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Perceptions about the AgriSETA skills training program by three selected farmer cooperatives (or farmer cooperative societies) in the North West and Mpumalanga Provinces, South Africa.

by

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A dissertation submitted in fulfilment of the requirements of the degree.

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Supervisor: Dr J Stevens

ABSTRACT

Perceptions about the AgriSETA skills training program by three selected farmer cooperatives (or farmer cooperative societies) in the North West and Mpumalanga Provinces, South Africa.

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Degree: Master of Science in Agricultural Extension
Department: Agriculture Economics, Extension and Rural Development
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The study was influenced by the world's growing interest in cooperatives, evidenced by the United Nations General Assembly declaring 2012 the International Year of Cooperatives. From a South African perspective, the study is influenced by the Cooperative Data Analysis System developed in 2013/14 by the Department of Agriculture, Forestry and Fisheries, to determine the economic impact of cooperatives. Three factors were raised by the Department of Agriculture, Forestry and Fisheries, namely, cooperatives' importance, markets, and skills. The study assessed AgriSETA skills training programmes based on these factors.

The aim of the study was Perceptions about the AgriSETA skills training program by three selected farmer cooperatives (or farmer cooperative societies) in the North West and Mpumalanga Provinces, South Africa. The sub-objectives were to establish socio-economic characteristics, the effectiveness of the training, and changes in business orientation of the farmers trained. Purposive sampling was done. A questionnaire was used to collect data.

The cooperative farmers in the skills training programmes were youthful (<45 years); unmarried women; unemployed; with moderate education levels; low income; and crop farmers in rural areas. Seventy percent of the farmers were happy with the practical training provided by AgriSETA. Skills acquired were technical, theoretical, and practical. The business orientation relating to cooperative management, service provider links, farming practices, marketing and finance, improved. Cooperative farmers remained in the low-income level bracket despite an increase. projects. Besides skills acquired, other factors like project funding, incubators, and strong involvement of stakeholders are needed. Benefits to communities were fresh produce, skills, and information. Communities started backyard vegetable and poultry.

Keywords: AgriSETA, cooperatives, skills, business orientation

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I would like to acknowledge all the cooperatives with which I have had the pleasure of working. Special mention goes to the Lekatela, Thusanang, and Hitsakile Cooperatives.

My most sincere gratitude goes to Dr J. Stevens, my supervisor. I acknowledge Professor Sheryl L. Hendriks and Dr Olwethu Loki for the support and guidance throughout the research study.

DECLARATION

I, Hycianthia Katuruza, ID No: 6301210336182, declare that this dissertation, which I hereby submit for the degree Master of Science in Agricultural Extension at the University of Pretoria, is my own work and has not been previously submitted by me for a degree at this or any other tertiary institution.

Signature:

Date:

DEDICATION

I dedicate my research project to my late mother, Cecilia Zimwari December. She was, indeed, a successful farmer. I vividly remember all the farming programmes she spearheaded during my childhood. She inspires me today, and beyond.

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LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
AFASA	African Farmers' Association of South Africa
AFMA	Animal Feed Manufacturers Association of South Africa
AGRISETA	Agriculture Sector Training and Authority
AIS	Agricultural Innovation System
AKIS	Agricultural Knowledge Innovation System
ANOVA	Analysis of Variance
APFSLT	Asia-Pacific Forum on Science Learning and Teaching
B-BBEE	Broad-Based Black Economic Empowerment
CASP	Comprehensive Agricultural Support Programme
CEO	Chief Executive Officer
CDA	Cooperative Development Agency
CIS	Cooperative Incentive scheme
CODAS	Cooperative Data Analysis System
CPA	Communal Property Association
CRDP	Comprehensive Rural Development Programme
DAFF	Department of Agriculture, Forestry and Fisheries
DALRRD	Department of Agriculture, Land Reform and Rural Development
DHTE	Department of Higher and Tertiary Education
DRDLR	Department of Rural Development and Land Reform
DSBD	Department of Small Business Development
DTI	Department of Trade and Industry
ESST	Education Support Services Trust
ETQA	Education and Training Quality Assurance
FAO	Food and Agriculture Organization
GDP	Gross Domestic Product
GEAR	Growth, Employment and Redistribution
HIV	Human Immunodeficiency Virus
HKIED	Hong Kong Institute of Education
HLPE	High Level Panel of Experts on Food Security and Nutrition
IAASTD	International Assessment of Agricultural Knowledge, Science, and Technology for Development.
IFDC	International Fertiliser Development Centre
IFSNP	Integrated Food Security and Nutrition Programme
FPL	Food Poverty Line
FSCC	Financial Sector Commission Campaign
KSA	Knowledge, Skills and Attitude
LBPL	Lower-Bound Poverty Line
MS	Mean Square
NACFISA	National Association of Co-operative Financial Institutions of South Africa.
NACSA	National Apex Cooperative of South Africa
NCASA	National Cooperatives Association of South Africa
NDP	National Development Plan
NECT	National Education Collaboration Trust
NGO	Non-Governmental Organisation
NPC	National Planning Committee
NQF	National Qualifications Framework

NRCS	Natural Resources Conservation Service
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSF	National Skills Fund
OIDA	Ontario International Development Agency
OQSF	Occupational Qualifications Sub-Framework
PDA	Population and Community Development Association
PESTEL	Political, Economic, Social, Technology, Environment and Legal
PHEAA	Pennsylvania Higher Education Assistance Agency
PSETA	Public Service Education and Training Authority
PSET	Post School Education and Training
QA	Quantitative Analysis
QCTO	Quality Council for Trades and Occupations
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SD	Standard Deviation
SDA	Skills Development Act
SACCOL	South Africa Credit Cooperative League
SAFOBS	South African Federation of Burial Societies
SAHCA	South Africa Housing Cooperative Association
SANACO	South African National Apex Cooperative Ltd
SAQA	South African Qualifications Authority
SDP	Skills Development Provider
SETA	Sector Education and Training Authority
SIU	Special Investigating Unit
SHG	Self-Help Group
SMME	Small, Medium and Micro enterprise
SS	Sum of Squares
TUT	Tshwane University of Technology
TVET	Technical and Vocational Education and Training
UBPL	Upper-Bound Poverty Line
USAID	United States Agency for International Development
WCDoA	Western Cape Department of Agriculture

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Chapter One

Results and Discussions

1.1. Background to research study

Agriculture cooperatives play a crucial role in enhancing the productivity of smallholder farmers (Vladislav, 2007). Being voluntary, democratic and self-controlled business associations, cooperatives offer the institutional framework through which local communities' gain control over the production activities from which they derive their livelihoods (Department of Agriculture, Forestry and Fisheries, 2012). In the agricultural sector, cooperatives contribute to food security in terms of food production and distribution (Food and Agriculture Organization [FAO], 2012). They also support long-term food security (The International Co-operative Alliance [ICA], 2015). They offer prospects that smallholder farmers would not be able to achieve individually, such as helping them to secure land rights and better market opportunities (Ortmann & King, 2007). Smallholder farmers can benefit from agricultural cooperatives through bargaining power and resource-sharing, which can lead to food security and poverty reduction (FAO, 2012). Cooperatives also help in tackling rural poverty by increasing the productivity and income of smallholder farmers (Department of Agriculture, Forestry and Fisheries, 2012). Cooperatives help in collectively negotiating better prices for seeds, fertilizer, transport and storage (Department of Agriculture, Forestry and Fisheries, 2012). Further, they help farmers expand market access and capture more of the value chain through involvement in Agro-processing activities (Department of Agriculture, Forestry and Fisheries, 2012). Thus, cooperatives help to mobilise smallholder farmers into the mainstream economy, and to become commercial enterprises (Department of Agriculture, Forestry and Fisheries, 2012).

This crucial role of cooperatives, along with the world's growing interest, culminated in the naming of 2012 as the International Year of Cooperatives, by the United Nations (United Nations General Assembly[UNGA], 2012). Recognising that cooperative lacked the necessary skills, the gesture was intended as an annual reminder to governments to act (UNGA , 2012). The issue of imparting technical and business management skills became topical in governments across the world (Vicari, 2015).

As a follow-up, skills training programmes were initiated by various governments in line with the United Nations call (Vicari, 2015). A key question being asked is: how effective were these

skills training programmes over the years?

For effectiveness of the skills training programmes, in South Africa, skills training programmes are governed by or through the Skills Development Act (SDA), 1998 (ACT No. 97 of 1998). The Skills Development Act (SDA) seeks to encourage and promote the education and development of the South African workforce to improve the quality of the life of the workers, promote self-employment, promote and improve employee prospects of work and labour mobility and improve productivity in the workplace and the competitiveness of employers. The SDA aims to increase levels of investment in education and training in the labour market and improve the return on that investment. The SDA seeks to encourage employers: -

- to use the workplace as an active learning environment.
- to provide employees with the opportunities to acquire new skills.
- to provide opportunities for new entrants to the labour market to gain work experience and to employ persons who find it difficult to be employed.

The SDA also encourages workers to participate in skills training programmes and initiatives, to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education. Finally, the SDA aims to assist unemployed individuals to find work, retrenched workers to re-enter the labour market and employers to find qualified employees, and to provide and regulate employment services.

A skills training programme is a structured learning programme that includes practical work of a specified nature and duration, which, once completed, will lead to a qualification. A Sector Education and Training Authority (SETA), AgriSETA in the context of this research, establish skills programmes which include a structured learning component, a structured work experience component and leading to a qualification registered by the South African Qualifications Authority (SAQA) associated with a trade, occupation or profession. The qualifications are coded. They bear SAQA IDs that can be used by all involved in skills programmes to access the SAQA guidelines for each specific skills training programme. From an operational point of view on the ground, skills programmes are governed by a skills programme agreement between the learner, the employer or cooperatives and the accredited training provider. The skills training programme does the following: -

- oblige the employer or cooperative to employ the learner for the period specified in the agreement.

- provide the learner with the specified practical work experience.
- release the learner to attend the education and training specified in the agreement.
- oblige the learner to work for the employer and attend the specified education and training.
- oblige the skills development provider to provide the education and training specified in the agreement and the learner support specified in the agreement.

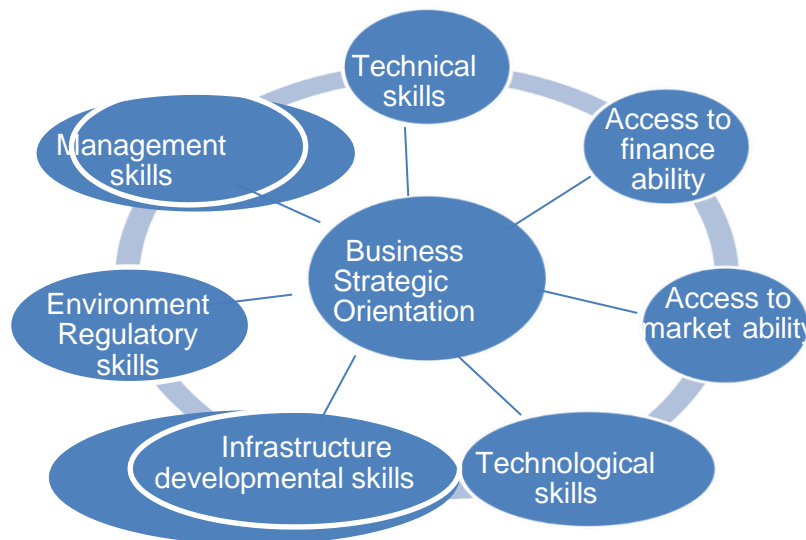
The skills training agreement must be in the prescribed form and registered with a SETA in the prescribed manner. The employer or skills development provider that is part to the agreement may be substituted with the consent of the learner and the approval of the SETA which registered the agreement. Where an employer has developed a skills training programme, it should register the skills training programme with the SETA and ensure that a contract is concluded with the learner. Notice of such contract should be given to the Department of Labour and the SETA.

1.2. **Research problem**

Following the International Year of Cooperatives, South Africa established a Cooperative Data Analysis System (CODAS), in the financial year 2013/14. The aim was to determine the economic impact of agricultural cooperatives in South Africa (Department of Agriculture, Forestry and Fisheries, 2015). During the same period, AgriSETA (Sector Education Training Authority) stepped up its role of providing skills to the agricultural industry, which included amongst other targets, farming cooperatives. AgriSETA is a government initiative overseeing skills training programmes for the agricultural sector. However, in recent years, government has been trying to move away from SETAs to Quality Council for Trades and Occupations (QCTO). The research would tap into the cooperatives perception on switching from AgriSETA programmes to QCTO programmes. This is because there will be a major shift in the South African skills development space. Quality Council for Trades and Occupations (QCTO) becomes the primary body responsible for the accreditation, implementation, assessment, and certification of occupational qualifications, part-qualifications, and skills programmes from June 2023. The perceptions of cooperatives would help policy makers, QCTO and training providers in crafting skills training programmes that would take the requirements and interest of cooperatives at heart. As it is QCTO is a more formal skills training system and would pose a bit of a challenge to cooperatives. AgriSETA skills programmes are informal and QCTO programmes are formal.

There was concerted effort by AgriSETA and the Department of Agriculture, Forestry and Fisheries to roll out skills training programmes to agricultural cooperatives, through a programme called the Farm Together Training Programme. This learning programme was aimed at assisting farming cooperatives to integrate into the broader South African context, by addressing a range of skills, such as governance, business skills, and business choices (Department of Agriculture, Forestry and Fisheries[DAFF], 2013) This in turn would help to address the land reform principle of human capacity development as there are a lot of farming cooperatives (DAFF 2013). This justifies the need to assess the effectiveness of the skills training programmes offered to selected farming cooperatives under the Farm Together Training Programme, which is the main aim of the study. In the research, conceptual frameworks would be employed to capture theories and concepts around cooperative, skills and business developments. The concepts are given in the conceptual frameworks as given in Fig 1.1 and Fig 1.2 below.

It is critical that all role- players (Macro, meso and micro levels) consider using or being guide by the illustrations in the diagram below for planning and implementing skills training programmes. The diagram describes what the research terms business strategic orientation wheel. This term provides a wholesome approach to help in cooperatives business strategic orientation. The wheel is turned by its arms which are the skills as shown.



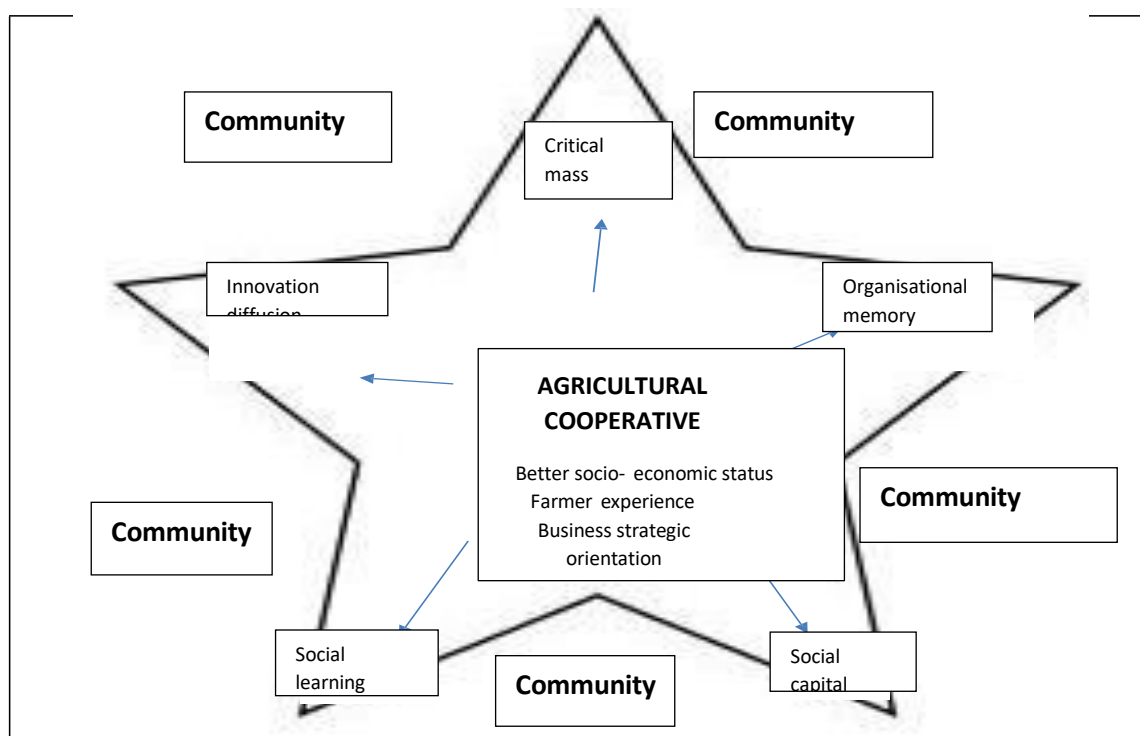
(Author, 2022)

Figure 1. 1: The business strategic orientation wheel.

Strategic orientation wheel will move forward when skills training programmes address all the skills shown in the diagram. The wheel helps skills and information to be transformed into

organisational capital. The organisational capital of cooperatives defines the business strategic orientation.

The inherent qualities of agricultural cooperatives play an important role in skills delivery and subsequent utilisation of skills. The challenge is that low critical mass may affect the impact of social learning. Social learning is reviewed in Chapter 2. There might be low social capital to support and make people participate in skills training programmes. When the cooperative does not have organizational memory from similar training programmes, there would not be enough persuasion of new members to participate in skills training programmes. If the cooperatives do not have enough innovation drive, the eagerness to participate in skills programmes would be low. Cooperative management, in general, is a big challenge in skills training programmes. A well-managed group of people is much more participative and receptive to skills training programmes. The inherent qualities of agricultural cooperatives are illustrated in Figure 1.2. With these qualities or concepts, agricultural cooperatives are highly receptive of agricultural skills programmes. If cooperatives exhibit these qualities, they become centres of information and development in the community they operate in and role models to smallholder farmers in the community.



Source: (Author, 2022)

Figure 1. 2: Inherent qualities of agricultural cooperatives critical to skills development

1.3. **Research objective**

The overall objective of the study was to assess the effectiveness of AgriSETA agricultural skills training programmes offered to three selected farming cooperatives, namely Thusanang and Lekatela in the North West Province, and Hitsakile in Mpumalanga. The skills training programmes that were implemented in these selected farmer cooperatives were as follows: SAQA ID: 48972 National Certificate: Plant Production Level 1; SAQA ID: 20288 National Certificate: Farming Level 2, SAQA ID: 49052 National Certificate: Plant Production Level 3; SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1 and SAQA ID: 66649 National Certificate: Landscaping Level 3. Lekatela Farmer Cooperative received skills training programmes in 2013, 2014, 2015 and 2016. Thusanang Farmer Cooperative received skills training programmes in 2014, 2016 and 2017. Hitsakile Farmer Cooperative received skills training programmes in 2017, 2018 and 2019.

The specific sub-objectives were to:

- i. To profile demographic characteristics of respondents.
- ii. Identify perceptions and challenges relating to the effectiveness of skills training programmes.
- iii. Identify changes in cooperative business orientation and the skills training benefits to communities around the cooperatives.

1.4. **Research questions**

- What are the socio-economic factors in farmer cooperatives and their possible effect on the offering of skills training?
- What factors are associated with effectiveness of skills training programmes implemented at cooperative level?
- What benefits do farmer cooperatives perceive in skills training programmes?
- What changes in business orientation were brought about because of skills training programmes.
- Have cooperatives and communities benefitted from participating in the programme?

