly qualified scientists and add to the agricultural science knowledge base.

The council will undertake a systematic programme to remove all barriers preventing or limiting access to AET and to improve the image of agriculture as a career and livelihood choice.

It will also be responsible for ensuring that AET at all levels is accredited and resourced with the appropriate number of teachers and trainers with relevant skills.

#### 3.2. Structures for Implementation

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The structure of the AET council will be built on the networks and collaboration achieved through the strategy formulation methodology and process. It will be built strongly on provincial input provided through a hierarchy of representation from provincial to national level to facilitate dialogue, exchange of information and shared learning to assist the implementation, review and adjustment of the AET strategy.

The aim is to achieve wide-ranging representation from the many stakeholders, particularly at provincial and service-delivery level, while retaining a high degree of efficiency and flexibility for implementation.

The overall Council structure will consist of:

- A national Executive Board
- A national AET Secretariat
- A national AET Forum
- 9 provincial AET Fora with an executive structure

### 3.2.1 National Structures

**Executive Board:** It is envisaged that the national structure will be headed by executive board which reports to the Minister of Agriculture. The Board will have nine members who can provide technical and practical expertise and which is constituted as follows:

- A representative from the national Department of Agriculture appointed by the Minister of Agriculture
- A representative from the national Department of Education appointed by the Minister of Education in consultation with the Minister of Agriculture
- A representative from the national Department of Labour appointed by the Minister of Labour in consultation with the Minister of Agriculture
- A representative from the South African University Vice-Chancellors Association (SAUVCA) appointed by the Minister of Agriculture in consultation with SAUVCA.
- Association of Principals of Agricultural Colleges (APAC) appointed by the Minister of Agriculture in consultation with APAC.
- One representative from the South African NGO COALITION (SANGOCO)
- Two representatives of the National AET Forum elected by the Forum
- One member appointed by the Minister of Agriculture

From among these members the Minister will appoint the Chairperson.

The function of the National Board is to manage the implementation, review and continued development of the AET Strategy. The Board will be responsible for:

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- All expenditures from the AET budget
- Approval project proposals and commissioning of contract work
- Ensuring the consolidation and sharing of information along the AET network
- Submitting regular reports to the Minister of Agriculture on the status and progress of the AET strategy

**National Secretariat:** It is envisaged that the National Directorate for Education and Training will serve as the secretariat for the Board and council as a whole. Its primary function will be to provide administrative coordination and support for the activities and programmes of the various National AET structures. This may require the creation of additional posts at managerial and administrative levels.

Because of the strong connections between AET and Education and Labour issues, the AET structure will conduct its business in close collaboration with the relevant agencies of the Ministries of Education and Labour.

**National AET Forum:** This forum will be comprised of 20 permanent members. Each provincial forum and the national Department of Agriculture will select two representatives to make up the 20 permanent members. From among its members, the Forum will elect two representatives (the Chairperson plus another) to represent it on the National Board. The function of the Forum will be to provide a platform for sharing and consulting on various aspects of the status of the AET strategy for the benefit of provincial and national initiatives and to advise and make recommendations to the National Board.

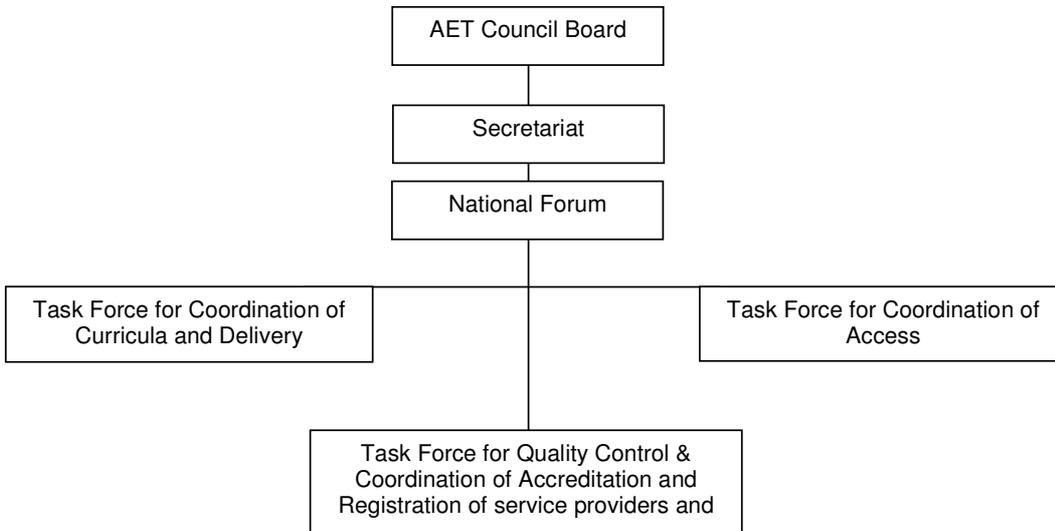
**Task Forces:** It is envisaged that various task forces and working groups will be established to facilitate detailed work on strategic goals and specific objectives and interventions. Initially three Task Teams are envisioned – one for each of the strategic goals:

- Coordination of Curricula and Delivery
- Coordination of Access
- Quality Control & Coordination of Accreditation and Registration of service providers and programmes

These Task Teams will be comprised of 7 members. Six will be invited by the national Executive Board based on recommendations from the National Forum. These six appointees should be people who can add technical value to the process. The seventh member will be a member of the national Executive Board chosen by the Board who will serve as convenor and team leader. Unless already in the employ of government, the members of these Task Forces will be paid for their services.

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A basic structure for the proposed AET Council agency is set out below.



### 3.2.1. Provincial Structures

**Provincial Forum:** It is envisaged that each province will establish a Provincial AET Forum. The Forum is intended to have the widest possible representation from all AET stakeholders and role players. It should be established building on the networks and processes established during the Strategy Formulation process.

The purpose of the forum is to establish and maintain healthy dialogue among the Forum members and other AET stakeholders with a view to:

- Facilitating the implementation of relevant AET programmes and projects in its Province
- Monitoring, reviewing and reflecting on AET programmes and project in its Province
- Provide feedback and make recommendations to the National AET Forum about adjustments to the AET strategy and about potential new initiatives.

Each Provincial Forum will also select two of its members to serve on the National AET Forum.

**Provincial Steering Committee:** The work of the Forum will be managed by a Provincial AET Steering Committee which is to be comprised of seven members. The Chairman of the Steering Committee is to be a representative of the provincial Department of Agriculture. The other six members of the Steering Committee are to be selected by the Forum through a process of

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consensus. Administrative support will be provided through the provincial Department of Agriculture.

**Working Groups:** It is envisaged that the Provincial Fora will establish a range of Working Groups to address various issues affecting AET. These Working Groups will be formed on interest basis and lead by a 'champion'. Administrative support for the Working Groups will be decided on a case-by-case basis.

### 3.3 Strategy for Implementation

#### 3.3.1 Approach to implementation

As indicated earlier, the National Board will be responsible for the implementation of the AET Strategy.

The appended Table provides the essential details of the Implementation Plan for the AET Strategy. The plan is intended to serve as a framework upon which the Task Forces can build more detailed plans of action for each of the Strategic Goals and their respective Strategic Objectives. It provides priorities for action, indicators for achievement, broad activities, assignment of overall responsibilities and preliminary budgets.

Each of the three Strategic Goals is allocated to one of the three Task Forces. The role of the Task Forces is to champion the relevant objectives and interventions identified through the AET formulation process. Objectives, interventions and activities are generally intended to be achieved through collective and participatory action. While the national and provincial Departments of Agriculture are expected to provide leadership and support for implementation plan, success of the AET Strategy rests, in large measure, in the collaborative partnerships created among and between State, private and NGO AET providers at all levels.

In a number of cases, Task Forces will need to develop more detailed action plans and may need to engage the services of consultants.

Where possible, building capacity to deliver on the AET Strategy is built into the implementation plan. The aim is to build on the outcomes of the formulation process, to increase the number of owners of the overall strategy, and to give greater sustainability to the AET delivery and support network.

#### 3.3.2 Preliminary Budgets

Budgeting for the AET Strategy is divided into three basic categories: Running Costs, Staff Remuneration and Programme Costs.

**Running Costs:** Running costs comprise the budget required to run the AET Council. In total running costs are estimated to be R2.51 million for the first year.