1.5. **Significance of the study**

The success factors for land reform in South Africa would be, among others: access to land; ownership or long-term lease; skills; access to markets for inputs and selling products; funding;

the exit strategy; and a supportive environment (Kirsten & Sihlobo, 2021). There is so much that needs to be done to see the successes of the land reform programme in South Africa in terms of giving the relevant skills and business orientation to cooperatives and farmers in general..

This study will provide insight on where farmers perceive the training effectiveness in changing their general and business strategies towards farming. The study will add to the existing literature and help practitioners and policymakers within agricultural field.

1.6. Structure of the dissertation report

The dissertation is organised into seven chapters. This chapter discusses the background to the study and establishes the research problem. This chapter also provides a review of agricultural development, cooperative development, skills training and identified stakeholders involved in skills training programmes. Chapter Two provides a literature review. Chapter Three outlines the research methodology. Chapter Four describes the socio-economic profile of beneficiaries of skills training programmes. Chapter Five determines the beneficiaries' perceptions of the effectiveness of AgriSETA skills training programmes offered, and challenges faced. Chapter Six identifies possible changes to the general and strategic orientation towards smallholder farming businesses after receiving training. Chapter Seven provides conclusions on the research findings. It also provides recommendations to stakeholders involved in implementing and monitoring projects, on success factors for agriculture and in particular the land reform programme in South Africa.

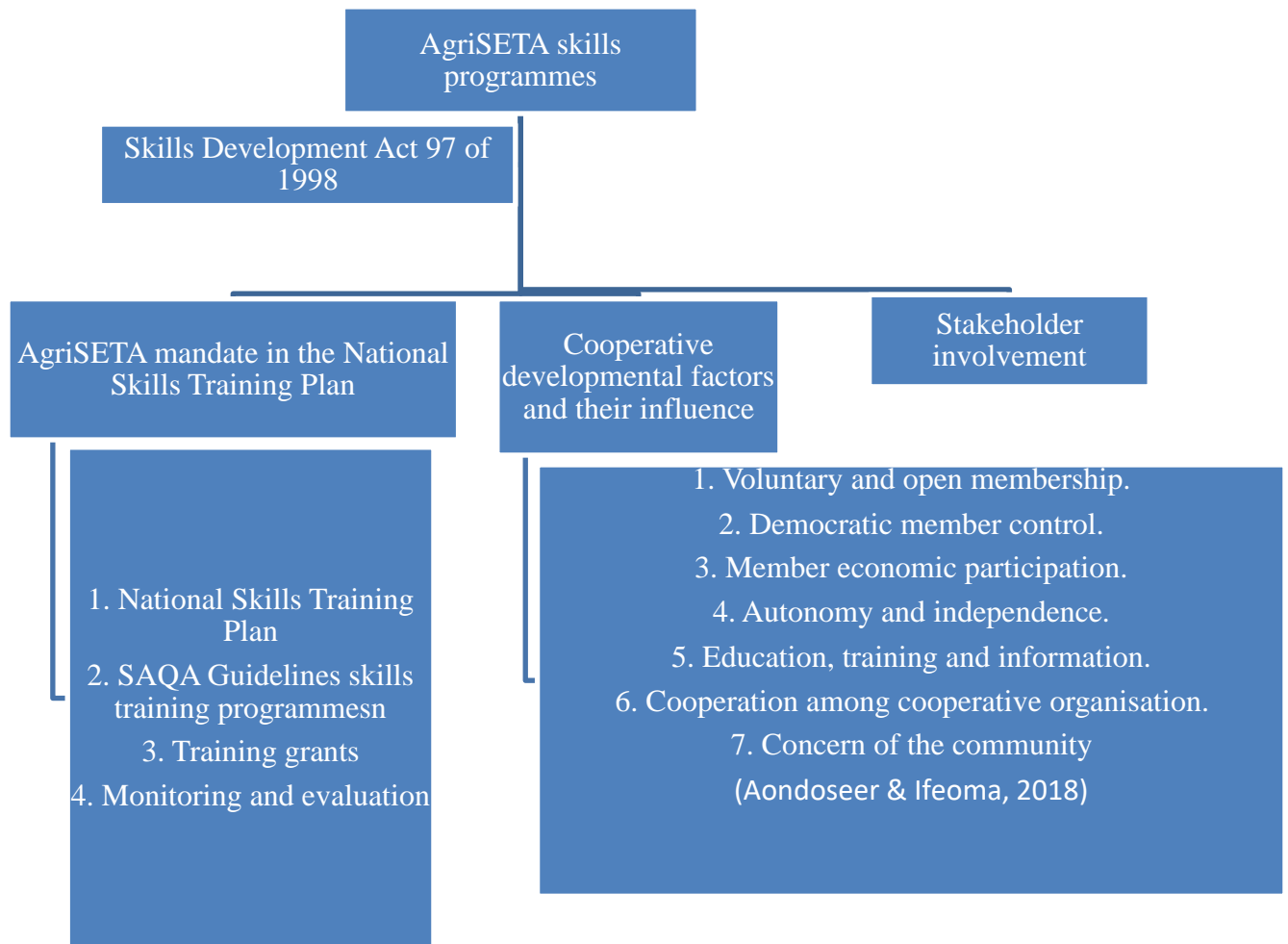
Chapter Two

Results and Discussions

Chapter two is based on the impact of skills training programmes on agricultural and development of agricultural cooperatives. Skills training programmes are an essential component of agricultural and cooperative development programmes set up by governments, and as such, need to be planned for and implemented. This chapter reviews the literature around the implementation of skills training programmes, and their effect on agricultural cooperatives and communities. The literature review draws values of skills training programmes from agricultural and cooperative development, both in the African and South African context, and the essence of building capacity within organisations and agricultural cooperatives. The literature review cannot be complete without including the existing AgriSETA training programmes, and the AgriSETA training system as a capacity-building strategy for agricultural cooperatives by the South Africa government. Agricultural and cooperative development cannot take place without the incorporation of skills training programmes into government initiatives which, inherently, depend on skills training programmes for the provision of information, knowledge and skills.

There are important and critical theoretical frameworks that must be employed in research in skills training programme to ensure their effectiveness. The theoretical framework defines the key concepts in the research, suggests relationships between them, and discusses relevant theories based on literature review (George, 2023). The theoretical framework in this research focuses on the AgriSETA skills programmes. The researcher's lens looks at the skills programmes in terms of the following (Figure 2.1.) which one way or the other influence the effectiveness of the skills training and subsequently business orientation of the cooperatives.

- AgriSETA mandate in the National Skills Training Plan
- Cooperative developmental factors and their influence
- Stakeholder involvement



Source: (Author, 2022)

Figure 2. 2: Theoretical framework for AgriSETA skills training programmes.

The concepts around AgriSETA skills training programmes are diagrammatically shown in Figure 1. 3. A conceptual framework is a visual or written representation of a complex system or phenomenon. It helps to identify the main components of the system and the relationships between them. In this research, a conceptual framework shows how business orientation of the cooperatives is affected by the various skills acquired by the cooperatives during and after skills training programmes (Figure 1.1 and 1.2) under research problem in subsection 1.2 in Chapter 1.

2.1. Agricultural and cooperative development in the African and South African context

In Africa, the Comprehensive Africa Agriculture Development Programme is a flagship programme of the New Partnership for Africa’s Development, aimed at fast-tracking the growth of Africa’s

agricultural sector (Okem, 2015). One of its priority areas of action is reducing food insecurity on the continent (Okem, 2015). Prioritising agricultural cooperatives in the implementation of the Comprehensive Africa Agriculture Development Programme puts agriculture in Africa, South Africa included, on the path of rapid growth, resulting in improved food security (Okem, 2015). Thabo Mbeki, former president of South Africa, made a statement on 25 June 1999 indicating a commitment to cooperative development by the Republic of South Africa [RSA] government, as well as an investment drive: *“The Government will place more emphasis on the development of a co-operative movement to combine the financial, labour and other resources among the masses of the people, rebuild our communities and engage the people in their own development through sustainable economic activity.”* (October & Maluleke, 2004). In view of this, skills training programmes are an inherent part of cooperative development, not to mention agricultural development and food security. Agricultural cooperatives strengthen bargaining power, help members to produce the best produce, and educate members (Makiyoni, 2019). Automatically, skills training programmes come to mind for agricultural development in cooperatives.

In South Africa, the New Growth Path Framework was launched in 2010 (South African Government, 2020), aimed at enhancing growth, employment creation and equity (South African Government, 2020). One of the five priority areas was agriculture. The other four were green economy, mining, manufacturing, and tourism (South African Government, 2020). The development of agriculture was expected through the following: addressing high input costs; upscaling processing and export marketing; support for smallholder farmers and improvement of working and living conditions of farmer workers; and unblocking of stalled land transfers, which constrained new investment (South African Government, 2020). In 2013, agriculture contributed 2.4% to South Africa’s economy, making it the smallest contributor to GDP for that year (Integrate Immigration Service [PTY] Ltd., 2020). More than 600 000 people were formally employed in the agriculture sector in 2013 and about 8.5 million people were directly or indirectly dependent on agriculture for their employment and income.

To this end, the South African government committed itself to promoting and protecting the right of access of South Africans to adequate food (South Africa Government, 2020). The National Development Plan (NDP), which was adopted in 2012, directed agricultural development by focusing on food security and providing a roadmap for South Africa’s future (Nandelenga, 2017). The approval of both the National Policy on Food and Nutrition Security

and the Household Food and Nutrition Security Strategy in 2013, confirmed a commitment by government to promote the eradication of hunger and the achievement of food security (Moleke, 2018).

In 2014, the government of South Africa made significant investments in agricultural development, particularly in rural areas, through various programmes (Moleke, 2018). One such investment was skills training programmes, through AgriSETA. Land redistribution (part of the land reform programme) provided grants for disadvantage people to access land (Government of South Africa, 2022). The Integrated Food Security and Nutrition Programme (IFSNP) provided agricultural help in the form of seedlings, equipment, and fertilisers to farmer groups, cooperatives and smallholder farmers. The Irrigation, Revitalisation and Development Programme provided aid and grants for irrigation schemes and was aimed at addressing challenges with regard to water infrastructure. One such challenges was the lack of skills and capacity of smallholder farmers to operate at commercial level (Irrigation Schemes Revitalisation Programme, 2020). The Comprehensive Agricultural Support Programme (CASP) provided support services to previously disadvantaged landowners to promote and facilitate farming (Department of Agriculture, Forestry and Fisheries, 2020). The six priority areas of this programme were: information and technology management; technical and advisory assistance; marketing and business development; training and capacity-building; on/off farm infrastructure; and product inputs and financial support (Department of Agriculture, Forestry and Fisheries, 2020). The rural agricultural cooperatives were deemed to be previously disadvantaged landowners (Madonsela, 2021).

Most agricultural cooperatives in South Africa are situated in rural areas in the country's nine provinces, as illustrated in Table 1.1 (Directorate: Cooperative and Enterprise Development, 2015)

Table 2. 1: Distribution of agricultural cooperatives in South Africa and by Subsectors

Province	Agriculture	Forestry	Fisheries
Eastern Cape	202	5	5
Free State	79	2	8
Gauteng	100	3	3
KwaZulu-Natal	378	1	4
Limpopo	377	3	4
Mpumalanga	209	6	9
Northern Cape	107	0	0
North West	215	4	3
Western Cape	36	1	24
Total	1703	25	60

Source: (Directorate: Cooperative and Enterprise Development, 2015)

The main agricultural activities were cropping farming, animal farming or mixed farming (Zantsi, 2021). In South Africa, agricultural cooperatives are engaged in a variety of activities and products, as indicated in Table 2.2.

Table 2. 2: Cooperative societies in South Africa and their Agro enterprises

Commodity	Number of cooperatives in the country
Beekeeping	13
Cotton	13
Crops	336
Fisheries	60
Forestry	25
Flowers	3
Fruit	20
Herbs	2
Input supply	40
Livestock	315
Marketing/value adding/processing	53
Mixed farming	85
Poultry	377
Sugar cane	12
Vegetables	430
Wool	4
Total	1788

Source: (Directorate: Cooperative and Enterprise Development, 2015)

However, these activities were hampered by low productivity; underinvestment in agriculture and non-farm rural employment; lack of adequate infrastructure; poor occupational safety and health and working conditions; and limited or no access to services, including financial services (International Labour Organization [ILO], 2021). The rural economy holds considerable potential for economic growth, employment creation and promotion of decent work if the right policies are in place ILO (2021). Such government policies, particularly with regard to skills training and capacity building, would promote the raising of agricultural productivity and creation of non-farm employment ILO (2021). Rural development is a key policy area in developing countries (Malatji, 2020). Its basic premise boils down to improving the economic well-being and quality of life of rural people (Malatji, 2020). Strong governance, institutional capabilities, active rural communities, and most importantly, funding, are essential components required to help rural farming cooperatives and communities turn their enterprises to viable and commercial enterprises (Malatji, 2020).

Commercialising cooperative activities and commodities, through skills training programmes, would ensure that many rural people could be assisted in establishing viable rural livelihoods, as well as getting them to participate in the mainstream agricultural industry (Bugador, 2011). The agricultural industry is engaged in production, the manufacture and distribution of farm equipment and supplies, and the processing, storage, and distribution of farm commodities, which provides diverse activities for farming cooperatives (Bugador, 2011). The industry is supported by the manufacturing and service sectors, which calls for further skills requirements, enabling more activities to be taken up by farming cooperatives (Bugador, 2011). At this point, skills training programmes provide a way for cooperatives to acquire the skills required. The industry is quite diverse, allowing cooperatives to develop into specialised business, needing even more skills. These include input production, farm operations and management, equipment and supplies manufacturing, food/non-food processing, trading, and retailing (Bugador, 2011). Again, all of these skills can be provided to cooperatives through skills training programmes.

South Africa, through AgriSETA and other stakeholders, assisted rural people with setting up cooperatives. Through skills training programmes, they helped to address the issues of economic development, poverty and unemployment (Sebonkile & Thaba, 2015). The cooperatives comprised rural people, including women, people living with disabilities, and

youth (Sebonkile & Thaba, 2015). Cooperatives can only be successful if the stakeholders are effectively involved in ensuring that the skills acquisition process and development of the cooperative are ongoing (Sebonkile & Thaba, 2015). The cooperative members will proudly serve the purpose of the cooperative in their communities, when equipped with appropriate skills (Sebonkile & Thaba, 2015). When government strategies and policies are in place, stakeholders can help to ensure the survival rate of cooperatives (Sebonkile & Thaba, 2015). The stakeholders that support farming cooperatives include: private agro-dealers who engage with cooperative in contract farming (Rutsaert, et al., 2021); Non-Governmental Organisations [NGOs] (support is usually in the form of donations); farmer-based organisations; government departments (input schemes); training providers (skills training programmes) and neighbouring farmers (Mmushi, 2020). Farmer-based organisations mainly deal with agriculture enterprise-related needs of their membership (Mahindapala, et al., 2021). They are formed to resolve the issues that arise due to low capital and inadequate resources of small-scale farmers, and to assist them with marketing-related issues (Mahindapala, et al., 2021).

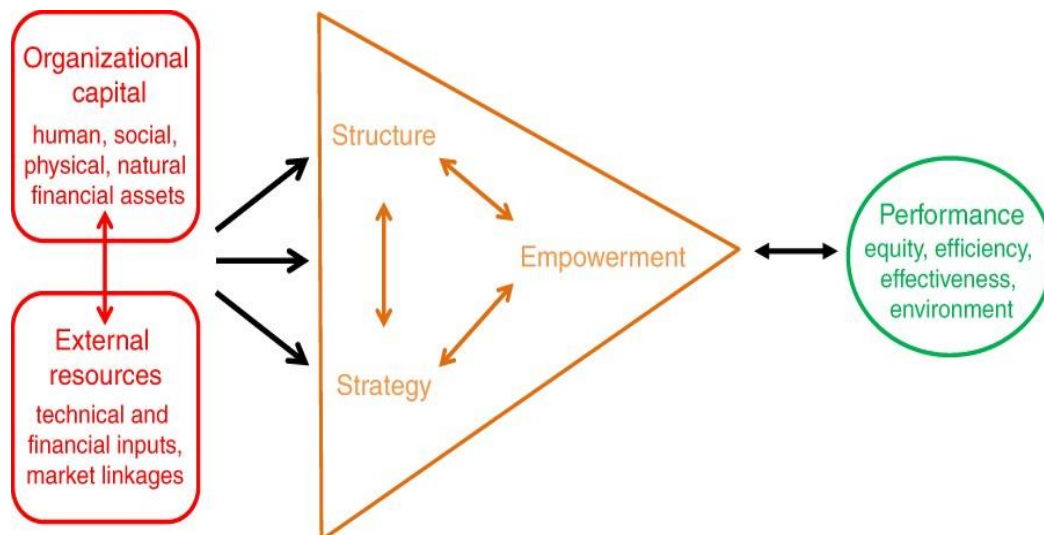
2.2. Building cooperative capacity

Cooperatives positively contribute towards job creation, income generation, resources mobilisation, marketing and broad-based economic empowerment, thereby enhancing sustainable human development within an economy (Hosseni, 2011). Therefore, the concept of capacity building in cooperatives is important in all aspect of cooperative activities (Poole & Donovan, 2014).

2. 2.1. The essence of capacity building in an organisation

Capacity building is an important strategy that enables cooperatives and cooperative members to perform effectively in line with their goal and cooperative principles (Poole & Donovan, 2014). Figure 2.1 illustrates how cooperative capacity can be built. Organisational capital refers to the human resources, social capital, physical capital, natural resources, and financial resources a cooperative must have to run its business (Poole & Donovan, 2014). Social capital is a critical element in capacity building as it explains the social and economic development of communities and the cooperation between people (Akaoshi & Binotto, 2016). Social capital creates cooperation, social trust, and reciprocity (Akaoshi & Binotto, 2016). Social capital

facilitates productive activities, and a cooperative with high social capital is most often better managed and sustainable (Akahoshi & Binotto, 2016). Social capital acts as both a glue and lubricant (Claridge, 2014). It is the glue that holds societies together, without which collaboration and cooperation would not be possible (Claridge, 2014). It is a lubricant that facilitates getting things done (Claridge, 2014). Like any other business, cooperatives require external resources like technical and soft skills, financial inputs, and market links to help set up the business structure and formulate cooperative business strategies (Poole & Donovan, 2014). This empowers the cooperative and helps improve business strategic orientation (Poole & Donovan, 2014). With improved business strategic orientation, cooperatives realise improved performance, efficiency, effectiveness, and utilisation of the environment for their development and productivity (Poole & Donovan, 2014).



(Poole & Donovan, 2014).

Figure 2. 4: Building cooperative capacity

2.2.2. Building business-strategic orientation skills in agricultural cooperatives

Capacity building strengthens the capacity or strategic orientation of an organisation (Angeline, 2022). Strategic orientation guides the direction that a cooperative intends to pursue to monitor its activities for better business performance (Obeidat, 2016). Strategic orientation reflects cooperative operational, marketing, and entrepreneurial posture (Obeidat, 2016). The cooperative achieves its goals in markets by taking risks, investing in innovation, becoming proactive and developing future-oriented foresight (Obeidat, 2016). The cooperative must have a plan or policy for future development (Obeidat, 2016). Strategic orientation has five

dimensions, namely: entrepreneurial orientation, production orientation, market orientation, financial orientation, and technological orientation (Obeidat, 2016).

Entrepreneurial orientation is the ability to develop strategies based on new ideas, and turn them into products and services that are saleable on the market (Edwards, 2019). Entrepreneurial orientation refers to the processes, practices and decision-making styles of organisations that act entrepreneurially (Edwards, 2019). Entrepreneurial means acting in an entrepreneurial manner (Hayes, 2021). An entrepreneurial manner is starting and managing a business and taking financial risks in the hopes of making a profit (Hayes, 2021). Production orientation, on the other hand, is strategies used in the manufacturing and production processes of an organisation (MBA Skool Team, 2018). Product quality strategies focus on: pricing based on production costs; technical product research; and packaging focused on product protection and minimal marketing, as the product is believed to sell itself. Production orientation is not too concerned with what the customer wants (MBA Skool Team, 2018). Market orientation is an approach to business that prioritises the identification of needs and desires of consumers, and creating products and services that satisfy them (Kopp, 2020). Cooperatives need to have financial skills (Nirmal & Bikram, 2015). Financial orientation skills are critical for managing business activities. Financial orientation is how an organisation manages money, capital, or credit in relation to the prevailing business environment (Reverso Dictionary, 2021). Organisations have taken various steps and transformed to adapt to digital technologies that change and evolve over the years. These technologies help in decisions and strategies (Gurkan, et al., 2019). Technological orientation is the acquisition of fresh and developed techniques and the development of fresh procedures, products, and services in strategic planning (Gurkan, et al., 2019).

In South Africa, to build capacity in agricultural cooperatives, AgriSETA's mandate has been to oversee skills development in the agricultural industry (AgriSETA, 2022). Agricultural skills training programmes have three skills 'variables', namely fundamental, core and elective skills, as guided by South African Qualifications Authority (SAQA) (SAQA, 2020). Fundamental skills are utilised as part of many different qualifications or in different economic sectors (SAQA, 2020). They, mostly, have to do with team operating or entrepreneurship orientation skills such as communication, literacy, numeracy, health/safety, HIV/AIDs, generic management, project management, administration, and information technology (SAQA, 2020). Core skills, such as production, market, financial and technological orientation skills,

are essential to meet the qualification area of specialisation (SAQA, 2020). Core skills are specific to a project. For example, if a cooperative is doing goat-keeping, it would need specific core skills on goat production. Elective skills include skills that a learner can choose to learn in a specified field (SAQA, 2020). For instance, if a farmer cooperative consists mainly of goat farmers, the members could choose elective skills such as milk production in goats.

2.2.3. The value of capacity building for youth in agricultural cooperatives

Rural youth face many hurdles in trying to earn a livelihood (Youth and agriculture: Key challenges and concrete solutions, 2014). Pressure on arable land is high in many parts of the world, making it difficult to start a farm. Youth lack access to credit and many productive resources necessary for agriculture (Youth and agriculture: Key challenges and concrete solutions, 2014). In South Africa, persistent unemployment has become synonymous with the youth experience, with 62% of South Africans between the ages of 15 and 35 being unemployed, and of these, 60% having never been employed (Metelerkamp, 2019).

In government agricultural programmes, youth development and youth engagement in agriculture are key factors to food security, and hence need to be part of food and agricultural developmental programmes (High Level Panel of Experts on Food Security and Nutrition (HLPE), 2021). Youth gain information and knowledge through training (High Level Panel of Experts on Food Security and Nutrition (HLPE), 2021). Youth engagement in training can assist in eradicating the dilemma that the youth face in deciding whether to enter the agricultural industry or not. There is stigma, risk and reward associated with agriculture (Metelerkamp, 2019). Stigma or negative attitudes towards agriculture are mainly because agriculture appears to carry a stronger set of negative stigmas than other careers (Metelerkamp, 2019). Examples include themes around agriculture being for poor and elderly people; agriculture is perceived as a risky career path that involves hard work for little financial reward; peer pressure, in that it is a ‘dirty job’ in comparison with the white-collar jobs found in urban areas; shaming, as agriculture means working on farms in remote rural areas, in comparison to working in urban areas; and substantial family pressure that discourages youth, particularly in black families, from considering agriculture as a career choice (Metelerkamp, 2019).

Youths are also discouraged from entering agriculture because there are not enough farmers to fill the gap between subsistence agriculture and large-scale agri-businesses (Metelerkamp, 2019). This leaves young people feeling trapped. Youth either feel trapped by the poverty, isolation and backbreaking drudgery associated with subsistence agriculture, or face the unappealing prospects of unskilled minimum wage jobs in increasingly industrialised commercial farming operations (Metelerkamp, 2019). Despite the shortcomings, many youths see potential in agriculture (Metelerkamp, 2019). According to research, young South Africans want to farm, but the agricultural industry is not ready for them (Metelerkamp, 2019). Youths need to be capacitated.

Having more youths in agriculture is critical, as aging of the rural population has an adverse effect on agricultural production (Liu, et al., 2021). It reduces farmers' learning capacity and provision of labour (Liu, et al., 2021). To counter the negative effects of age on agriculture, the following need to be developed and improved: the degree of agricultural mechanisation; research easy-to-learn and easy-to-use agricultural production technology to reduce the dependence of production on labour (Liu, et al., 2021). There is a need to strengthen the construction and investment of agricultural socialised service systems (Liu, et al., 2021). The role of the social network in agricultural production and building a public social mutual aid platform for rural elderly groups, are important (Liu, et al., 2021). For these reasons, it is critical to understand the age of the target group for developmental programmes like skills training programmes.

2.2.4. The value of capacity building for women in agricultural cooperatives

Women play a significant and crucial role in agricultural development (Raidimi, 2014). Rural women perform labour-intensive jobs, such as weeding, hoeing, grass cutting, picking, cotton stick collection, separation of seeds from fibre, keeping of livestock, and other associated activities like milking and milk processing (Raidimi, 2014). However, a recent study has shown that women who want to follow a career in agriculture are still being confronted with patriarchal and traditional values that influence the perception of gender roles, such as the idea that agriculture is a 'man's job' (Dempsey, 2020). Despite such gender perceptions, female farmers accounted for around one third of the country's 847,000 new farm jobs in the first quarter of 2018 according to Statistics South Africa (Solidaridad, 2019). Women's incomes have an impact on food security. Studies show that every Rand in income earned by women

had the same impact as R11 earned by men in 2018 (Solidaridad, 2019).

Some literature indicates interest in the phenomenon that single women are more likely to own land and experience control over their production decisions and expenditures than married women (Badstue, et al., 2020). Married women can innovate successfully, provided they are in a collaborative relationship with their husbands (Badstue, et al., 2020).

Agricultural skills training programmes, accessed through agricultural cooperatives, could promote the participation of women in economic production (Ngomane & Sebola, 2019). Women seem to work well together, because they can organise themselves to assist one another (Ngomane & Sebola, 2019). Skills training for women allows government, communities and women to promote food security in rural areas (Ngomane & Sebola, 2019). Through co-operatives and training, women can provide a network of mutual support to overcome cultural restrictions (Ngomane & Sebola, 2019). This is evident in the South African culture where women form groups called ‘ilima’ or ‘letsema’ to assist each other in the planting, harvesting and storing of food (Ngomane & Sebola, 2019). Women can increase their productivity and income by collectively negotiating better prices for inputs like fertilizer, seeds, transport and storage through cooperatives (Ngomane & Sebola, 2019). In conclusion, women farmers tend to dominate the agricultural sector, while men are predominantly in workplaces in other industrial sectors (Rwelamira, et al., 2000).

2.3. AgriSETA training programmes and training system

To build capacity, and to conform to South African Qualifications Authority [SAQA] requirement, government policies and specific needs for farmers, AgriSETA has streamlined areas where skills training programmes are needed. A database of skills training programmes is available on AgriSETA’s website. Each skills training programme is crafted to have core, fundamental and elective modules. Core module means a module classified as the core portion of a skills training programme. Examples of core modules in agriculture would be on cropping, animal husbandry, irrigation and so forth. Fundamental modules, mostly deal with the following skills: communication, literacy, numeracy, health / safety, HIV / AIDs, generic management, project management, administration and information technology (South African Qualifications Authority [SAQA], 2023). Elective unit standards comprise the last part of the qualification and are supposed to enable a certain degree of specialisation in terms of areas of

competence that may not be required by all learners (Law Insider Inc, 2023) These skills training programmes can be utilised by farmers across the agricultural sector, and are provided by AgriSETA-accredited training providers, who are subject matter specialists. While all the skills training programmes are unique, they do all have some skills in common. These common skills are time management; problem-solving; interpretational, production, technical and financial skills; cooperative management; and marketing skills, as shown in Table 2.3 and Table 2.4. There are SAQA guideline or set curriculum that indicate the skills training requirement (Appendices 3 to 6). With innovation an increasingly important aspect of modern agriculture, technological skills are also taught in skills training programmes (Ku, 2021). As such, farmers need to have good technological orientation (Ku, 2021). Technological orientation is the tendency or habit of seeking to increase the use of new farming practices (Klerk & Rose, 2020).

According to AgriSETA policy, emphasis is placed on practical learning. The policy stipulates that of the time allocated to skills training programmes, 70% should be practical learning, and 30% theory. The reason for this is that when learning in a theoretical or text-based style, farmers' brains attempt to remember words. However, when learning in a practical environment, farmers are remembering actions and scenarios, which their brains find easier to retain (Ramnani, 2017). Three types of training styles generally used in skills training programmes are technical, theoretical and practical training (Ramnani, 2017). Theoretical knowledge means learning anything without adopting a practical approach. Theory teaches the experience of others (Ramnani, 2017). Theoretical knowledge can give one a deeper understanding of a concept through seeing it in the context of understanding the 'why' behind it (Ramnani, 2017). Technical training is when knowledge gained enhances mastery of the technical aspects of jobs (Ramnani, 2017). For example, computer programming, data analysis and software development (Donohoe, 2019). Practical education is better, because it makes one capable enough to know how things happen in the real world (Ramnani, 2017). The best part of practical application is that whatever knowledge is gained, remains with the learner for a longer period (Ramnani, 2017).

Table 2. 3: Soft skills offered in skills training programmes.

Skill	Importance
Time management	The improvement of time management includes organisation, prioritisation, goal setting, communication, planning, delegation, stress management, and setting of short and long-term goals (American Society for Quality, 2021).
Problem solving	Problem solving is an essential skill for cooperative management committees and cooperatives in general. Members with good problem-solving skills are valuable and trusted assets in any team. They think of new ideas and better ways of doing things, make it easier for people to understand things, or help save customers time and money (Institute of Chartered Accountants in England and Wales, 2022).
Interpretational skills	Interpretation is the process of discovering, determining or assigning meaning. Interpretation skills can be applied to anything, e.g., written messages, charts, diagrams, maps, graphs, memes and verbal and non-verbal exchanges (Insight Assessment, 2021). Anyone can learn how to grow crops or manage livestock. However, good analytical skills will be the difference between simply going through the motions or thinking about issues and doing tasks well. For example, in the ever-changing landscape of farming (literally and figuratively), a farmer will have to use comprehensive skills to monitor and assess the quality of their crop and livestock and farm produce.

Source: (Author, 2022)

Table 2. 4: Hard skills offered in skills training programmes.

Skill	Importance
Financial	Financial skills are hard and soft skills that are used to account for money or analyse financial status and manage finances of an organisation (Indeed Editorial Team, 2021). Financial skills are important to uphold financial practices and maintain financial stability within a business. Financial skills help farmers to run and operate their farming enterprise effectively.
Cooperative management	Cooperative management skills include, among others, the following: financial knowledge, understanding of operations, people skills, and many specific skills such as financial analysis, project management planning, critical thinking and decision making (Kenkel, 2019). Good cooperative management skills include communication skills (Brown, 2013). This entails understanding the essential elements of communication, namely sending and receiving messages and minimising ‘noise’. Meetings and decision-making skills are key cooperative management skills too. The understanding is that the supreme governing tool in a cooperative is the general meeting. Conflict management skills in cooperatives help create group cohesion. Group cohesion is essential for cooperative management. Understanding how to avoid potential conflict caused by poor governance or poorly planned growth is essential to rural smallholder farmers, as they are faced with production challenges.
Marketing	Marketing skills are all about the ability to implement activities relating to product quality, customer satisfaction and understanding marketing agencies and policies (Hassan, 2022). This means understanding procurement of farm inputs and the movement of agricultural products from the farms to the consumers (Hassan, 2022). The aim of skills training programmes is to provide and assist smallholder farmers and cooperatives with new information, ideas and practices that would make them competitive in the agricultural market.

Source: (Author, 2022)

In conclusion, it is generally understood that skills training programmes help farmers acquire new farming practices. These are expected to boost production, assist farmers in developing markets for their produce, and develop the ability to financially manage finances and cooperatives.

2.4. Research methodology review

Research methodology is a way of explaining how a researcher intends to carry out their research, to ensure the study produces reliable and valid results that address the aims and objectives of the study (Indeed Editorial Team, 2021). The basic components of research methodology include design, sampling, tools, collection procedures, analysis, and ethical considerations (Tabuena, et al., 2021). Table 2.5. indicates some of the main components that comprise research methodology.

There are different types of research methodologies that can be used in research and each method has its own significance (Table 2.5). A researcher must pick up and understand the significance of his or her own research. This will influence data collection and the subsequent data analysis. This research uses qualitative and quantitative methodologies.

Table 2. 5: Research methodologies use in research.

Type of research	Research methodology
Empirical Research/ experimental research	In this primary data is collected and analysed. Interpretation is done and is subjected to hypothesis testing. Researcher develops his experimental designs and provides working hypothesis before the commencement of his research for good output.
Qualitative Research	Qualitative research methodologies seek to capture information that often cannot expressed numerically. Many methods are used like word association test, sentence completion, drawing pictures, thematic and apperception Test. It is used where quantitative research does not work.
Quantitative Research:	This research is mainly concerned with the measurement of phenomenon in terms of quantity. It deals with numbers, logic and objective stance. Examples are collecting population, social, economic statistics of an area. They are subjected to statistical analysis. It mainly primary data collection using survey methods and questionnaires method.
Descriptive Research	It includes different data collection methods like survey method and fact - finding techniques. The main character of this research is that the researcher does not have control over the variables. He should describe what has happened and what is happening.

(Patel & Patel, 2019)

2.5. Reviews of the research methodologies used by other similar studies.

This research made use of a questionnaire instead of face to face, semi-structured interviews. The respondents were more grouped and scholarly having all attended the AgriSETA training programmes. The research used purposeful sampling. The respondents were selected from agricultural cooperatives who were beneficiaries of AgriSETA discretionary grants. The respondents' main determining characteristic was that they participated in AgriSETA skills training programmes, and the research study was about assessing AgriSETA skills training programmes in selected agricultural cooperatives. Below is review of research methodologies used by other research studies.

Literature shows that different research studies use different research methodologies, based on their research problems and objectives. For example, Buchule Jack used qualitative approaches

in his research study titled “Exploring the stimulation of the agri-food system of South Africa through the enhancement of entrepreneurship in agriculture” (Jack, 2020). The research methodology method was used to explore and understand how the stakeholders of the agri-food system of South Africa could double food production to feed the growing population and avoid national food insecurity (Jack, 2020). The researcher conducted and recorded in-depth, face-to-face, semi-structured interviews with agricultural entrepreneurs operating in Gauteng, and three agri-food system experts (Jack, 2020). The initial respondents were identified through the researcher’s network; thereafter snowball sampling was conducted to identify the remaining respondents (Jack, 2020). The research study established that the agri-food system of South Africa could be stimulated through enhanced agricultural entrepreneurship (Jack, 2020). Furthermore, the study found that agricultural entrepreneurship is enhanced when the agricultural entrepreneurs are part of efficient and effective organised agricultural groups (Jack, 2020). It was also established that the issues and challenges facing the agri-food system of South Africa could be overcome if the stakeholders of the agri-food system established and participated in innovative multi-stakeholder agri-food ecosystems (Jack, 2020).

Mmbengwa, V.M., Rambau, K, Rakuambo, J.N. and Qin, X used the mixed-method research method. That is, qualitative and quantitative methods (Mmbengwa, et al., 2020). The title of the research study was “Key factors for the improvement of smallholder farmers' participation in agro-processing industries of Gauteng province of Republic of South Africa: lessons for the extension advisory services” (Mmbengwa, et al., 2020). For qualitative data collection, focus group sessions and official meetings were used (Mmbengwa, et al., 2020). The purpose of using the qualitative approach in the study was to enrich the discussion (Mmbengwa, et al., 2020). Furthermore, it was to discover new narratives on the phenomenon under consideration, with the view to unearthing the practical experiences of the participants (Mmbengwa, et al., 2020). The exercise was essential to reveal the actual reality. On the quantitative data collection, the study used a close-ended questionnaire (Mmbengwa, et al., 2020). The purpose of the quantitative research design was to enable researchers to conduct both descriptive and explanatory (inferential) analyses (Mmbengwa, et al., 2020). Before the collection of quantitative data collection, the draft questionnaire was piloted and evaluated by industry experts to ensure its reliability and validity (Mmbengwa, et al., 2020). The study analysed the effect of profit, access to advice, age of the farmers, and information flow on the participation of the smallholder farmers (Mmbengwa, et al., 2020). The results of the study implied that extension advisors and policymakers could use these parameters to improve the participation

and representativeness of smallholder farmers in the agro-processing industries (Mmbengwa, et al., 2020).

Purposeful sampling, random sampling and diagnostic tests were used in their research study, “Estimation of the effect of cassava commercialization on different household income measurements in Kilifi County, Kenya” (Opondo, et al., 2020). A four-stage sampling technique was employed to sample farmers from Kilifi County (Opondo, et al., 2020). Systematic samples of ten farm households that had engaged in cassava production were selected (Opondo, et al., 2020). This method was applicable because of the missing sampling frame of farmers who grow cassava in each village (Opondo, et al., 2020). A total of 200 households were sampled for the study. A structured questionnaire was used for data collection (Opondo, et al., 2020). The data collection tool was divided into two major sections (Opondo, et al., 2020). The first section contained demographic information, while the second section was a collection of questions on: farmers’ household characteristics, land ownership and use, asset ownership, labour distribution, production and value addition aspects of cassava, institutional and marketing factors, as well as household income (Opondo, et al., 2020). The study found that most of the households marketed low value-added cassava products (Opondo, et al., 2020). The results revealed that farmers who engaged in cassava commercialization enjoyed relatively more income than their counterparts (Opondo, et al., 2020). Off-farm income, age of the household head and distance to market had a significant negative influence in all of the income estimates (Opondo, et al., 2020). Group membership was only significant for the per acre income, while household size was negative and statistically significant in both per acre and per capita incomes (Opondo, et al., 2020). Findings point to the importance of promoting policies that will enhance cassava commercialization (Opondo, et al., 2020).

A qualitative case study design was adopted for Tanaka Maimba’s research study (Maimba, 2020). Household visits with semi-structured interviews were used (Maimba, 2020). The findings of the study were that access to land enabled farmers to improve income generation. There is, however, need for further government support and intervention with the intent to make the farmers more self-sufficient. The government could also act as a facilitator with regard to initiatives by households themselves, to overcome their challenges. The research suggested that other successful land reform programmes in other parts of the country be studied, with the underlying principles behind their successes or failures revealed. This would help to quell the debate on the impacts of the land reform programme in the country.