This figure is broken down as follows:

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#### Running Costs: National Structures

Cost Area	Budget
National Board	5 0000
National Forum	5 0000
Task Team (Running costs)	150 000
Honoraria for 21 Task Team members	1 000 000
Total	1 250 000

Running Costs: Provincial Structures are expected to provide the staff to carry out the functions of the Forum, Steering Committee and Administrative Support. The anticipated running cost to support the work at provincial level is R140 000 per province. Thus, in total, for all 9 provinces, R1,26 million is needed as a contribution from the National Department to the provincial Departments.

**Staff Remuneration:** As noted earlier, additional posts will be needed to staff the Secretariat to provide administrative support and coordination. In total R200 000 is needed to employ one official at the level of Deputy Director and R200 000 is needed to employ two administrators (e.g. secretary)

**Programme Costs:** Programme costs are the cost of investigating, planning, designing, implementing reviewing specific interventions and lines of action. In the framework presented at the end of this document, are included some preliminary costs and estimates for some of the work to be done. In a number of cases, information is outstanding or programmes are too complex to address within the parameters of this submission. In the latter cases, funds are sought to appoint an external agent to develop the more detailed plans including comprehensive budgets. In other cases, 'seed' money is proposed to kick-start selected initiatives.

The overall initial budget for proposed interventions is R3,155 million. Of this amount, R600000 is needed in the second year for the proposed television programme. Details of the initial budget proposal are set out overleaf.

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## Initial Budget for AET Programmes

Strategic Goal and corresponding Objectives	Provisional Budget (R)
<b>Goal 1: Develop and maintain an effective and well-coordinated AET that is integrated at all levels and responds appropriately to South African Agriculture</b>	
1.1 Ensure policy and curriculum development is coordinated and harmonised	500000
1.2. Ensure that AET delivery at provincial level is well-coordinated	60000
1.3. Ensure that AET learning is mobile and portable from one AET institution to another and articulates with hierarchies of AET qualifications	150000
1.4 Ensure alignment of AET curricula with urgent challenges facing South African agriculture	75000
1.5 Develop a systematic and coordinated programme to introduce sustainable agriculture, sustainable development and land care in the formal AET system	1360000
1.6 Develop and implement a systematic programme to train all levels of learners and educators in household food security and water harvesting.	800000
1.7 Develop and implement a systematic programme to train all levels of learners and educators in the fundamental elements of rural wealth creation.	50000
SUB-TOTAL	2995000
<b>Goal 2: Enhance equitable access and meaningful participation in AET for all South Africans</b>	
2.1 Develop and implement a systematic plan to identify, prioritise and remove access barriers to AET	60000
2.2 Improve the image of agriculture as a career and livelihood choice: Develop and implement a high-impact public education programme promoting the image of agriculture particularly among children and youth	0
2.3 Encourage higher-level study (Masters & PhD) of the agricultural sciences (especially of critical skills in short supply) to produce high level, highly qualified scientists and add to the agricultural science knowledge base.	50000
SUB-TOTAL	110000
<b>Goal 3: Ensure the application of effective quality assurance of AET at all levels</b>	
3.1 Ensure AET at all levels is accredited and resourced with the appropriate number of teachers and trainers with relevant skills.	50000
SUB-TOTAL	50000
<b>GRAND TOTAL</b>	<b>3155000</b>

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**AET IMPLEMENTATION PLAN**

<b>STRATEGIC VISION: Accessible, responsive, quality Agricultural Education and Training</b>		
<b>STRATEGIC GOAL ONE</b>		
<b>Develop and maintain an effective and well co-ordinated AET that is integrated at all levels and responds appropriate</b>		
Strategic Objective	Intervention/Outputs & Indicators	Implementati
1.1. Ensure policy and curriculum development is coordinated and harmonised. [Curricula & Delivery Task Force]	<p>Review and alignment of AET curricula at all levels to support the development of effective agricultural science, agricultural practice and agricultural extension skills and expertise.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• By July 2004, the system of stakeholder consultation and feedback designed and implemented (quarterly reporting on progress)</li> <li>• By October 2004, training delivery methods research completed with recommendations</li> <li>• By 1 December 2004, audit of availability and use of training aids submitted with target recommendations; recommendations for implementation (including budget allocations, etc.)</li> <li>• By 1 December 2004, the guidelines for curriculum review (including frequency of review) established and published to relevant stakeholders.</li> <li>• Curriculum review occurs according to guidelines. (Ongoing, commences January 2005)</li> <li>• By 1 December 2004, AET educator training needs prioritised with action plans and training programmes finalised</li> <li>• Training action plans budgeted and implemented. (Ongoing, commences January 2005)</li> </ul>	<p>a. Design a consultation information g Departmenta</p> <p>b. Establish and progres: aids; integra: R120000]</p> <p>c. Audit the i resources (e by the end i targets; inteç per province,</p> <p>d. Develop ç review and [Within Task</p> <p>e. Based on strategy form FET AET appropriate t (A second p school teac materials; in part of the tr</p>