Chapter Three

Results and Discussions

Chapter three assessed skills training programmes in three farmer cooperatives in South Africa, namely Thusanang Farming and Primary Co-operative Limited, and Lekatela Primary Agricultural Cooperative, both situated in the Moretele Local Municipality in the North West Province, and Hitsakile Primary Cooperative, situated in Bushbuck Local Municipality in Mpumalanga.

The overall objective of the study was to assess the effectiveness of AgriSETA agricultural skills training programmes offered to the three selected farming cooperatives. Table 3.1. indicates the skills training programmes evaluated in the research study. The specific sub-objectives were to:

- i. To profile demographic characteristics of respondents.
- ii. Identify perceptions and challenges relating to the effectiveness of skills training programmes.
- iii. Identify changes in cooperative business orientation and the skills training benefits to communities around the cooperatives.

The hypothesis: Attending skills training programmes will not help cooperatives acquire skills needed for their business and economic development. Appendix 3 shows the skills training programmes that were offered to the selected cooperatives.

3.1. Selected case studies

The research study materials and methods used were set up by the researcher. The research study was conducted at three farmer cooperatives in South Africa. Two of the cooperatives, Thusanang and Lekatela, are in Moretele Local Municipality in the North West Province. Thusanang farmer cooperative is in Makgabetloane Village, and Lekatela farmer cooperative is in Lebatloane Village. The third cooperative, Hitsakile farmer cooperative is in Orinoco Village in the Bushbuck Ridge Local Municipality in Mpumalanga. The skills training programmes that were implemented are detailed in Table 3.1. Each skills training programme has an identification number that is used to search for the SAQA guidelines or curriculum. The

curriculum provides all the skills set embodied in the training programmes. As such, the training providers use the identification numbers to list the skills and plan on how they are taught or impacted on the learners. Appendices 3 to 6 provides the SAQA guidelines that illustrates the training scope and lists the skills in the training programmes.

Table 3. 1: The agricultural skills training programmes received by the cooperatives.

Cooperative trained	Training provider	AgriSETA programme	Financial year	Type of the training offered
Lekatela Mmannare	Hymike Trading Enterprise cc	AgriSETA	2013-2014	SAQA ID: 48972 National Certificate: Plant Production Level1. See Appendix 3
	Hymike Trading Enterprise cc	AgriSETA	2015-2016	SAQA ID: 20288 National Certificate: Farming Level 2. See Appendix 4.
	Hymike Trading Enterprise cc	AgriSETA	2018-2019	SAQA ID: 49052 National Certificate: Plant Production Level 3. See See Appendix 5
Thusanang	Hymike Trading Enterprise cc	AgriSETA	2014-2015	SAQA ID: 48972 National Certificate: Plant Production Level1
	Hymike Trading Enterprise cc	AgriSETA	2016-2017	SAQA ID: 20288 National Certificate: Farming Level 2
Hitsakile	Hymike Trading Enterprise cc	AgriSETA	2015-2016	SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1. See Appendix 6
	Hymike Trading Enterprise cc	AgriSETA	2017-2018	SAQA ID: 20288 National Certificate: Farming Level 2
	Hymike Trading Enterprise cc	AgriSETA	2018-2019	SAQA ID: 49052 National Certificate: Plant Production Level 3
	Hymike Trading Enterprise cc	AgriSETA	2019-2020	SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1

Source: (Katuruza, 2022)

3.2. Research design

The research design used in the research was descriptive. The research design covered the

creation of the questionnaire, research approach and data analysis. The Table 3.2 below summaries the data required, and analytical tool used for each research objective.

Table 3. 2: Data and analytical tool used for each research objective.

Objective of the study	Data required	Analytical tool
To profile the demographic characteristics of respondents.	Age, gender, education, marital status, household size, farming enterprises, land holding size and household income.	<ul style="list-style-type: none"> - Research questionnaire - Non-probability sampling - Descriptive statistical tables indicating totals, percentages and means where applicable.
Identify perceptions and challenges relating to the effectiveness of skills training programmes.	Title of the agricultural skills training programme attended; types of learning methods; type of learning preferred; skills trained in; skills training systems used; skills training constraints; recommendation to AgriSETA and QCTO, and community benefits.	<ul style="list-style-type: none"> - Research questionnaire - Non-probability sampling - Descriptive statistical tables indicating totals, percentages and means where applicable.
Identify changes in business orientation regarding entrepreneurship and benefits to communities around the cooperatives.	Positioning of cooperative produce in the market; product superiority; people and culture in the cooperatives; operational excellence; stakeholders, business linkages, input procurement; cooperative market share, challenges faced by the cooperatives, marketing strategy improvements; percentage of cooperative produce sold beyond the local market; implementation of new farming skills; list of new farming skills; and financial position.	<ul style="list-style-type: none"> - Research questionnaire - Non-probability sampling - Descriptive statistical tables indicating totals, percentages and means where applicable.

(Author, 2022)

3.2.1. Study population

The study population was made up of all learners would attend the AgriSETA skills training programmes at the three cooperatives. Attendance registers were used to verify attendance. A total number of learners was 107 (Thusanang: 36, Lekatela: 37, Hitsakile: 34).

3.2.2. Sample size

The whole study population was used as the research sample. The sample size was 107 respondents.

3.2.3. Sampling technique

Non-probability sampling was adopted. In assessing the impact of AgriSETA skills training programmes, a non-probability purposeful sampling methodology was used. AgriSETA is unique as a SETA. So are agricultural cooperatives. For these two reasons, the sample that was used in the study was a purposeful sample. The respondents were selected from agricultural cooperatives who were beneficiaries of AgriSETA discretionary grants. The respondents' main

determining characteristic was that they participated in AgriSETA skills training programmes, and the research study was about assessing AgriSETA skills training programmes in selected agricultural cooperatives. Attendance registers of the participants were available at the respective cooperatives. The attendance registers were used as the basis for inclusion of participants in the study. The attendance registers contained participants' particulars and signatures. The attendance registers were checked for signatures of the participants as an indication that they, indeed, attended the skills training programme.

3.2.4. Data collection

The researcher administered a questionnaire. This enabled the researcher to ensure the following: the respondents were representative of the target audience; clarification of ambiguous or unclear questions; ensure high response rates because it is harder to refuse to answer the questionnaire when personal attention is given to respondents (Kreuter, 2008).

A questionnaire was used to collect data from the participants. The questionnaire set out to gather data from respondents about their attitudes, experiences and opinions on the effectiveness of the skills training programmes, namely: skills imparted to cooperatives; and improvements to entrepreneurship, farming practices, production, marketing and household income. The researcher used open- and closed-ended questions, rating questions and Likert scale questions.

The researcher compiled the questionnaire and conducted a pilot assessment in September 2019 at Hitsakile farmer cooperative. Only ten respondents were randomly chosen from the community around Hitsakile cooperative by the village head. All ten of the respondents were invited to the pilot testing. The cooperative chairperson sent invitations to the selected participants. Only nine attended the pilot testing programme. One respondent failed to turn up due to personal commitments. There was a response rate of 90%.

It was not possible to choose respondents from all three of the cooperatives, as it meant them travelling to a central venue. There were limited resources for participants to travel. The Hitsakile cooperative venue provided a conducive environment for the participants involved, being a familiar venue. This also reduce the respondent burden in terms of having to familiarise themselves with a new venue. There were no issues of having to travel outside of the cooperative environment. The researcher was able to assess the questionnaire under research area conditions (i.e., the cooperative environment familiar to the participants). The

purpose of pilot testing was explained, and participants asked to answer the questions in the questionnaire. The exercise took close to two hours, after which time the participants were given time to ask questions and make contributions to improving the questionnaire. The researcher analysed the participants' suggestions and contributions and made changes to questions, making them shorter and simpler. Pilot testing helped to pinpoint problem areas where there was ambiguity in meaning. It also reduced respondent burden, as the researcher relooked the questions and questionnaire in general to avoid it being difficult, time consuming or emotionally stressing. Special attention was given to the time taken to complete the questionnaire and interpretation of questions to enable participants to answer correctly. The respondents were informed that the piloting test should take, at most, two hours to complete.

The researcher engaged with the respondents through the secretariat of each cooperative. The cooperatives had skills programme attendees' profiles, with contact details. All the participants were from surrounding villages and reachable by word of mouth. However, invitation notes were drafted by the researcher and sent to the participants via the cooperatives' communication lines. The researcher verified the respondents as skills training programme attendees by checking the attendance registers provided by the respective cooperatives and the training provider. The attendance registers contained participants' national identification numbers, which were verified using participants' national identification documents. The researcher read the questions in the questionnaire to the participants and any issues with regard to the questions were clarified, without influencing the outcome.

Discussions about the research were held in meetings chaired by the cooperative chairpersons, with the researcher the main informant in the meetings. The researcher invited the respondents to take part in the research study. At Hitsakile cooperative, the meeting was held at the cooperative farm on 18 November 2019. The Thusanang meeting was held on 26 November 2019 at the cooperative's vegetable production unit. Lekatela had a similar meeting held on 06 April 2020 at their vegetable production unit.

A total of 107 participants volunteered (Thusanang: 36, Lekatela: 37, Hitsakile: 34). The two skills training programme participants who did not attend the meeting were said to be deceased. Respondents signed a consent form to participate in the study and were informed that it was their right to withdraw or refuse to take part in the study at any time. The participants

were given the researcher's contact details, if clarification on the questionnaire was required. All the filled or completed forms were received back by the researcher between 25 and 29 April 2020.

3.2.5. *Data analysis*

The researcher used Microsoft Excel to organise the data collected (European Business Review, 2021). A codebook attached codes to all the questions from the questionnaire, making the handling of the data easier. Data analysis was conducted for each sub-objective of the research study.

The first sub-objective investigated socioeconomic characteristics of the cooperatives, namely age, gender, marital status, level of education, household size, household income, household income bracket, main occupation of individual farmers, main occupation of the cooperative, and land size. Descriptive statistical tables indicated totals, percentages and means where applicable. This gave an idea of the membership composition of the cooperatives.

The second sub-objective investigated the effectiveness of the skills training programmes implemented under the following headings: title of the agricultural skills training programme attended; types of learning methods; type of learning preferred; skills trained in; skills training systems used; skills training constraints; recommendation to AgriSETA and QCTO, and community benefits. Descriptive statistical tables were used indicating totals, percentages and means where applicable.

The third sub-objective investigated the changes in business orientation of cooperatives regarding entrepreneurship, farming practices, production levels, marketing practices, household income, and benefits to communities around cooperatives. The following factors were analysed: stakeholders, business linkages, input procurement; cooperative market share, challenges faced by the cooperatives, marketing strategy improvements; percentage of cooperative produce sold beyond the local market; implementation of new farming skills; list of new farming skills; and financial position. Descriptive statistical tables were used indicating totals, percentages and means where applicable.

3.2.6. *Ethical clearance*

All respondents fill in and signed the consent form. The researcher applied for ethical clearance

and was issued an **ETHICAL CLEARANCE NUMBER: NAS187/2022**

3.3. Chapter summary

This chapter outlined the research methodology used to collect and analyse data. Non-probability sampling was adopted. The respondents were skills training programme participants, verified using the attendance registers available from the selected cooperatives and the training provider. A questionnaire was used to collect primary data. Pilot testing of the questionnaire was carried out prior to data collection. The research respondents were issued with the questionnaire with questions set against each sub-objective of the study. Thus, primary data was collected by the researcher. The collected data was statistically analysed using descriptive statistical tables as described in Chapters Four, Five and Six.

Chapter Four

Results and Discussions

Chapter four provides an overview of the socioeconomic status of AgriSETA skills trained beneficiaries from the three selected farmer cooperatives: Thusanang, Lekatela and Hitsakile. The sub-objective was to analyse the socioeconomic characteristics of participants. It reflects on the demographic characteristics (age, gender, education, marital status, household size, farming enterprises, land holding size and household income) of the skills training participants. The data was used to measure the influence of these characteristics on the outcomes of AgriSETA training programmes offered.

4.1: Age of the farmers who attended skills training programmes.

Table 4.1 illustrates the three cooperatives were made up of more young people than old people. Hitsakile cooperative had the most members of young people compared to the other two cooperatives. The analysis indicates that the average age of the training participants differed significantly across the three farmer cooperatives based on the average for each cooperative, as indicated in Table 4.1.

The youth are energetic and can embrace technological changes, and help rural communities get up to speed with new developments. Of the total number of participants, 17% were older people (>46), presumably with life experiences from which the young people can draw lessons from.

Table 4. 1: Age of respondents in the three farmer cooperatives (n=107)

Age	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
15-35	16	44	21	57	25	74	62	58
36-45	15	42	8	22	4	12	27	25
46-55	3	8	1	2	3	8	7	7
56-60	2	6	7	19	2	6	11	10
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.2. The gender of the farmers who attended skills training programmes.

The gender distribution indicated that participants were predominantly women (61%) (Table 4.2). Overall, more females than males participated in the skills training programmes.

Table 4. 2: Gender status of respondents in the three farmer cooperatives (n=107)

Sex	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Male	15	42	21	57	6	18	42	39
Female	21	58	16	43	28	82	65	61
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.3. Educational level of the farmers who attended skills training programmes.

A large proportion (64%) of the training participants reported to have obtained education post-grade-nine, which translates to high prevalence of numeracy and literacy skills among them (Table 4.3). The minimum educational requirement for AgriSETA training is basic numeracy and literacy skills (AgriSETA, 2012).

Table 4.3 shows substantial differences in the education levels between the three farmer cooperatives. Sixteen percent of the participants in the skills training programmes obtained tertiary qualifications (post-grade-12 qualification) like certificates, diplomas and degrees. Since most participants are female, skills training programmes would provide opportunities for females to upskill themselves and improve their levels of education. Education is acknowledged as a factor that is believed to influence individuals' decision-making processes. It is believed that those who have acquired a good educational background, mostly make better informed decisions (Ntai, 2011).

Table 4. 3: Educational level of respondents in the three farmer cooperatives (n=107)

Education level	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Grade 1-7	2	6	4	11	3	9	9	8
Grade 8-9	2	6	8	22	3	9	13	12
Grade 10-12	25	69	15	40	28	82	68	64
Tertiary	7	19	10	27	0	0	17	16
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.4. Marital status of the farmers who attended skills training programmes.

Table 4.4 shows that most training participants were single (86%) and 14% of participants were married. A possible reason for this could be that the participants' age was below 35 and hence they were not yet married. There was no difference in marital status across the three farmer cooperatives.

Table 4. 4: Marital status of respondents in the three farmer cooperatives (n=107)

Status	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Married	2	6	8	24	5	15	15	14
Single	34	94	29	76	29	85	92	86
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.5. Household size of the farmers who attended skills training programmes.

Table 4.5 shows the average household size for the three farmer cooperatives. The average household sizes of Hitsakile and Lekatela cooperatives were larger than the household size of Thusanang. Larger households are more likely to have inadequate or severely inadequate access to food, compared to smaller households. Larger households, especially with more children, have higher demand for food security (Curran & Hartley, 2021). However, the average household size across the three-farmer cooperative was five members. There are around four to six people in a small family. There is less food demand for small families, compared to large families (Curran & Hartley, 2021). Small families would use their energy and time to produce more for the market than large families.

Table 4. 5: Household size for respondents in the three farmer cooperatives (n=107)

Household size	Thusa nang		Lekatela		Hits akil e		Total	
	n	%	n	%	n	%	n	%
<5 members	24	67	15	41	15	44	54	50
>5 members	12	33	22	59	19	56	53	50
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.6. Household income of cooperative members who attended skills training programmes.

In South Africa, the poverty line and food poverty line indicate household incomes of R785.00 per month and R547.00 per month respectively (Bittar, 2020). Thusanang cooperative members performed better than the other two cooperatives. Hitsakile cooperative member average income was low. Hitsakile is a newly registered cooperative. It is not as established as the other two cooperatives. Based on the poverty line and food poverty line, the household income increment, if any as a result of the skills training programme, was not sufficient to eradicate poverty in the three cooperative members. Table 4.6 also indicates that 99% of the cooperative members were in the low-income bracket, based on Bureau of Market Research (BMR) household income segmentation of 2016 (Standard Bank, 2016).

Table 4. 6: Farmers’ household income from farming activities (n=107)

Income / year	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
R0 –R4800	28	78	36	97	34	100	98	92
R4801–10 K	5	14	0	0	0	0	5	4
R10001–20K	2	6	1	3	0	0	3	3
R20001–40K	0	0	0	0	0	0	0	0
R40001–75K	1	2	0	0	0	0	1	1
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.7. Farming enterprises of the three cooperatives who attended skills training programmes.

The present land use consisted of crops, livestock and poultry farming. The farmer cooperatives produced vegetables, including butternuts, cabbages, green mealies, onions and tomatoes, which they sold to fresh produce markets, food retailers and local traders. Table 4.7 indicates that all the three cooperatives were engaged mainly in crop farming. Lekatela has 97% its farming enterprise committed to crop farming as compared to Thusanang with 94% and Hitsakile with 32%. Thusanang cooperative is the only cooperative of the three involved in livestock(Sheep and cattle) and poultry(Broilers) farming. The livestock and poultry farming at Thusanang carry only 3% of the farming enterprise of the cooperative.

Sixty-five percent of Hitsakile participants could not respond to this question, as the Hitsakile farmer cooperative was a relatively a new registered cooperative where farmers were still in the process of acquiring land and putting their plans together. The thirty-five percent of Hitsakile participants who responded on crop farming was with reference to a piece of land owned by the cooperative in the irrigation scheme in the area. As a cooperative, the Hitsakile farmer cooperative had a one-hectare plot in an irrigation scheme under the former Department of Rural Development, and the cooperative was producing butternuts, cabbages, green mealies, onions and tomatoes.

Table 4. 7: Farming enterprises of the three farmer cooperatives (n=107)

Farming enterprise	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Crops (butternuts, cabbages, green mealies, onions and tomatoes.)	34	94	36	97	11	32	81	76
Cattle	1	3	0	0	1	3	2	1
Poultry (Broilers)	1	3	0	0	0		1	1
Goats and sheep	0	0	1	3	0		1	1
No answer	0	0	0	0	22	65	22	21
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.8. Land holding size of the farmers who attended skills training programmes.

Table 4.8 shows the different farm sizes used by farmers. The land size for Thusanang and Lekatela was < 5ha and as indicated in subsection 4.7 under Chapter 4, Hitsakile had only 1 ha. It looks like the other two cooperatives had more than 1 ha based farming enterprise they were engaged in.

Table 4. 8: Land holding size.

Land size (ha)	Thusanang		Lekatela		Hits akile		Total	
	n	%	n	%	n	%	n	%
< 5ha	34	94	24	65	5	15	63	59
Farm size > 5 ha	0	0	4	11	0	0	4	4
No answer	2	6	9	24	29	85	40	37
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

4.9. Chapter summary

The socioeconomic status of the farmer cooperatives was established in the study and although it revealed interesting differences among the three farmer cooperatives, the establishment is that the cooperative members were rural, relatively young (age < 45), single female members. They were relatively young, actively able to enter more energy-demanding agricultural projects and programmes. Coupled with their age, the women were fairly educated and able to acquire skills from the skills training programmes. Ultimately be able to understand and run business ventures with the hope of entering commercial agricultural production. Based on literature, single women are more likely to own land and experience control over their production decisions and expenditure than married women. Women farmers tend to dominate the agricultural sector, while men are predominantly in workplaces in other industrial sectors. As such, the skills training programmes targeted the correct agents for agriculture, cooperative and rural development, but above all, food security in rural areas.

Chapter Five

Results and Discussions

Chapter five determine the perceptions of participants of the effectiveness of skills training programmes offered and identify possible challenges. The first part of the chapter provides an overview of the skills training programmes offered. It reflects on the learning styles preferred by the participants, as well as the perceived new skills acquired during the training. The second part focuses on the effectiveness of the programmes with regard to the improvement of household income and possible reasons for it; the effect of new farm business skills on the community; and challenges experienced by participants with the offering of training programmes. Lastly, the chapter provides perceptions and recommendations of participants on the offering of AgriSETA and QCTO training programmes.

5.1. Overview of skills training programmes and attendance by participants

During the period under review (financial year 2012-13 to financial year 2018-19), four skills training programmes were offered to the selected cooperatives namely: SAQA ID: 48972 National Certificate: Plant Production Level 1; SAQA ID: 20288 National Certificate: Farming Level 2; SAQA ID: 49052 National Certificate: Plant Production Level 3; and SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1. Appendix 3 gives an overview of the skills training programmes offered. Table 5.1 provides farmer attendance per each of the four skills training programmes, per cooperative. The participants in the study attended the skills training programmes.

Table 5. 1: The number of farmers who attended skills training programmes (n=107)

Programmes attended	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
1 skills programme	17	47	28	76	23	68	968	64
2 skills programmes	6	17	3	8	11	32	20	19
3 skills programmes	13	36	1	2	0	0	14	13
4 skills programmes	0	0	5	14	0	0	5	4
Total	36	100	37	100	34	100	107	100

Source: (Author, 2020)

5.2. Perceived preference of learning style by farmers in skills training programmes

Effective training is never approached as a one-size-fits-all method. Three types of learning styles were explored, namely visual, audio and kinaesthetic (practical/experiential) learning, as illustrated Table 5.2.

Table 5. 2: Learning styles used in the skills training programmes.

Method	Description
Visual learning	This is a learning technique where a learner needs to see information to process it. Visual learners can utilise graphs, charts, maps, diagrams, and other forms of visual stimulation to effectively acquire information (ShowMe Images, 2022).
Audio learning	This is when a learner learns by hearing and listening. A learner understands and remembers things heard. A learner stores information by the way it sounds and has an easier time understanding spoken instructions than written ones (EducationPlanner.org, 2022).
Practical learning	This is when a learner learns by touching and doing. It is the process of learning through experience and is more specifically defined as ‘learning through reflection on doing’ (MacMillan, 2018).

Source: (Author, 2020)

Farmers were asked to indicate their preference regarding the different learning styles used during the skills training using a five-point semantic scale (1 = Most preferred; 2 = Fairly preferred; 3 = Neutral; 4 = Fairly not preferred; 5 = Not preferred). Table 5.3 indicates that practical learning style was the most preferred (66%) by farmers, compared to visual learning style (55%) and audio learning style (50%). All three forms of preferred learning were used on different preferential levels in the skills training programmes. Practical learning helps farmers apply their skills in a non-classroom environment and on their own farms. Getting out and applying theory learnt to a practical situation helps farmers further develop existing skills already learnt in theory. Taking a hands-on approach to learning often results in more ingrained knowledge, with the ability to retain information quickly and for longer periods of time. Agriculture by nature is a hands-on subject. This helps to understand and confirm why farmers preferred practical learning during the skills training programmes. Farmers view it as their own programme happening at their farms or production units.

Table 5. 3: Preferred learning style by participants (n = 107)

Learning style	1		2		3		4		5		Total
	n	%	n	%	n	%	n	%	n	%	
Visual learning	59	55	21	19	14	13	7	7	6	6	107
Audio learning	54	50	10	9	15	14	8	7	20	18	107
Practical learning	71	66	20	19	13	12	2	2	1	1	107

Key: (1 = Most preferred; 2 = fairly preferred; 3 = neutral; 4 = fairly not preferred 5 = not preferred).

Source: (Author, 2020)

The farmers were asked to indicate the training style they preferred. The farmers indicated the practical training style as the most appropriate for both individual farmer training and group training (Table 5.4). Indications are that practical training was most appropriate in both group training (75%) and individual farmer training (74%). Technical training teaches the skills needed to design, develop, implement, maintain, support or operate a particular technology or related application, product or service (Training industry, 2021). Theoretical training is what the knowledge is about (Ramnani, 2017). Practical learning is a task in which farmers observe and do things by themselves. Practical learning is about practical application of knowledge (Anu, 2021). Practical application is how the knowledge learnt needs to be implemented in certain real-life situations. The real-life situations for farmer cooperatives would be right at their farm or production unit. Alternatively, the real-life situations would be at sites or events where farmers mingle with stakeholders in the farming industry. Examples of these are demonstrations; farmers' days; agricultural shows; field tours; experiential attachments; farmer groups; and farmer associations. The results indicate the importance of upholding AgriSETA policy, which stipulates the allocation of 70% of the training time in skills training programmes to practical learning.

Table 5. 4: Preferred training style (n =107)

Training style	Individual farmer training		Group training	
	n	%	n	%
Technical	2	2	1	1
Theoretical	26	24	26	24
Practical	79	74	80	75
Total	107	100	107	100

Source: (Author, 2020)

5.3. Perceived skills acquired by farmers in the skills training programmes.

AgriSETA skills training programmes have core, fundamental and elective modules which aim to impact the following skills, in general: Time management; Problem solving; Interpretational; Production; Co-op management; Financial and Marketing. The only difference in skills come under production skills where skills are based on the title of the skills training programme. For example, the production skills in SAQA ID: 48972 National Certificate: Plant Production Level1(See Appendix 3) would differ from the production skills in SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1(See Appendix 6)

Farmers were asked to indicate which skills they acquired during the skills training (Table 5.5) using a five-point semantic scale (5 = Highly improved; 4 = Above average improvement; 3 = Average improvement; 2 = Below average improvement; 1 = Least improved). The most improved skill was problem solving, followed by time management. The least improved was marketing skills. Problem-solving skills helps smallholder farmers and cooperatives to be assertive regarding their environment and requirements in their operations. They then make better decisions, particularly in acquiring and implementing new ideas, information and technologies. Key to problem solving is thinking of new ideas, and using technology to make it easier for people to understand things or help save customers time and money. Above all, problem solving is a basic and primary skill required by farmers to help them circumnavigate issues that would require other skills. However, it is worrisome that marketing skills are the least acquired. When it comes to moving cooperatives or smallholder farmers from subsistence farming to commercial farming, lack of marketing skills becomes a significant stumbling block. Marketing of farm produce deals with numerous external forces that need to be addressed to create correct, smooth and profitable relationships with buyers, customers and consumers, which problem-solving skills alone may not be able to address.

Table 5. 5: Skills acquired by participants during training (n = 107)

Skills acquired	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Time management	8	22	9	24	6	18	23	21
Problem solving	10	28	10	27	6	18	26	24
Interpretational	7	19	7	19	6	18	20	19
Production	6	17	6	16	5	15	17	16
Co-op management	3	8	3	8	5	15	11	10
Financial	1	3	1	3	3	8	5	5
Marketing	1	3	1	3	3	8	5	5
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

5.4. Perceived improvement in farmers' household income

Another important factor in the research study was to determine if skills training improved household income due to skills acquired. The whole package of skills attained from the skills programme are as give in Appendices 3 to 6. The participants were asked to indicate if they had experienced improvement in household income due to new skills gained during the training courses. Only 38% of the farmers experienced an increase in household income (Table 5.6). Hitsakile cooperative had the least improvement in household income for its farmers, understandably so because Hitsakile was a relatively new registered cooperative compared to the other two.

Table 5. 6: Perceived improvement in household income (n =107)

Increase in income	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Yes	17	47	19	51	5	15	41	38
No	19	53	18	49	29	85	66	62
Total	36	100	37	100	34	100	107	100

Source: (Author, 2020)

Farmers were asked to indicate percentage of household income improvement after attending the skills training programmes. Not all the farmers responded. Only those who perceived an improvement in household income responded, as indicated in Table 5.7. The indication was that there was difference in percentage improvement in household income across the cooperatives (Table 5.7). From the total number of farmers, 55% of the participants responded

that they had a 1-10% improvement in household income. However, despite some improvement in household income, the farmers remained in the low-income level bracket, and poor.

Table 5. 7: Perceived improvement in household income (n =107)

% Increase in income	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
1-10%	13	76	9	50	0	0	22	55
11-20 %	2	12	0	0	0	0	2	5
21-30 %	1	6	0	0	0	0	1	3
31-50 %	1	6	1	6	0	0	2	5
50 % +	0	0	8	44	100	100	13	32
Total	17	100	18	100	5	100	40	100

Source: (Author, 2020)

Farmers were asked to provide reasons for improvement or lack of improvement in household income. Reasons for improvement in household income were as indicated in Table 5.8. The main reasons for improvement in household were experience gained in farming, acquired skills and information, improved production techniques, and quantity of sellable produce (Table 5.8). See Appendices 3 to 6. On the other hand, the main reason for non-improvement of household income was that the farmers had little or nothing to fund their farming activities (Table 5.8). The skills training programmes need to have a built-in advisory service that links cooperatives with potential service providers who can assist through input schemes (government), donations (NGOs) and contract farming (private sector). Contract farming is commonly seen as a suitable means of linking poor farmers to markets, improving household welfare and promoting the modernisation of the agricultural sector (Meemken & Bellemare, 2019). Contract farming is a farming practise agricultural produce is produced under an agreement with buyers. The agreement entails the farmer getting funding for all the production cost from the buyer and at supply point the buyer only pays for the difference between the production cost and the invoiced total.

Table 5. 8: Reasons for improvement or non-improvement in household income (n =107)

Reasons for improvement and non-improvement	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Improvement								
Experience gained in farming	10	28	5	13	10	29	25	23
Acquired skills/information	10	28	5	13	10	29	25	23
Increased crop production	0	0	2	5	3	9	5	5
Availability of land	0	0	0	2	3	9	3	3
Improved production techniques	10	28	5	13	6	18	21	20
Good quality produce	0	0	5	13	0	0	5	5
Quantity of sellable produce	2	5	15	41	2	6	19	17
Handling suppliers/market	4	11	0	0	0	0	4	4
Total	36	100	37	100	34	100	107	100
Non-improvement								
Not enough time available	4	11	0	0	0	0	4	4
Still in the planning stage	6	17	6	16	5	15	17	16
Lack of funding	0	0	6	16	2	6	8	7
Lack of land and inputs	6	17	0	0	0	0	6	6
Poor infrastructure	10	28	0	0	0	0	10	9
Insufficient water	4	11	0	0	0	0	4	4
Poor cooperative cohesion	0	0	0	0	2	6	2	2
Community involvement	3	8	0	0	0	0	3	3
Lack of markets for produce	0	0	0	0	0	0	0	0
Unemployment	3	8	25	68	25	73	53	49
Total	36	100	37	100	34	100	107	100

Source: (Author, 2020)

5.5. Perceived effect of skills training programmes on communities around cooperatives

Farmers were asked to indicate if they perceived the skills training programmes to have some effect on the wellbeing of the broader community in which they farm (Table 5.9). Of the total number of farmers who were participants in the training programmes, 82% of the farmers concurred that communities benefited from the skills training programmes (Table 5.8). Therefore, farming cooperatives, regardless of where they operate, have positive benefits to communities Figure 1. 2. As such, government and stakeholders in both agriculture and rural development programmes must step up their plans for cooperatives, and regard cooperatives as pivots for development in rural areas. More skills training programmes must be implemented for these reasons, as it is a sure case to advance agriculture and rural development in rural communities Figure 1. 2. However, more research need to be done around cooperatives being pivots to agriculture and rural development.

Table 5. 9: Perceived effect of training on broader community

Community benefits	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Yes	32	89	30	81	26	76	88	82
No	4	11	7	19	8	24	19	18
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

The farmers were asked to list the specific benefits that communities gained from the skills training programmes (Table 5.10). The first benefit was availability of fresh farm produce as expressed by the participants. Information on yields before the skills training programmes and after the skills training programmes could have helped give more evidence. Of the total number of farmers participating in the study, 38% perceived it to be a benefit to the community. The farmer cooperatives had farming projects where the communities came to buy fresh farm produce. Instead of communities going to food retailers or produce markets to buy farm produce, they bought it from farmer cooperatives in their vicinity, at low produce price. The second benefit was gaining farming knowledge and skills. Thirty-six percent of the farmers perceived this to be a benefit gained by the community because of skills training programmes. Some community members emulated the farmer cooperatives and produced their own produce at their farms or in their backyards. The third benefit was community backyard garden and poultry projects. From information, knowledge and skills shared, community members started backyard garden and poultry projects, which provided them with fresh produce.

All these benefits help to confirm farming cooperatives as pivots for not only agriculture and development, but for food security for people in rural areas. If all households emulate farming cooperatives in producing food, then fresh, cheaper food becomes readily available. Production of food in households remove the intermediary in the supply-chain, making food significantly cheaper.

Table 5. 10: Benefits received by communities (n =107)

Benefit	Thusanan		Lekatel		Hitsakil		Tota	
	n	%	n	%	n	%	n	%
Farming knowledge and skills	9	25	17	46	12	35	38	36
Availability of fresh farm produce	8	22	16	43	17	50	41	38
Backyard garden and poultry projects	13	36	4	11	5	15	22	20
Networks created with stakeholders.	6	17	0	0	0	0	6	6
Total	36	100	37	100	34	100	107	100

Source: (Author, 2020)

5.6. Challenges experienced with the skills training programmes.

The farmers were asked to share perceptions about the skills training programmes. The following semantic scales were used – Timing of the skills training perception: 1 = Strongly Disagree; 2 = Disagree; 3 = Unable to judge; 4 = Agree; 5 = Strongly agree; Effectiveness of facilitation of the agricultural skills training programmes perception: 1 = Strongly disagree; 2 = Disagree; 3 = Unable to judge; 4 = Agree; 5 = Strongly agree); Understandability of the training aids: 1 = Very poor; 2 = Poor; 3= Average; 4 = Good; 5 = Excellent); Relevance of practicals relating to the theory given in the skills trainings (Yes/No); and Time allocated to skills training programmes (Yes/No). There were different perceptions of the three cooperatives on the challenges faced during the skills training programmes (Table 5.11). The possibility is that the skills training programmes were implemented at different times and places, and to different participants.

Timing of skills training programmes is critical for farmers. The best time to train is when

farmers are already motivated to learn. This is when farmers have an acute need, want to prepare for a new challenge, or undergo a major change in their farming activities (Humanity Development Library, 2022). The timing was disruptive for Lekatela farmers, as only 38% of the farmers were happy with the timing of the skills training programmes (Table 5.11). Facilitation of skills training programmes is also a major contributing factor in uptake of skills, knowledge and information by farmers. Facilitation is the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership, and creativity by all those involved (Cserti, 2019). Facilitation was not as well received by Thusanang and Lekatela as it was by Hitsakile, where 97% of the farmers were happy with the facilitation. Table 5.11 illustrates that 91% of Hitsakile farmers had a positive perception of the training aids used in the skills training programmes, in comparison with the other two cooperatives.

Table 5.10 indicates that the farmer perception of practical learning was very high and positive, an indication that practical learning was appropriate for farmers to learn skills. Of the total number of farmers who participated in the study, 97% of the farmers across all the farmer cooperatives welcomed the use of practical learning in the skills training programmes. Time allocation to skills training programmes is critical on a farm, where farmers are busy with farming operations. Time allocated to skills training programmes was appreciated by all farmers across the farmer cooperatives, as illustrated in Table 5.11. The indication is that the skills training programmes were well planned and aimed at minimising possible challenges, making them effective in delivering the planned skills.

Table 5. 11: Perceived challenges in the offering of the skills training (n = 107)

Challenges	Thusananang		Lekabela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Timing	29	81	14	38	32	94	75	70
Facilitation	12	33	15	41	33	97	60	56
Training aids	14	39	16	43	31	91	61	57
Practicals relevance	35	97	36	97	33	97	104	97
Time allocation sufficient	35	97	31	84	33	97	99	93

Source: (Author, 2020)

Based on the SAQA guidelines for each skills training programme (See Appendix 3 to 6), the farmers were asked to list the specific factors that participants perceived as having influenced the challenges they faced during skills training programmes. The factors that influenced challenges as highlighted by farmers are shown in Table 5.12. However, the main factors seemed to be shortage of learning materials, no catering (food for the participants during the training) and no stipends. Factors like the three highlighted above, disrupt the learning process and must be controlled at all costs. Learning materials, for example, are the backbone of learning. They provide sources of information and knowledge. They provide a step-by-step guide to the learning process. In terms of food and stipends, government must consider increasing budgets allocated for skills training programmes. Enough food and stipends motivate participants to be more attentive.

Table 5. 12: Perceived factors contributing to challenges.

Perceived factor	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Lack of transport	0	0	6	16	0	0	6	6
Lack of PPE	5	14	0	0	0	0	5	5
Absenteeism	0	0	3	8	0	0	3	3
Not enough materials	19	53	2	5	0	0	21	20
Inactivity in class	0		1	3	0	0	1	1
Lack of funding	10	28	5	14	0	0	5	5
Time management	2	6	3	8	0	0	3	3
Late coming	0	0	3	8	0	0	3	3
Difficult-to-understand content	2	6	9	24	0	0	6	6
No stipend	13	36	0	0	0	0	13	12
Lack of chemicals	1	3	3	8	0	0	4	4
Lack of soil testers	1	3	0	0	0	0	1	1
No catering	21	58	0	0	0	0	21	20
Lack of visual learning materials	15	42	0	0	0	0	6	6
Facilitator inadequacy	4	11	0	0	0	0	4	4
No appropriate infrastructure	1	3	2	0	0	0	3	3

Source: (Author, 2020)

5.7. Chapter summary

Skills training programmes provided skills to farmer cooperatives, using practical training methods that help farmers enhance their practical learning process, preferably via the AgriSETA training system.

Chapter Six Results and Discussions

Chapter six identifies changes in business orientation of cooperatives regarding entrepreneurship, farming practices, production levels, marketing practices, income, and benefits to communities around cooperatives. The farming business strategic orientation is discussed by looking at: entrepreneurship orientation; production orientation; technological orientation; marketing orientation; and financial orientation after participants received training. The SAQA guidelines or curriculum used in skills training programmes seek to impact entrepreneurship skills, production skills, technological skills, marketing skills and financial skills for cooperatives on a commercial business level. A look at the guideline or curriculum as given in Appendices 3 to 6 show unit standards(modules) that address these skills in skills training programmes. Table 6.1 illustrates shows a common characteristic of all SAQA guidelines be it in different fields and levels. They aim to impact all the skills categories as illustrated in Table 6.1. Some motivational statements from the respondents on skills acquired were captured and analysed, providing some indication of the level of business strategic orientation of the farmer cooperatives.

Table 6. 1: Skills alignment to SAQA guidelines used in skills training programmes assessed in the research: EXAMPLE.