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<p>1.2 Ensure that AET delivery at provincial level is well-coordinated [Curricula &amp; Delivery Task Force plus provincial fora]</p>	<p>Develop and share guidelines for formulating a provincial strategy to coordinate the delivery of AET</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Guidelines are developed in consultation with provinces and include monitoring and evaluation.</li> <li>Guidelines are available to provinces</li> <li>Guidelines completed by 1 December 2004</li> </ul>	<p>a. Design a consultation information g Departmenta</p> <p>b. Commissir = R60000 (in</p> <p>c. Hold work: of guidelines budgets&amp; Co</p>
<p>1.3 Ensure that AET learning is mobile and portable from one AET institution to another and articulates with hierarchies of AET qualifications [Curricula &amp; Delivery Task Force]</p>	<p>In partnership with the Departments of Labour and Education, establish the unit/whole qualification standards for AET</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Standards developed in partnership with relevant stakeholders</li> <li>Programme in place, costed and budgeted by 1 December 2004</li> <li>Programme commission by 1 April 2005</li> <li>Unit standards or whole qualifications standards are established for full range of AET offerings (formal and non-formal)</li> <li>Progress is achieved according to agreed programme</li> </ul> <p>Documentation and adoption by AET offering agencies of the articulation (portability and mobility) of qualifications within the AET system (including FET and HE)</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Programme developed within one year of the adoption of the programme for development of standards (i.e. 1 April 2006)</li> <li>Documentation is completed in terms of the agreed programme</li> <li>All relevant institutions offering AET adopt the map through a signed memorandum of understanding.</li> </ul>	<p>a. Design a consultation information g Departmenta</p> <p>b. Develop establishing and requiree Administrativ contract 30 p</p> <p>c. Commiss [Funded thro</p> <p><b>Documentat</b></p> <p>d. Coordinat institutions c develop a pr (including pri [Within Task</p> <p>e. Commiss [Budgets foll</p> <p><b>Adoption:</b></p> <p>f. Engage wi APAC) to fac structures off</p>

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<p>1.4 Ensure alignment of AET curricula with urgent challenges facing South African agriculture:</p> <ul style="list-style-type: none"> <li>• Sustainable Development and Land Care</li> <li>• Food Security and Water Harvesting</li> <li>• Rural Wealth Creation</li> </ul> <p>[Curricula &amp; Delivery Task Force]</p>	<p>Broadened curriculum</p> <p>Broaden agricultural curriculum beyond primary production to include pre-production requisites (including genetic material, technology, economics, business management, finance, etc.), post harvest, (including consumption storing, processing value-adding, and marketing) as a part of agricultural science qualifications.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• MOUs negotiated and signed by 1 April 2005</li> <li>• Reviews indicate curricula incorporate relevant aspects in agricultural science qualifications (Ongoing, commencing 1 April 2005)</li> </ul>	<p>a. NDA tog providers to respective (consultants t</p> <p>b. PDAs p providers to respective Departmenta</p>
<p>1.5 Sustainable Development and Land Care [Curricula &amp; Delivery Task Force]</p>	<p>Sustainable Development and Land Care [Primary Schools]</p> <p>Develop a systematic and coordinated programme to introduce sustainable agriculture, sustainable development and land care in the formal AET system</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• At least 50% of all primary schools have a "youth in agriculture" type programme by end 2008</li> <li>• At least 50% of all primary schools have a practical showing of sustainable agriculture, sustainable development and/or land care in their schools by end 2008</li> </ul>	<p>a. Awarene sustainable determined b</p> <p>b. Establish schools [Neg</p>
	<p>Sustainable Development and Land Care [High School]</p> <p>Develop a systematic and coordinated programme to introduce sustainable agriculture, sustainable development and land care in the formal AET system</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Funds are available annually in each province by 1 January 2006 (motivated by 1 December 2005)</li> <li>• Programmes are designed and implemented in partnership with relevant agencies. (Commences 1 January 2006)</li> </ul>	<p>c. Fund req practical trair</p> <p>d. Create pr extension se farmers to f Departmenta</p>

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1.5 Sustainable Development and Land Care [Curricula & Delivery Task Force]	<p>Sustainable Development and Land Care [HE Level]</p> <p>Develop a systematic and coordinated programme to introduce sustainable agriculture, sustainable development and land care in the formal AET system</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>By 1 January 2007, all colleges of agriculture, technikons and universities offering AET include sustainable development and land care as part of their foundation, core, capstone or required courses.</li> </ul>	<p>e. Lobby HE AET (e.g. SA Development) annually [Task]</p>
	<p>Sustainable Development and Land Care [Extension Service]</p> <p>Develop a systematic and coordinated programme to evaluate and upgrade skills within the Extension service.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Assessment and design is completed and budgeted for by 1 December 2004 for implementation by 1 April 2005 (coordinate with 1.6 and 1.7)</li> <li>All extension staff demonstrate understanding of the theory and practices of agricultural production, sustainable farming including land care at least to a minimum level set.</li> </ul>	<p>f. Assess c production, s extension se = R60000] * Extension Se</p> <p>g. Design ar technicians, i agricultural p care. [Budget carry out a: including cor *The R11000 Objectives 1.</p>

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1.6 Household Food Security and Water Harvesting [Curricula & Delivery Task Force]	<p>Household Food Security and Water Harvesting [Primary Schools]</p> <p>Develop and implement a systematic programme to train all levels of learners and educators in household food security and water harvesting.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Within 5 years 50% of all primary schools has at least two teachers trained in food security and water harvesting.</li> <li>• 50% of all primary schools participate in competitions with at least Grades 5,6 &amp; 7 included.</li> <li>• At least one appropriate programme each on food security and water harvesting is developed by 1 December 2004 and broadcast on educational television at least twice a year from 1 April 2005 for not less than 5 years.</li> </ul>	<p>a. Introduce harvesting a Task Force:</p> <p>b. Provide s Life Orientati</p> <p>c. Poster anc</p> <p>d. Special 1 minutes @ R</p>
	<p>Household Food Security and Water Harvesting [Secondary Schools]</p> <p>Develop and implement a systematic programme to train all levels of learners and educators in household food security and water harvesting.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• At least one module each on food security and water harvesting is included in the high school curriculum by start of school 2006</li> <li>• Curriculum materials developed by 1 December 2004</li> <li>• Every high school has at least two teachers trained in food security and water harvesting 50% of all primary schools participate in competitions with at Grades 9, 10, 11 &amp; 12.</li> </ul>	<p>e. Lobby for f part of curri</p> <p>f. Introduce 1.6a above]</p> <p>g. Provide Orientation te</p> <p>h. Poster, € above]</p>

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1.6 Household Food Security and Water Harvesting [Curricula & Delivery Task Force]	Household Food Security and Water Harvesting [HE Level] Develop and implement a systematic programme to train all levels of learners and educators in household food security and water harvesting.  Indicators: <ul style="list-style-type: none"> <li>At least one module each in food security and water harvesting is included in the relevant curricula in each tertiary institution offering undergraduate qualifications in agricultural science, agricultural extension and social science qualifications</li> <li>Each tertiary institution offering agricultural science, agricultural extension and social science qualifications has at least one bursary holder studying each food security and water harvesting</li> </ul>	i. Lobby that as a core, agricultural science quali Force Budge  j. Award bt security and Budgets]
	Household Food Security and Water Harvesting [Extension Service] Develop and implement a systematic programme to train all Extension Officers in household food security and water harvesting.  Indicators: <ul style="list-style-type: none"> <li>Assessment and design is completed and budgeted for by 1 December 2004 for implementation in 1 April 2005</li> <li>All extension staff demonstrate understanding of the theory and practices of household food security and water harvesting at least to a minimum level set.</li> </ul>	k. Assess cu water harve Extension str  l. Design an technicians, food security Service for T
1.7 Rural Wealth Creation [Curricula & Delivery Task Force]	Rural Wealth Creation [Primary Schools] Develop and implement a systematic programme to train all levels of learners and educators in the fundamental elements of rural wealth creation.  Indicators: <ul style="list-style-type: none"> <li>Within 5 years 50% of all primary schools has at least two teachers trained in sustainable livelihoods and entrepreneurship who are conducting modules in these concepts as a part of the life orientation programme</li> </ul>	a. Lobby to sustainable l part of life ori