Skills categories	Unit standards in SAQA ID: 48972	Unit standard SAQA ID: 20288	Unit standard SAQA ID: 49052	Unit standard SAQA ID: 49580
Entrepreneurship skills	116158	<u>8962</u> <u>14001</u>	<u>9012</u> <u>8970</u>	<u>12462</u> <u>12469</u>
Production skills	116150 116205	<u>12623</u> <u>12618</u>	<u>116125</u> <u>116220</u>	<u>119416</u> <u>119423</u>
Technological skills	116202 116167	<u>12616</u> <u>9008</u>	<u>116271</u> <u>116264</u>	<u>119427</u> 7461
Marketing skills	116164 116165	<u>13998</u> <u>13994</u>	<u>116271</u> <u>116259</u>	<u>119488</u> <u>7449</u>
Financial skills	116159	<u>13999</u> 13996	<u>116237</u> <u>7456</u>	<u>15092</u> <u>7451</u>

(Author, 2022)

6.1. Farmer cooperatives' perceived interactions with stakeholders

Farmers were asked to indicate on a 4-point Likert scale (1 = Not at all; 2 = Rarely, 3 = Often; 4 = Always) the frequency of contact with stakeholders (Table 6.2). Farmers received the most support from NGOs, training providers and neighbouring farmers. Thusanang and Lekatela farming cooperatives had more interactions with training providers. Hitsakile farming cooperative had most interactions with neighbouring farmers. Frequency of contact with stakeholders differed among the farming cooperatives, with Lekatela farming cooperative showing immense involvement with all service providers, save for private agro dealers. Nevertheless, all three of the farming cooperatives were active and in business relationships in the farming industry. The research findings thus indicated presence and involvement of various stakeholder with the farmer cooperatives, through which farmers would improve on their entrepreneurial, production, and marketing orientation.

Table 6. 2: Perceived interactions with stakeholders

		1	2	3	4	5	6	Total
Thusanang	n	6	7	2	9	11	1	36
	%	17	19	6	25	30	3	100
	Frequency of contact	1	4	1	2	3	2	
Lekatela	n	4	5	7	6	12	3	37
	%	11	14	19	16	32	8	100
	Frequency of contact	1	4	4	4	4	4	
Hitsakile	n	1	9	4	2	7	11	34
	%	3	26	12	6	21	32	100
	Frequency of contact	1	3	1	2	1	3	

Notes: 1 = Private Agro dealers; 2 = MGOs; 3 = Farmer organisations; 4 = Government departments; 5 = Training providers and 6 = Neighbouring farmers

Source: (Author, 2020)

6. 2. Perceived new farming practices by farmer cooperatives.

The farmers were asked to indicate if they had changed or adopted new farming practices after they received skills training. Table 6.3 showed that 86% of the farmers from Thusanang farmer

cooperative adopted new farming practices, while only 41% and 44% respectively from Lekatela and Hitsakile cooperatives adopted changes to farming practices after attendance of skills training. The effect of skills training programme was felt resoundingly in Thusanang cooperative, whereas in Lekatela and Hitsakile cooperatives there is need for more skills training interventions.

Table 6. 3: Perceived change in farming practices

Change in farming practice		Yes	No	Total
Thusanang	n	31	5	36
	%	86	14	100
Lekatela	n	15	22	37
	%	41	59	100
Hitsakile	n	15	19	34
	%	44	56	100

Source: (Author, 2020)

The new farming practices adopted were categorised into technical, marketing and administrative, and farmers were asked to indicate which practices they adopted. The uptake of new farming practices differed in the three farmer cooperatives (Table 6.4). However, all three of the farmer cooperatives adopted more technical farming practices, as opposed to marketing and administrative practices. Lekatela farming cooperative adopted more marketing practices compared to the other two cooperatives but was in last place in adopting administrative practices. The analysis indicates that the cooperatives adopted new farming practices, but there is need to increase marketing and administration skills, which are as important as technical farming practices. Marketing, for instant, helps the cooperative find customers and markets for its farm produce. The use of all aspects of farming practice helps farmers to operate on a commercial basis, which is the main aim of skills training programmes in rural communities.

Table 6. 4: New farming practices adopted.

Cooperative		Technical	Marketing	Administrative	Total
Thusanang	n	23	1	12	36
	%	64	3	33	100
Lekatela	n	15	13	9	37
	%	41	35	24	100
Hitsakile	n	15	8	11	34
	%	44	24	32	100

Source: (Author, 2020)

6. 3. Perceived farmer cooperative input suppliers

Table 6.5 show that there was significant reliance on own purchase of livestock feeds from agro dealers. Lekatela farmer cooperative made its own by-product feeds from cereal grain. Table 6.5 indicates that most farmers buy their own inputs. Other role players like government, the private sector and NGOs play some role in ensuring inputs are available where needed, through input schemes, contract farming and donations respectively. Lekatela received 14% of its livestock feed from government. Lekatela also received 3% of its seed, fertiliser and agrochemicals requirements from NGOs. Hitsakile farmer cooperative received 32% of its seed requirements from government. Input supplies are readily available where the need arises.

Table 6. 5: Input supplies as perceived by the three farmers cooperatives.

Co-op	Input		1	2	3	4	5	6	Total
Thusanang	Seed	n	1	1	0	33	1	0	36
		%	3	3	0	91	3	0	100
	Fertiliser	n	1	1	0	32	2	0	36
		%	3	3	0	88	6	0	100
	Agrochemicals	n	0	1	0	34	1	0	36
		%	0	3	0	94	3	0	100
	L inputs	n	0	0	0	35	1	0	36
	%	0	0	0	97	3	0	100	
Lekatela	Seed	n	2	0	1	31	2	1	37
		%	5	0	3	84	5	3	100
	Fertiliser	n	2	0	1	18	14	2	37
		%	5	0	3	49	38	5	100
	Agrochemicals	n	1	2	1	10	5	18	37
		%	3	5	3	27	14	48	100
	L inputs	n	5	1	0	7	8	16	37
	%	14	3	0	19	21	43	100	
Hitsakile	Seed	n	11	0	0	23	0	0	34
		%	32	0	0	68	0	0	100
	Fertiliser	n	3	0	0	27	4	0	34
		%	9	0	0	79	12	0	100
	Agrochemicals	n	0	0	0	25	2	7	34
		%	0	0	0	74	6	20	100
	L inputs	n	1	0	0	23	1	9	34
	%	3	0	0	68	3	26	100	

Notes: 1 = Govt; 2 = Private sector; 3 = NGO; 4 = Own purchase; 5 = Own produce; 6 = Community contribution. L inputs = Livestock inputs

Source: (Author, 2020)

6.4. Perceived improvement in farmer cooperative local marketing

Marketing of produce requires that farmers have appropriate marketing orientation. Marketing orientation is a business model that focuses on delivering produce designed according to customer desires, needs and requirements (Tutor2u, 2021).

Local marketing is a marketing strategy that targets consumers and customers within a certain radius of the physical location(s) of a business. Farmers were asked to indicate whether they had experienced any improvement in the local marketing of their produce. Table 6.6 indicated that 64% of the respondents experienced an improvement in the local marketing of cooperative

produce. The reason for the improvement in local marketing could have been that the farmers were trained on marketing practices. The training improved their marketing skills such as: packaging of produce; pricing; quality of produce; and distribution of produce. However, some farmers did not improve in terms of local marketing. Of note is the Lekatela farmer cooperative, where 54% of the farmers did not show improvement in local marketing. The lack of improvement in local marketing could have been because of a variety of challenges, as set out in Table 6.6 below. In the Lekatela farmer cooperative, 51% of the farmers indicated that inconsistency in supplying products or produce was a major challenge in marketing their produce.

Table 6. 6: Perceived improvement in local marketing

Market improvement	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Yes	22	61	17	46	30	88	69	64
No	14	39	20	54	4	26	38	36
TOTAL	36	100%	37	100%	34	100%	107	100%

Source: (Author, 2020)

Farmers were asked to list the challenges encountered in marketing their produce locally (Table 6.7). Inconsistency in supplying produce (29%) and poor marketing skills (26%) were some of the main challenges perceived across the three farmers cooperatives. This is an indication that the cooperatives faced challenges such as lacking the necessary marketing and planning skills to ensure consistent supply of their produce, in terms of both quantity and quality. The two major challenges, as highlighted by the farmers, were inconsistency in supplying produce, and poor marketing skills. The reason for poor marketing skills is illustrated in Table 6. 7.

Table 6. 7: Perceived challenges in local marketing

Challenge	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Emerging farmers are given least preference	0	0	0	0	7	21	7	7
Market inaccessibility	1	3	10	27	9	26	20	18
Inconsistency in supplying produce	5	14	19	51	7	21	31	29
Poor market research	5	14	4	10	0	0	9	8
Poor marketing skills	16	44	1	3	11	32	28	26
Poor customer care	6	17	1	3	0	0	7	7
Market competition	3	8	1	3	0	0	4	4
Lack of support from community	0	0	1	3	0	0	1	1
TOTAL	36	100	37	100	34	100	107	100

Source: (Author, 2020)

6.5. Perceived improvement in farmer cooperative external marketing

External marketing is a marketing strategy that targets consumers and customers outside a certain radius of the physical location(s) of a business (Wess, 2021). Table 6.8 shows the improvement in marketing outside the specific local areas of the three farmer cooperatives. External marketing to food retailers improved across the three cooperatives. All farmers at Thusanang indicated an improvement in external marketing to fresh produce markets (Tshwane, Tsogo, Letlbile, Fruit & Vegetables and Moretele market), while the Lekatela farmer cooperative in the same municipality had only 5% of its farmers indicating improvement in external marketing. The reason for poor performance in the external marketing could be an indication of lack of marketing skill in Lekatela farmers. There was notable improvement in external marketing for both Lekatela and Hitsakile farmer cooperatives with regard to traders (vendors, spazas, church community and sub-contractor). Being more informal, traders are probably easier to penetrate compared to fresh produce markets and food retailers. In comparison, Thusanang could have refined its marketing skills following the skills training to be able to penetrate more formal and commercial markets than the other farmer cooperatives. There is probably more that needs to be done to augment skills training programmes, to help

cooperatives develop strong marketing stamina to survive in the external market with its stiff competition. The farmers need to interact with commercial farmers at farmers' days, agricultural shows and such other events aimed at interacting with stakeholders, clients, customers, consumers etc.

Table 6. 8: Improvement in external marketing

	Market	Thusanang		Lekatela		Hitsakile		Total	
		n	%	n	%	n	%	n	%
1	Fresh produce market (Tshwane, Tsogo, Letlbile, Fruit & Vegetables and Moretele Market)	36	100	2	5	0	0	38	29
2	Food retailers (Shoprite, Pick 'n Pay, Spar and Boxer)	11	31	26	70	17	50	53	40
3	Schools (daycare centres, Casteel, Acornhoek School, Thulamahashe School, Bella Bella School and other schools)	4	11	1	3	4	12	9	7
4	Traders (vendors, spazas, church community and sub-contractors)	3	8	15	41	11	32	29	22
5	Local council offices	0	0	2	6	0	0	2	2

Source: (Author, 2020)

6.6. Farmer cooperative percentage produce sales on external markets

The farmers were asked to indicate percentage produce sales of total farm produce at the cooperative based on the following scale: 1 = <10%; 2 = 11-30%; 3 = >30. Although the Thusanang and Lekatela farmer cooperatives showed improvement in external marketing, the farmers, as indicated in Table 6.9, only sold <10% on the external market. On the other hand, 97% of the Hitsakile farmer cooperative indicated having sold more than 30% of their produce to external markets. External markets included the fresh produce markets and food retailers. The Hitsakile farmer cooperative has a production unit in a massive irrigation scheme. The fresh produce markets, food retailers and traders would come there to buy in bulk. Remembering that Hitsakile cooperative is made up of young people who are not married, they are more inclined towards business than towards subsistence farming. The other two

cooperatives were more inclined towards subsistence farming and most of what they produced was for their own household consumption. This is the reason for the two cooperatives having only sold less than 10% of their produce to the external market. These two cooperatives need to push to produce beyond their household consumption needs. They also need to push to commercialise their enterprises, especially following the skills training programmes. Otherwise, there is evidence that the farmers have moved up from being simply subsistent.

Table 6. 9: Percentage produce sold on external markets.

Percentage	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
<10%	33	92	23	62	1	3	57	53
10-30%	0	0	0	0	0	0	0	0
>30%	3	8	14	38	33	97	50	47
Total	36	100	37	100	34	100	107	100

Source: (Author, 2020)

6.7. Percentage improvement of farmer cooperative marketing skills

While highlighted in Table 6. 9 that cooperatives have not adopted many new marketing practices, there has been some improvement in their marketing skills as indicated in Table 6. 10. To give a business the best chance of success, investment in marketing skills is needed (Bullock, 2021). Marketing provides visibility for a business' produce and attracts customers. In the study, visibility of produce was measured based on packaging, pricing, quality, quality control, and distribution of produce. The skills training programmes helped farmers to sort out and grade their produce according to size, quality and price their produce accordingly. The training modules help the cooperative have a look at their marketing principles and strategies. For example, unit standards SAQA ID: 116164, 116165 under qualification SAQA ID: 48972 provided skills to cooperatives to understand the importance of sorting, cleaning and managing the produce better before selling them. Table 6.10 indicated that farmers perceived significant improvement in the packaging of produce (41%), followed by focusing on quality control (31%). The Hitsakile farmer cooperative, in particular, gained new skills with regard to the packaging of products after they attended the skills training. The specific marketing skills that improved after attendance of training programmes differed between the three farmers cooperatives. There was a remarkable improvement in the packaging of produce by the Hitsakile farmer cooperative, with 97% of the farmers confirming that they acquired the skill. This could be the reason Hitsakile managed to sell more than 30% of its produce to the external market (Table 6.9). The food retailers and the traders were attracted by the

packaging of Hitsakile farmer cooperative products. Packaging attracts customers and ensures that the produce fulfils its purpose at the destination.

Table 6. 10: Improvement of marketing skills

Skill	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Packaging of produce	4	11	7	19	33	97	44	41
Pricing	9	25	7	19	0	0	16	15
Quality control on produce	12	33	19	51	1	3	32	30
Distribution of produce	11	31	4	11	0	0	15	14
Total	36	100	37	100	34	100	107	100

Source: (Author, 2020)

6.8. Improvement of farmer cooperative financial management

Financial management is important for three things in a business, namely, strategizing, decision-making and controlling. Strategizing is identifying what needs to happen financially for the business to achieve its short and long-term goals (Kenton, 2021). Decision-making helps cooperatives to decide the best way to execute on plans by providing up-to-date financial reports and data on relevant key performance indicators. Thus, the skills training programmes have impacted the skills required for financial control, and subsequently other farm activities. According to SAQA ID: 116159 under qualification SAQA ID: 48972, skills impacted on cooperatives referred to: investment capital; financial inputs related to capital, material, labour and overheads; the different costs, including fixed and variable, and direct and indirect costs; the different types of stock in a production process; record-keeping system; and identification of profit / loss.

6.8.1. Perceived improvement of farmer cooperative financial position

Financial position is reflected in the current balances of the recorded assets, liabilities, and equity of an organisation. This information is recorded in the balance sheet, which is one of the financial statements (Murphy, 2022). Farmers were asked to rate improvement in the financial position of their cooperatives, using a 5-point Likert scale (1 = Very poor; 2 = Poor; 3 = Not sure; 4 = Good; 5 = Very good). The Hitsakile farmer cooperative's financial position was rated

as very good by 88% of the farmers (Table 11). The other two cooperatives' financial positions were rated as good. So, the financial position of the cooperatives was good after the skills training. It is expected that with good financial positions, farmer cooperatives would improve their agricultural production.

Table 6. 11: Perceived improvement of financial position of farmer cooperatives

Financial position	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
1 = Very poor	0	0	2	5	0	0	2	2
2 = Poor	1	3	2	5	2	6	5	5
3 = Average	17	47	11	30	0	0	28	26
4 = Good	18	50	18	49	2	6	38	35
5 = Very good	0	0	4	11	30	88	34	32
TOTAL	36	100%	37	100%	34	100%	107	100%

Source: (Author, 2020)

6.8.2. Perceived improvement in farmer cooperative finance statements

Farmers were asked to show which of the financial statements improved in their cooperatives, using a 5-point Likert scale: Improved cashflow = 1; Growing profits = 2; Assets = 3; Owner's equity = 4. The Hitsakile farmer cooperative improved most on improved cashflow, whereas Thusanang and Lekatela improved on growing profits, with 58% and 35% respectively of farmers indicating the improvements (Table 6.12). There was a general improvement in growing profits, as indicated by 41% of the farmers across the three cooperatives. However, the percentage of improvements was not high enough to change the income level of farmers from low level to at least middle-income level. The farmers remained poor even after the skills training programmes, as highlighted in Table 4. 9 under Chapter 4.

Table 6. 12: Perceived improvement in finance statements

Finance aspects that improved	Thusanang		Lekatela		Hitsakile		Total	
	n	%	n	%	n	%	n	%
Improved cashflow	8	22	9	24	19	56	36	34
Growing profits	21	58	13	35	10	29	44	41
Assets	7	20	11	30	1	3	19	18
Owner's equity	0	0	4	11	4	12	8	7
TOTAL	36	100%	37	100%	34	100%	107	100%

Source: (Author, 2020)

6.9. Chapter summary

In summary, the skills training programmes improved farmer cooperatives' business orientation towards their farming businesses. There was improvement in production, financial control and profits. However, the percentage figures showing improvement in business orientation might not give farmers enough stamina to become commercial. For example, farmers' marketing orientation might not stand the vigorous tests of the commercial world.

Chapter Seven

Results and Discussions

Chapter seven gives synopsis, conclusion and recommendations of the research study.

7.1. Synopsis

The aim of the study was to assess the AgriSETA's skills training programmes which were offered to three selected farming cooperatives as highlighted in the research report. The training programmes used AgriSETA training system based on the SAQA guidelines as give in Appendix 3 to 6 of this report. Regardless of whatever field, the guidelines offer the following skills save for technical and production skills unique to each training: entrepreneurship; production; technological; marketing and financial.

The objectives were:

- i. To profile demographic characteristics of respondents.
- ii. Identify perceptions and challenges relating to the effectiveness of skills training programmes.
- iii. Identify changes in cooperative business orientation and the skills training benefits to communities around the cooperatives.

The cooperatives were made up of rural and youthful single women. Eighty-six percent of them were < 45 years of age. The women were school dropout. The highest level of education was matric with a pass rate below requirements for diploma level entry.

There was an improvement in household income levels due to new farming techniques implemented in the cooperatives. However, cooperatives remained in the low-income level bracket.

The cooperatives experienced two main challenges, namely facilitation and training aids used which could be addressed by AgriSETA accreditation, subject-matter specialists, and use of SAQA guidelines.

Cooperatives created business links with a variety of stakeholders: other cooperatives; NGOs; government; training providers; neighbouring farmers; farmer groups; community members; and private sector. This resulted in an increase in production and subsequent increase in sales in local and external markets.

7.2. Conclusions

The conclusion of the study was that the skills training programmes were effective in impacting skills and improving the business orientation of farmers in the selected cooperatives. However, increases in household income and marketing for external markets were low, compared to other skills and business orientations. The household income remained in the low-income level bracket, and farmers remained poor. The percentage figures showing improvement in business orientation in Chapter Six of this study report, might not have given farmers enough stamina to become commercial. For example, farmers' marketing orientation might not stand the vigorous tests of the commercial world. There is a need for more improvement in marketing orientation to enable farmers to push more of their produce into the external market. The external market must go beyond provincial borders and reach international markets as well. With the world now a global village, and technology a key aspect of business, farmers need to keep advancing their business orientation. The skills training programmes need to be aligned, purposefully, to international standards, best practices and sustainable development goals. Farmers' business orientation must include skills to address the current climatic changes, as they affect production and the use of technology.

7.3. Recommendations

AgriSETA should continue its presence in the trained cooperatives or with the smallholder farmers after the skills training programmes have concluded. The government, through the various and relevant departments, must create conducive and enabling environments for cooperatives. The Department of Agriculture, Forestry and Fisheries, through its strategic outcome-orientated goals, must continue to build capacity in cooperatives, not only as a means for food security, but as a means of building businesses.

7.4. Recommendation for further research

It would be interesting to expand the research study to all nine provinces of South Africa, with a much larger sample of farmer cooperatives, and the inclusion of an assessment of their perceptions on international issues relating to the farming industry. The international issues could include, but not be limited to, the following: international best practice and standards, the UN's Sustainable Development Goals, and climate change challenges.

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APPENDIX 1: Research questionnaire

IDENTIFICATION SECTION

- A1 Province
- A2 Local Municipality
- A3 Ward
- A4 Village
- A5 Cooperative name

DEMOGRAPHIC INFORMATION

B1. Name of respondent is confidential do not fill in your name -----

B2. Age of respondent

B3. Gender of

F	
M	

respondent

B4. Marital Status of respondent (Tick where applicable).

1 = Married	2 = Never Married	3 = Widowed	4 = Divorced	5 = Separated

B5. Highest level of education of respondent.

ID No	Level of education	Response (Tick where applicable).
1	Grade 1 to 7	
2	Grade 8-9	
3	Grade 10-12	
4	Tertiary	

B6. How many members are in your household?

B7. Which income bracket does your household fall into?

Income	Tick where appropriate
R0.00	
Under R4800.00	
R5K – R10 K	
R10K-R20K	
R20K-R40K	
R40K-R75K	
R75K-R150K	
R150K-R3000K	
R300K-R600K	
R600K-R1.2M	
R1.2M-R2.5M	
Over R2.5M	

B8. Which one is your main occupation as a farmer? (Tick where applicable)?

Crop farming	Vegetables, fruits herbs. Maize meal and Sunflower	
Cattle farming	Cattle trading	
Chicken farming	Chicken trading, Egg production & Chicken production	
Sheep farming	Sheep production and trading	
Goat Farming	Goat production and trading	
Tourism	Entertainment and accommodation	
Mining	Extraction of sand	

B9. Which one is the main occupation as a cooperative? (Tick where applicable)?

Crop farming	Vegetables, fruits herbs. Maize meal and	
Cattle farming	Cattle trading	
Chicken farming	Chicken trading, Egg production & Chicken production	
Sheep farming	Sheep production and trading	
Goat Farming	Goat production and trading	
Tourism	Entertainment and accommodation	
Mining	Extraction of sand	

B10. How much land, in ha, do you currently have for farming as a household and as a cooperative?

Household	ha
Cooperative	ha

B11. Has there been an increase in your income over the past 5 years?

Yes

or

No

Explain your answer

THE FARMERS' EXPERIENCE ON THE EFFECTIVENESS OF SKILLS TRAINING PROGRAMMES OFFERED.

C1. Number of agricultural skills training programmes attended since 2010.

C2. Tick the agricultural skills training programmes you attended in the list given below.

Indicate the year you attended.

No	Title of agricultural skills training programme	Tick where applicable	Year attended
1	SAQA ID: 48972 National Certificate: Plant Production Level 1		
2	SAQA ID: 20288 National Certificate: Farming Level 2		
3	SAQA ID: 49052 National Certificate: Plant Production Level 3		
4	SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1		
5	SAQA ID: 66649 National Certificate: Landscaping Level 3		

C3. Rate	Title of agricultural skills training programme	Value to the cooperative and community around
1	SAQA ID: 48972 National Certificate: Plant Production Level 1	
2	SAQA ID: 20288 National Certificate: Farming Level 2	
3	SAQA ID: 49052 National Certificate: Plant Production Level 3	
4	SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1	
5	SAQA ID: 66649 National Certificate: Landscaping Level 3	

C4. Has there been an improvement to your income because of the training programmes?
(Tick where applicable)?

Yes		No	
-----	--	----	--

C5. Give reasons for your answer.

C6. If yes, by what percentage rise has it improved?

C7. The community around your cooperative has benefited from the agricultural skills training programmes. True or false and explain.

C8. What type of learning do you prefer? (Tick where applicable).

Type of learning	Tick where applicable
Visual learning	
Audio learning	
Practical learning	
Experiential learning	
Others	

C9. Rate the type of learning as used during the agricultural skills training programmes. 5 points means most used and 1 point means least used.

Type of learning	Rating
Visual learning	
Audio learning	
Practical learning	
Experiential learning	
Others	

C10. Rate the following in terms how you have improved on them because of the agricultural skills training programmes you attended. 5 points means most improved and 1 point means least improved.

1	Time-management proficiency	
2	Problem-solving abilities	
3	Interpersonal skills	
4	Technical production skills	
5	Financial management skills	
6	Cooperative management skills	
7	Marketing skills	
8	Others	

POSSIBLE CHANGE OF GENERAL AND SPECIFIC STRATEGIC ORIENTATION OF THE COOPERATIVES AFTER OFFERING OF AGRICULTURAL SKILLS TRAINING PROGRAMMES

D1. Strategic orientation is about the following in an organisation like your cooperative. How well has the cooperative mastered these skills because of attending agricultural skills training programmes. Give your rating on a scale of 1 to 5. 1 = very poor, 2 = poor, 3 = unsure, 4 = good and 5 = very good.

Positioning and Customer Connectivity	
Product Superiority	
People and Culture-Building	
Operational Excellence	

D2. What type of farmer groups exist in your community? You can tick on more than one group.

1	Cooperatives	
2	Irrigation schemes	
3	Commodity marketing associations	
4	Village savings groups	
5	Crop production groups	
6	Livestock production groups	
7	Stakeholder committees	
8	Natural resources management groups	

D3. Rate the provision of services from each of the service providers listed below.

Extension service provider	Frequency of provision 1 = not at all, 2 = rarely, 3 = Often, 4 = Always
Private Agro dealers	
NGOs	
Farmer based organisations	
Lead farmers	
Govt departments	
Training providers	
Neighbouring farmers	

D4. Linkages are sources of business opportunities and development. As a cooperative and as farmers, how are you linked to service providers and the agricultural industry in the district?

(You can tick more than one link)

1	Community leaders e.g., the chief	
2	Village committees	
3	Stakeholder committees	
4	Extension personnel	
5	Others	

D5. How do you get inputs for crop and livestock production? Tick where applicable

	Govt	Private sector	NGOs	Own purchase	Own produce	Community
Seed						
Fertilisers						
Agrochemicals						
Livestock feeds and chemicals						

D6. The cooperative market share has improved in the local market. Tick where applicable.

Yes	
No	

If the answer is No, what are the challenges.

1	
2	
3	

D7. What percentage of the cooperative produce is sold beyond the local market? Tick where applicable.

	Crops	Livestock
0%		
1- 10%		
11-30%		
31-50%		
More than 50%		

If you sell outside the local market, List the markets where you sell your produce.

	Markets for crop produce	Markets for livestock produce
1		
2		
3		
4		

D8. Which of the following skills have improved since you have attended the agricultural skills training programmes? Tick where applicable.

Packaging of produce	
Pricing	
Quality and quality control on produce	
Distribution of produce	

Motivate your answer

D9. Is the cooperative implementing new farming practices in its production programmes (Tick where applicable)?

Yes	
No	

List them.

1	
2	
3	
4	
5	

D10. Financial Position is the status of financial well-being regarding your cooperative and is important to every single business. The financial position of a company is measured by the performance it takes in company financial statements: a positive and growing cash flow statement; growing profits in the profit and loss statement; and a balance of assets, liabilities

and owner's equity in the balance sheet.

- i. If you could use only one statement to review the overall health of a cooperative, which statement would you use and why?

- ii. How would you rate your understanding of your cooperative financial position now as compared to before attending the agricultural skills training programmes? Rate your understanding out of 5. Tick where applicable.

5 = very good

4 = good

3 = not sure

2 = poor

1 = very poor.

SKILLS TRAINING CONSTRAINTS

E1. The timing of the skills training was in line with cooperative aims and activities (Tick where applicable).

1	2	3	4	5
---	---	---	---	---

Please note:

1	2	3	4	5
Strongly Disagree	Disagree	Unable to Judge	Agree	Strongly Agree

E2. The facilitation of the agricultural skills training programmes met your expectations. (Tick where applicable).?

1	2	3	4	5
---	---	---	---	---

Please note:

1	2	3	4	5
Strongly Disagree	Disagree	Unable to Judge	Agree	Strongly Agree

E3. How understandable were the training aids (Tick where applicable).?

1	2	3	4	5
---	---	---	---	---

Please note:

1	2	3	4	5
Very poor	Poor	Average	Good	Excellent

E4. Were the practicals relevant to the theory taught (Tick where applicable).?

Yes	
No	

If not, why do you think they were not relevant?

1	
2	
3	

E5. Was the time allocated enough for the skills training programme (Tick where applicable)?

Yes	
No	

If not, what were the challenges?

1	
2	
3	

E6. List the challenges you had in the entire skills training programmes you attended.

1	
2	
3	
4	
5	

E7. How do you prefer to learn new skills as a farmer?

1	
2	
3	
4	
5	

E8. How do you prefer to learn new skills within the cooperative environment?

1	
2	
3	
4	
5	

E9. There two types of skills delivery systems. AgriSETA (Sector Education and Training Authority) model, an accredited provider trains, assesses and moderates the learner. QCTO (Quality Council for Trades and Occupations) model, an accredited provider provides theoretical learning, workplace provides practical learning and an assessment quality partner assess learners externally

Which training system would you prefer? AgriSETA or QCTO and why?

E10. What are your recommendations to AgriSETA as the quality assurance SETA (Sector Education and Training Authority)?

1	
2	
3	
4	
5	

E11. What are your recommendations to QCTO (Quality Council for Trades and Occupations)?

1	
2	
3	
4	
5	

APPENDIX 2: Consent form

Informed consent for participation in an academic study Department of Agricultural Economics, Extension and Rural Development:

AGRISETA SKILLS TRAINING PROGRAMMES IN THREE SELECTED FARMER COOPERATIVES IN SOUTH AFRICA

Research conducted by Hycianthia Katuruza (u29118779)

Cell: 0780404864

Dear respondent

You are invited to participate in an academic study conducted by Hycianthia Katuruza, a master's student from the Department of Agricultural Economics, Extension and Rural Development at the University of Pretoria. The purpose of the study is to assess AgriSETA agricultural skills training programmes offered in three selected farmer cooperatives in South Africa. The aim of the study is to be achieved by the following three subobjectives:

- i. to analyse the socio-economic characteristics of participants.
- ii. to determine the perceptions of participants on the effectiveness of skills training programmes offered and identify possible challenges;
and
- iii. to identify changes in business orientation of co-operatives regarding entrepreneurial ship, farming practices, production levels, marketing practices, income and benefits to communities around co-operatives.

Please take note of the following

- This study involves **a questionnaire**. Your name will not appear on the questionnaire and the answers you provide will be treated strictly **Confidential**. You cannot be identified in person based on the answers you provide.
- Your participation in this study is important to us. You may choose not to participate, and you may stop participating at any time without negative consequences.
- Please answer the questions in the questionnaire attached as completely and **honestly** as possible. This should not take over 30 minutes of your time.

- The result of the study will be used for policy formulation and academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

Please contact my Supervisor, Dr J. Stevens and my co-supervisors Prof. S.L. Hendriks at sheryl.hendriks@up.ac.za and Dr Olwethu Loki o.loki@up.ac.za if you have any questions or comments regarding the study. Please sign the form to indicate that:

- You have read and understood the information provided above.
- You provide your consent to participate in the study on a voluntary basis.

Respondent signature.....

Date.....

APPENDIX 3: SAQA ID: 48972 National Certificate: Plant Production Level1



All qualifications and part qualifications registered on the National Qualification Framework are for service and reproduction. It is illegal to sell this material for profit. If used, (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY REGISTERED QUALIFICATION:

National Certificate: Plant Production

SAQA QUAL ID	QUALIFICATION TITLE			
48972	National Certificate: Plant Production			
ORIGINATOR				
SGB Primary Agriculture				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
AgriSETA - Agriculture SETA			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
National Certificate	Field 01 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Level 1	NQF Level 01	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 06120/18	2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of this qualification is to allow new entrants access to the Primary Agricultural Sector with specific reference to Plant Production. The contextualised purpose and usage of the qualification is as follows:

- A learner assessed against this qualification will have the necessary competence to participate as part of a working team, performing the agricultural processes as applicable to Plant production in a closely defined context and under close supervision.
- Competency will be gained in any of the specialized sub-fields of Plant Production as specified under Areas Of Specialization (i.e. Vegetables, Fruit Production, Hydroponics, etc.)
- The learner will be able to take responsible decisions within a limited range based on a sound understanding of the basic principles of agri-business and good agricultural practices, in meeting the set objectives and targets within the broader farm plan which includes the economical application of general resources, agricultural production and technical knowledge and skills, all in an Plant Production context.
- The Learner will be able to carry out repetitive procedures in a predictable environment and will be able to adhere to the relevant safety, quality, hygiene and technical standards as applicable within the industry.
- In addition to the above, the learner will be well positioned to extend learning and practice into other sub-fields such as Plant Production and Mixed Farming, since such efforts will only require additional learning within the elective scope of other qualifications at this level.
- The learner will be well positioned to progress towards higher levels of Management and Technical production practices as defined by qualifications at the next level.
- Learners will be enabled to actively participate in the Primary Agricultural Sector through the production of quality agricultural products, enhancing the overall agricultural process and gain opportunities to access local, national and international agricultural markets.
- Finally, this qualification will allow qualifying learners to become economically active in farming practices that will have a direct impact on

Local Economic Development through the production of food, the improvement of household food security and access to mainstream agriculture.

Rationale:

This qualification provides learners the opportunity to gain a qualification in Plant Production. The range of typical learners that will enter this qualification will vary and includes:

- New entrants in farming who wish to progress to the level of Junior Labourer within farming operations in Plant Production;
- New entrants that wishes to enter the sector as farmers;
- Learners in possession of different levels of practical experience in farming operations, which will be assessed and RPL'ed;
- Possible candidates for promotion identified by the community as leaders.
- Learners may come from both genders.

The learner will engage in operational activities relevant to Plant Production.

Requests and expressions of need for this qualification, coming from the broad, but also specific farming communities (Plant Production) forms the basis for the development of this qualification.

This qualification will form the basis for learners to extend their learning into more specialised areas of plant production and provides the basis of the establishment of sustainable farming operations through the inclusion of a wide spectrum of competencies required by farmers in South Africa. Whilst technical production orientated competencies are ensured, other aspects such as agri-business and good agricultural practices are included in the range of competencies required by farmers in order to enable them to strive towards agricultural management standards and practices at higher levels.

Competent qualifying learners in this qualification will participate in the production of quality agricultural products in Plant Production whereby enhancing the overall agricultural process and gain opportunities to access local, national and international agricultural markets.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that a learner entering a programme leading to this qualification has achieved numeracy, literacy and communication equivalent to ABET 3.

Recognition of Prior Learning:

This qualification may be achieved in part or in whole through the recognition of prior learning. Credit will be given to learning, which has already been acquired, through the appropriate process of assessment.

For example:

- Learners who have acquired skills and competencies in this qualification through for instance experience in the industry will be assessed against the unit standards the qualification comprises of prior to entering learning. Credits will be allocated to those unit standards and exit level outcomes in which the learner is found competent. The outstanding unit standards will then be sequenced according to an appropriate learning programme.
- Should a new entrant into the industry wish to enter this learning programme, recognition will be given to all appropriate learning acquired through the schooling system.
- In terms of fundamental unit standards, competencies could be acquired through life experience.

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to take.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

Fundamental

- A minimum of 43 credits should be achieved in fundamental.

Core

- 64 credits should be achieved in core.

Elective

A minimum of 13 credits should be achieved in Elective, depending on the context of application of the unit standards.

EXIT LEVEL OUTCOMES

Exit Level Outcomes are divided into five categories of competencies, namely:

- Fundamental Competencies
- Agri-business
- Agricultural Practices
- Plant Production; and

□ Animal Production (This component has been included to ensure that Learners at this level is exposed to a small component of animal production)

Fundamental Competencies:

1. Apply various communication skills within the agricultural environment.
2. Apply mathematical calculations within the agricultural environment.
3. Safely and accurately collect routine agricultural data by applying prescribed methods of data collection for agricultural purposes.
4. Recognise the basic concepts of sustainable farming practices and be able to perform basic tasks in applying sustainable farming practices.

Agri-business:

5. Keep record and report appropriately on inputs and resources in an agricultural environment.
6. Describe the production process in an agricultural environment.
7. Describe the importance of marketing within the agricultural production process.
8. Keep an accurate and current simple financial record keeping system in an agri-business environment.
9. Apply the basic principles of human resources management in an agricultural environment.
10. Understand the basic principles of enterprise selection and production.

Agricultural Practices:

11. Apply sound food safety principles by identifying risk factors in food contamination and applying preventative measures to ensure product safety.
12. Observe and maintain basic water quality by working with the technical systems that control quality factors in water.
13. Incorporate an understanding of the role of natural resource management in sustainable agricultural practices into existing farming activities by applying basic practices to conserve the environment, including natural resources,
14. Carry out basic physical farm layout tasks including construction of rainwater harvesting and soil conservation structures in a small farm or garden environment
15. Operate, care for and store basic tools and equipment in a safe and responsible manner.

Plant Production:

16. Demonstrate an elementary understanding of the parts of a plant and their basic functions.
17. Apply soil nutrient preparations in a safe, effective and responsible manner.

18. Assist with the propagation of plants.
19. Harvest agricultural crops by using basic harvesting tools.
20. Plant a range of crops according to correct placing, spacing and depth of the plant material.
21. Identify insects and explain the damage it can cause to crops.
22. Manipulate plants using pre-determined methods and techniques.

Animal Production:

23. Produce livestock whilst demonstrating an understanding of the environment and its relationship to sustainable livestock production.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental Competencies:

1.

- Oral reports are made or data is entered on pre-printed forms or screens.
- Instructions (including challenging, inappropriate or incorrect instructions) are received, evaluated, clarified and acted on.
- Workplace language, e.g. special purpose gestures and terminology to describe conditions, events, problems and actions is used.
- Meetings (describe conditions, state own opinions) are participated in.
- Information is collected from a variety of sources by recognising / reading / and/or using sensory cues.
- Information (collected from instruments, gauges, outputs, incidents, operations) is organised, summarised and responded to.
- Conditions or states are determined by measuring (i.e. temperature, size, mass, colour).

2.

- Numbers are used to count and measure.
- A calculator is used to add, subtract, divide or multiply.
- Simple fractions and decimals are read and written.
- Simple ratios / percentages are applied as part of an instruction.
- Proper use is made of number sequence, i.e. batch numbers.
- Shapes are recognised.
- Money is calculated in Rands and cents (related to pay, deductions, price, etc.)
- Business related application are applied.
- Underpinning natural science principles are applied.

3.

- Different elementary data collection methods are applied whilst agricultural data is collected.
- Collected agricultural data is recorded correctly and accurately.
- Data collection equipment is used and maintained.
- Appropriate health, safety and hygiene standards are maintained throughout the data collection process.