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1.7 Rural Wealth Creation [Curricula & Delivery Task Force]	<p>Rural Wealth Creation [Secondary Schools]</p> <p>Develop and implement a systematic programme to train all levels of learners and educators in the fundamental elements of rural wealth creation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Within 5 years 50% of all secondary schools have at least two teachers trained in sustainable livelihoods and entrepreneurship who are conducting modules in these concepts as a part of the life orientation or agricultural science programme.</li> </ul>	b. Lobby to sustainable livelihoods as a part of life orientation Force Budget
	<p>Rural Wealth Creation [HE Level]</p> <p>Develop and implement a systematic programme to train all levels of learners and educators (including EO officers) in the fundamental elements of rural wealth creation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• At least one module each in rural wealth creation is included in the relevant curricula in each tertiary institution offering undergraduate qualifications in agricultural science, agricultural extension and social science qualifications</li> <li>• Each tertiary institution offering agricultural science, agricultural extension and social science qualifications has at least one bursary holder studying rural wealth creation.</li> </ul>	<p>c. Lobby for agricultural extension rural wealth creation and community development</p> <p>d. Encourage and support the research into rural wealth creation cycle. [Task 1]</p>
	<p>Rural Wealth Creation [Extension Service]</p> <p>Develop and implement a systematic programme to train all Extension Officers in the fundamental elements of rural wealth creation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Assessment and design is completed and budgeted for by 1 December 2004 for implementation in 1 April 2005</li> <li>• All extension staff demonstrate understanding of the theory and practices of rural wealth creation at least to a minimum level set.</li> </ul>	<p>e. Assess current rural wealth creation with Extension Service]</p> <p>f. Design an extension service for rural wealth creation with Extension Service for T</p>

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STRATEGIC GOAL TWO To enhance equitable access and meaningful participation in AET for all South Africans		
<p>2.1 Remove all barriers preventing or limiting access to AET [Access Task Force]</p>	<p>Develop and implement a systematic plan to identify, prioritise and remove access barriers to AET</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>• There is significant movement toward demographic representation in the registration of learners in AET programmes in accordance with the prevailing policies of the Ministry of Education</li> <li>• Any limitation in advancement of qualification is solely on the basis of performance, not as a result of artificial barriers.</li> </ul>	<p>a. Establish . incorporates</p> <ul style="list-style-type: none"> <li>• Recogniti the accre providers the skills c</li> <li>• Special c women sh earmarker designate group.</li> <li>• An asse: adequatel workers : minimum five years</li> </ul> <p>b. Language training mat curriculum e farm workers</p> <ul style="list-style-type: none"> <li>• Non-form: agricultur: participat recipients Indigenou areas wh include ne</li> <li>• Encourag</li> <li>• Facilitate to broadel</li> </ul> <p>c. Implement [Task Force = R60000]</p>

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2.2 Improve the image of agriculture as a career and livelihood choice [Access Task Force]	<p>Image of Agriculture [Primary Schools]</p> <p>Develop and implement a high-impact public education programme promoting the image of agriculture particularly among children and youth</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>• Programme developed by 1 December 2004</li> <li>• Programme launched by 1 April 2005</li> <li>• 50% of all primary schools actively participate in the programme within 3 years after roll out of the programme</li> <li>• Negotiations with DOE for agriculture in primary school curriculum commence by 1 September 2003</li> </ul>	<p>a. Introduce "from?" to c agriculture. programmes</p> <p>b. Adopt an programme, OBE based €</p> <p>c. Engage w and print n agriculture, classroom' pi</p> <p>d. Lobby for school leve agriculture fo</p>
	<p>Image of Agriculture [Secondary Schools]</p> <p>Develop and implement a high- impact public education programme promoting the image of agriculture particularly among children and youth</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Programme developed by 1 December 2004</li> <li>• Programme launched by 1 April 2005</li> <li>• Numbers of students taking and passing at higher grade agricultural science in combination with higher grade maths and at least one other higher grade science subject in high school increases annually until reaching at least 10% of all registered students from Grade 8 to Grade 12.</li> </ul>	<p>e. Encourage resource n specialisation [2.2a above]</p> <p>f. Encourage and rural re: degrees to i both the ecc powerful link [See 2.2a ab</p> <p>g. Establish prestigious p</p> <p>h. Inter-high :</p> <p>i. Provide sp Teachers. [S</p> <p>j Poster, es above]</p>

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<p>2.2. Image of Agriculture [Access Task Force]</p>	<p>Image of Agriculture [HE Level]</p> <p>Develop and implement a high- impact public education programme promoting the image of agriculture particularly among children and youth</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Programme developed by 1 December 2004</li> <li>• Programme launched by 1 April 2005</li> <li>• Numbers of students writing agriculturally related qualifications increase annually until reaching at least 15% of all student registrations at tertiary institutions offering agricultural qualifications</li> </ul>	<p>k. Encourage economics &amp; qualifications and awards [</p> <p>l. Encourage and rural re: qualifications to both the e powerful link (agricultural l</p>
<p>2.3 Encourage higher-level study (Masters &amp; PhD) of the agricultural sciences (especially of critical skills in short supply) to produce high level, highly qualified scientists and add to the agricultural science knowledge base. [Access Task Force]</p>	<p>Engage in partnerships with all HE institutions to conduct research into agricultural sciences in those areas which are critical skills in short supply to encourage higher level study (Masters and PhD) in these fields</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• List of critical skills completed and published by 1 December 2004; reviewed every three years</li> <li>• Bursaries awarded according to prioritised list.</li> </ul>	<p>a. Identify [Consultant t</p> <p>b. Identify, research prc supply [Task</p> <p>c. Award b: areas. [Task</p>

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<b>STRATEGIC GOAL THREE</b> <b>Ensure the application of effective quality assurance of AET at all levels</b>		
3.1 Ensure AET at all levels is accredited and resourced with the appropriate number of teachers and trainers with relevant skills. [Quality, Accreditation & Registration Task Force]	<p>Determine and quantify the teacher and trainer requirements (both quantity and quality) that can adequately support an effective AET system from school level to tertiary level and for non-formal AET and set goals to meet this requirement over an established timeframe.</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>• Programmes designed and resourced by 1 December 2004 for implementation from 1 April 2005 financial year.</li> <li>• Numbers of accredited AET providers increases annually until at least 60% of all AET providers are accredited according to relevant standards.</li> </ul>	<p>a. Establish used to estab</p> <p>b. Consolid: requirements</p> <p>c. Audit curri relevance [C</p> <p>d. Measure C</p> <p>e. Plan to fill !</p> <p>f. Review reg</p>
	<p>Support the national policy of accreditation of AET providers and the registration of AET programmes.</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>• The majority of AET providers are accredited and offering registered programmes</li> </ul>	<p>g. NDA toget and NGO A registration p</p>

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## CONCLUSION

Agricultural education and training is a human resource intensive endeavour and innovative and effective marketing of the strategy will be important to secure additional resources that are an integral part of some of the critical interventions.

The National Department of Agriculture has developed this strategy and action plan to commence in the financial year 2004/5. It is expected that implementation of the plan will change some of the current conditions on a continuous basis and hence the strategies, be it only slightly. The Department of Agriculture considers this plan to be a significant and important step in creating the preferred future for agricultural education and training. Most notable is the extensive consultation with AET end-users, providers and other role-players which distinguishes this strategy as representing a future that is preferred by many partners in the sector. However it will be important to ensure that visioning, strategic planning and implementation are continuously refined with additional development as the understanding of the effects of interventions increases and as the environment changes.

Finally, the department would like to acknowledge all the participants that contributed to the development of this strategic and action agenda.