4.

- Basic environmental patterns and processes such as soils, climate, water sources, topography, ecosystems pertaining to local conditions only are recognized.
- An elementary comprehension of farming systems and design such as internal and external inputs; local, regional and export markets; diverse income sources; needs and aspirations of people is demonstrated.
- Measurable indicators of sustainability such as social, economic and ecological are identified and described.

Agri-business:

5.

- Agricultural inputs are received.
- Storage information on inputs is sourced.
- Stock levels are maintained.
- Accurate records are kept.
- Safety regulations are observed.

6.

- The concept of production is explained.
- The basic functions within the production process are explained.
- The transformation/conversion process is explained.

7.

- The marketing concept is explained.
- The principles of supply and demand are explained.
- The components and importance of marketing mix are explained.

8.

- Capital investment is explained.
- Flow of money is explained.
- Flow of cost is explained.
- The concept of profit and loss is explained.
- The basic components of basic financial record keeping system are explained.

9.

- Explain HR management rules and procedures applicable to the immediate work environment.
- Adhere to relevant LR legislation.
- Identify the different types and purposes of contracts and agreements.
- Describe and apply health and safety rules and practices applicable to the workplace.

10.

- The natural resources required for the selection of an agricultural enterprise are identified, recognized and described.

- The infrastructural requirements for the selection of the relevant enterprise are determined and described.
- All livestock or crops on the farm are identified.
- The relation between the natural resources, infrastructure, the choice of stock or crop and production cycle is explained.

Agricultural Practices:

11.

- Good personal hygiene practices are applied.
- Preventative measures against food contamination are applied.
- Warning signs regarding product safety (where applicable) are adhered to.

12.

- Water is sampled correctly and quality observed.
- Water quality is recorded and reported on.
- Minor maintenance tasks are performed on water quality technical systems.

13.

- The impact of farming operations and practices on the environment is explained.
- Environmentally friendly methods of disposal and/or re-use of farm and domestically generated waste and pollutants are applied.
- Biodiversity is maintained and increased.
- Invasive alien plant species and noxious weeds are cleared.
- On farm fire breaks and/or fire guards are established.

14.

- Veld, planted pasture and arable land are recognized.
- Soil physical characteristics are related to land capability.
- A swale (level contour bund), using a simple water level is constructed.
- Swales and soil erosion prevention structures are maintained.

15.

- Tools and equipment that had been selected from a range of tools, are appropriate to the agricultural task.
- Problems related to the use of tools and equipment are recognized and appropriate action is taken.
- Routine maintenance tasks are performed in a safe manner.
- Agricultural equipment is cleaned and stored correctly.

Plant Production:

16.

- The different parts of a plant are located, identified and described.
- The role of the parts of the plant is described.

- The relation between the plant and environment is explained.

17.

- Identify and apply nutrients correctly by using the appropriate application techniques.
- Basic symptoms of nutritional deficiencies are identified.
- Soil properties are explained.

18.

- The propagation environment and the components thereof are identified and the role/effect on propagation is described.
- Propagation material and media are prepared according to the propagation environment.
- Routine propagation methods are applied.
- Routine post propagation methods are applied.
- Safety and hygiene measures are applied.

19.

- Tools, appropriate to the harvesting method and crop, are selected and the correct usage is demonstrated.
- Crop is sampled for maturity indexing.
- Harvesting procedures are applied.
- Health, hygiene and safety measures are adhered to and applied.

20.

- Soil or growth medium is prepared and irrigated according to the plant/crop requirements.
- Planting material is handled correctly for the successful establishment.
- The effects of the environment on the specific crop are explained.
- Correct placing, spacing and depth of the plant material is determined.

21.

- Insects and other classes of animals are distinguished.
- The basic anatomy of an insect is described.
- Crop damaging appendages are located and the damages to plants are explained.
- The life cycle of an insect is explained.
- Distinguish between harmful and useful insects and pests.

22.

- Frameworks are developed according to the requirements of the crop.
- Pruning, training and other manipulation techniques are applied.

NOTE: Assessment should be specific to the area of operation (i.e. Either horticulture or agronomy including but not limited to arable and/or dry land production).

Animal Production:

23.

- Environmental factors influencing the veld are identified and described.
- Environmental factors that influence livestock selection are analysed and described.
- Supplementary feeding options for livestock production are identified and described.
- Beneficial and harmful organisms that influence livestock production are identified and described. [Range: emphasis on locally important parasites and diseases]
- The effects of agricultural management practices on the sustainability of the environment identified and assessed.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is relevant and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

Generic nature of the unit standards and the context of assessment:

Because of the diverse nature of the primary agricultural sector, a generic approach to developing the unit standards has been adopted. This resulted in generic unit standards which should be contextualised within a specific area of operation, a specific agricultural commodity or specific agricultural system. Assessment therefore, should not be divorced from the context of application. All assessment tools, such as guides as well as the interpretation of unit standards and specifically range statements, should be contextualised within a specific agricultural commodity and/or system.

INTERNATIONAL COMPARABILITY

In the case of the primary agriculture context it is difficult to compare the qualification and unit standards against similar international qualifications

due to the vast differences in levels of mechanization and literacy of farm operators. It should also be noted that climatic and market conditions differ considerably between South Africa and other countries and the variety in commodities is therefore significant.

This qualification and associated unit standards have been evaluated against comparable qualifications and unit standards of the following Qualifications Authorities:

- Australian AQF
- New Zealand NQF, and
- British NVQ's.

During this comparison the following was found:

Australian AQF: This qualification is comparable to an AQF Certificate I in Agriculture in a plant production context. Packaging of the AQF qualification reflects the need for sector specific content of a qualification to remain flexible, a quality that has also been captured in this qualification. The AQF qualification requires the inclusion of Units of Competency, similar to the unit standards reflected in the South African qualification. It should however be noted that the qualification of the AQF contains considerably more Elective type Units of Competency since these units have been developed for specific sub-fields. In the case of this qualification a more generic approach have been followed, allowing contextualisation of fewer unit standards across a wide range of sub-fields. It could be concluded that there are numerous similarities between the Units of Competency and the Unit Standards reflected in the SA qualification covering similar sub-fields.

New Zealand NQF: This qualification is comparable to a NZNQF National Certificate in Agriculture (Level 1) in a plant production context. It should be noted that the NZQF qualification has been developed for a specific sub-field of specialization whilst a more generic approach is taken in this qualification allowing for contextualisation of the qualification across a wider range of sub-fields. In the NZQF qualification focus is given to local conditions, practices and approaches to agriculture whilst this qualification focuses on agriculture within a South African context.

British NVQ: The level of this qualification is too low to be compared with any Agricultural Qualification of the NVQ since levels of literacy and learning assumed to be in place is considerably higher than in South Africa.

Furthermore, input to the development of this qualification has been compared against international standards and qualifications and is evidenced in the following:

- Qualifications and competency units as defined by the New South Wales Department of Education and Training.
- The wide and narrow consultative process as well as the contributions made by role players from Universities and Technicians whom have a specific requirement for internationally comparable qualifications.

ARTICULATION OPTIONS

A learner will be able to progress horizontally from one category to another, namely small stock, large stock or pig production, etc. (Please refer to the list mentioned under "Areas of Specialisation") He/she will be able to do this without re-doing the whole qualification, but by only completing the necessary elective unit standards.

Furthermore, the learner will be able to progress horizontally to the following qualifications:

- National Certificate in Animal Production, NQF 1;
- National Certificate in Mixed Farming Systems, NQF 1.

This qualification allows access to the agricultural sector (refer to the SGB's brief and matrix) and gives access to the relevant agricultural qualification at NQF 2, namely:

- National Certificate in Plant Production, NQF 2.

In terms of competencies, the learner will progress from farming operation skills to basic managerial skills to managerial skills. The scope of practice will also increase.

The learner will be able to articulate with other occupations within the agricultural pharmaceutical operations such as laboratory assistant, assistance in the marketing and selling of agricultural pharmaceutical products and fertilisers.

The learner will also be able to move to the secondary agricultural field.

MODERATION OPTIONS

- Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need:

- A minimum of 2 (two) years' practical experience in agricultural plant production practices relevant to an area of specialisation mentioned below;
- Practical experience in the specific agricultural commodity (which might include the list of "Areas of Specialisation" mentioned below or a specific commodity such as deciduous fruit, agronomic crop, sugar cane, vegetables, etc.) and/or system such as permaculture, organic production, hydroponic, etc.
- Technical competence in agricultural plant production practices at, at least one NQF level above the assessee.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

Areas of specialisation of the qualification in Plant Production include but are not limited to:

- Organic production,
- Hydroponic production,
- Perma-culture production,
- Agronomy,
- Horticulture,
- Natural resources harvesting.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	116158	Apply basic agricultural enterprise selection principles	Level 1	NQF Level 01	2
Core	116166	Apply basic food safety practices	Level 1	NQF Level 01	1
Core	116160	Apply basic human resource management principles and practices applicable in an agricultural environment	Level 1	NQF Level 01	2
Core	116172	Apply elementary farm layout and infrastructure	Level 1	NQF Level 01	2

Core	116156	Collect agricultural data	Level 1	NQF Level 01	2
Core	116165	Define production and understand the basic activities of production / conversion in the agri-business environment	Level 1	NQF Level 01	2
Core	116199	Demonstrate a basic understanding of the structure and function of a plant in relation to its environment	Level 1	NQF Level 01	4
Core	116157	Demonstrate an understanding of the basic concepts of sustainable farming systems	Level 1	NQF Level 01	4
Core	116164	Demonstrate an understanding of the importance of marketing	Level 1	NQF Level 01	2
Core	116206	Fertilise soil and attend to basic plant nutrition	Level 1	NQF Level 01	5
Core	116163	Handle inputs and stock in agri-business	Level 1	NQF Level 01	2
Core	116201	Harvest agricultural crops	Level 1	NQF Level 01	5
Core	116159	Identify the need for capital and understand the need for the recording of the income and different costs in an agri-business	Level 1	NQF Level 01	2
Core	116168	Maintain basic water quality	Level 1	NQF Level 01	1
Core	116203	Manipulate plants	Level 1	NQF Level 01	5

Core	116202	Operate and maintain irrigation systems	Level 1	NQF Level 01	2
Core	116200	Plant the crop under supervision	Level 1	NQF Level 01	4
Core	116205	Propagate plants	Level 1	NQF Level 01	4
Core	116204	Recognise pests, diseases and weeds on crops	Level 1	NQF Level 01	5
Core	116167	Select, use and care for hand tools and basic equipment and infrastructure	Level 1	NQF Level 01	4
Core	116169	Understand how sustainable farming systems conserve natural resources	Level 1	NQF Level 01	4
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	Level 1	NQF Level 01	2
Fundamental	13356	Assess the influence of the environment on sustainable livestock production	Level 1	NQF Level 01	4
Fundamental	7451	Collect, analyse, use and communicate numerical data	Level 1	NQF Level 01	2
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	NQF Level 01	2
Fundamental	14084	Demonstrate an understanding of and use the numbering system	Level 1	NQF Level 01	1
Fundamental	7463	Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	NQF Level 01	2

Fundamental	12462	Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	NQF Level 01	6
Fundamental	12471	Explore and use a variety of strategies to learn (revised)	Level 1	NQF Level 01	5
Fundamental	12469	Read and respond to a range of text types	Level 1	NQF Level 01	6
Fundamental	7461	Use maps to access and communicate information concerning routes, location and direction	Level 1	NQF Level 01	1
Fundamental	7447	Working with numbers in various contexts	Level 1	NQF Level 01	6
Fundamental	12470	Write for a variety of different purposes	Level 1	NQF Level 01	6
Elective	116209	Demonstrate an understanding of agri/ecotourism as a system at micro level	Level 1	NQF Level 01	5
Elective	116150	Identify and explain permaculture principles	Level 1	NQF Level 01	8
Elective	116148	Perform basic routine operations in a defined hydroponic context	Level 1	NQF Level 01	5
Elective	116149	Understand organic market requirements	Level 1	NQF Level 01	3

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to

SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. 4AM Academy and Financial Services Pty Ltd
2. Abanguni College of South Africa
3. Abingoni Trading 141
4. Academy Xhariep
5. ACS Academy Pty Ltd
6. Adama Institute and Holdings
7. Adonai Capital and Farming
8. AEMSA (Pty) Ltd
9. Africa College of Education
10. African Voice Trading 31 cc
11. Afridot Trading and Projects (Pty) Ltd
12. Afriedu Skills Academy
13. Agattu Training solutions
14. AGB Finance (Pty) Ltd
15. Agri Crops Production
16. Agri Edge
17. Agri Learn
18. Agri RDA Holdings Pty Ltd
19. Agri Skills Transfer (PTY) Ltd
20. Agri Success (Pty) Ltd
21. Agricultural Research Council
22. Agricultural Training (Pty) Ltd
23. Agriroots (Pty) Ltd
24. Agriventions Consulting
25. Akhona Skills Fountain and Trading
26. ALINDELWA TRADING ENTERPRISE (PTY) LTD
27. ALNAIR CONSULTING
28. Aludar Agri Trading and Projects Pty Ltd
29. Amabears (Pty) Ltd
30. Amaloba Academy (Pty) Ltd
31. Amanani Aphansi (Pty) Ltd
32. Amatshali Group
33. AMJ Skills Development (Pty) Ltd
34. Amphi SA Pty Ltd
35. Anix Trading 739
36. Ankhholani Agricultural Primary Cooperative Limited

37. Appleg Agri Services and Training
38. ARMS Audit & Risk Management Solutions
39. ARPOS Consulting (Pty) Ltd
40. Ashleigh Holdings Pty Ltd
41. Athini Business Solutions Pty Ltd
42. Avenida (Pty) Ltd
43. Ayadorable Trading
44. Ba Digomo (Pty) Ltd
45. Badiri Training Institute
46. Bahwaduba Kgatleng Agricultural Training Centre
47. Baikgantshi Holdings Pty Ltd
48. Baiphetlo Consultancy and Projctcs
49. Bakgatlha Balimi Pty Ltd
50. Balemi Communications (Pty) Ltd
51. Balemi Consulting Pty Ltd
52. Balepye Inclusive Community College
53. Bambanani Community Development Organisation NPO
54. Barrier Free General Trading CC
55. Basadi Skills Solution
56. Basenogi Business Consultancy
57. Bazofunda Training and Development
58. BC Landscape Training and Consultancy cc
59. BellaBheka BNB and Trading
60. BEPF-Forum for Business Education (Pty) Ltd
61. Best Thought Trading and Projects 371
62. Beyond Expectations Investments 2012 (Pty) Ltd
63. Bhekisuccess Trading Pty Ltd
64. Big Tree Group
65. Bintjus Projects (Pty) Ltd
66. Biofuels Business Incubators NPC
67. BIS Trading and Projects (Pty) ltd
68. Bizzworx Holdings (Pty) Ltd
69. Black Cauldron Investment (Pty) Ltd
70. Blakes Projects Pty Ltd
71. Blondim Trading and Projects (Pty) Ltd
72. Blue Elevator (Pty) Ltd
73. Bodav Consultancy & Business Enterprise
74. Bogelang Trading Enterprise Cc
75. Bokamoso Basechaba Professional Solutions Pty Ltd
76. Bokatoka Construction and Projects
77. Boland Agri Training & Community Development Centre
78. Bomme Tirong Business Contractors Cc
79. Bomthiya Engineering (Pty) Ltd

80. Bongukulindiswa (Pty) Ltd
81. Bonwelong Skills Development (PTY) LTD
82. Bright Future General Trading and Projects
83. Brucol Global Development Pty Ltd
84. Buhlelo Trading
85. Bumunhu Services Providers Cc
86. C and J Professional Academy Pty Ltd
87. C Jawe Consulting and Trading Pty Ltd
88. Call D5 Trading and Projects Pty Ltd
89. Calvin Projects Managements PTY LTD
90. Camblish Training Institute
91. Capricorn FET College - Central Office
92. Cedara College of Agriculture
93. CEDARS CONSULTANTS CC (Boksburg)(TP)
94. Chicken Chain Farming Enterprise
95. Chilogo Agricultural Supplies
96. Chomza Construction Services
97. CNG Skills Training
98. Cobelakufalaza Agricultural Services
99. College of Sustainable Agriculture
100. College on Hills (Pty) Ltd
101. Corwins Academy (Pty) Ltd
102. Cotton South Africa
103. CS Hentiq 1121
104. D.T Nkwane Projects (Pty) Ltd
105. Dancing Skills (Pty) Ltd
106. Dee's Training (Pty) Ltd
107. Deep Moon Trading Enterprise cc
108. Deloitte
109. Desto
110. DEW CRISP PTY LTD
111. Diababas Trading and Projects
112. Dicla Training and Farming
113. Dicla Training and Projects (Pty) Ltd
114. Dieketseng Training Centre (Pty) Ltd
115. Dihwai Food Cultural and Agricultural Services
116. Dimpho Makgoba Pty Ltd
117. Dinaka Business Management and Consulting (Pty) Ltd
118. Dinaka Institute Pty Ltd
119. Dinyane Education & Training Pty Ltd
120. Dioka Business Consultants
121. Diphetogo Consultancy and Projects
122. Diphofu Investment Holdings

123. Ditiro Tsaka Security Services cc
124. Ditshipe M Projects (Pty) Ltd
125. Duzi Corp 56Cc
126. Dynamic Training Centre
127. Dzangi Consulting Services
128. Dzulesa Trading
129. Dzunde Farming Co-operative Limited
130. Eco Refined Solutions Pty Ltd
131. Edutek College of Business and Engineering Pty Ltd
132. Ekhozi Rural Development Services
133. Eleadah Projects and Services
134. Elgin Community College
135. ELSENBURG AGRICULTURAL COLLEGE
136. EMA SEBATA TRADING
137. Emaculate Trading and Projects (pty) ltd
138. Emisa Enterprise
139. Envirocon Training Pty Ltd
140. Escay Catering and other Services
141. ESENTEPE(SNTP)
142. Eskilz College (Pty) Ltd
143. Essential Living Cc
144. Ethex Group Trading & Projects
145. Everest Compliance Training and Consultation Pty Ltd
146. Exacube Training Institute
147. Exodus Agri Academy Pty Ltd
148. Eyethu Control Services
149. Eyomndeni Training and Development
150. Ezolimo Training and Supply Pty Ltd
151. F3M Farms(Pty) Ltd
152. Fair Deal Agricultural Training Centre
153. Faithworks Development Consultants (Pty) Ltd
154. Farmers Choice
155. Farmers Hope Co-operate Limited
156. Farmers Hope Pty Ltd
157. Farmgro TP
158. Ferro Atlantica Alloys Pty Ltd
159. Filoza Training and Projects (Pty) Ltd
160. FLITE Business Solutions
161. Food Gardens Foundation
162. Forek Institute of Technology (Pty) Ltd
163. Foundation of Hope Holdings Pty Ltd
164. Fourways Private College
165. GA Community Care Consultants

166. Gateway City College
167. Gauteng City College
168. Gembe Omude (Pty) Ltd
169. Giyet (Pty) Ltd
170. Go Green Trainig and Projects Pty Ltd
171. Goats Unlimited (Pty) Ltd
172. Gobo Training Consultancy
173. Godloti (Pty) Ltd
174. Golden Lanes Training and Cosulting Services
175. Goldfields FET College
176. Gole Consultants Services
177. Grace and Hope Lsen Schl
178. Green Buds Logistics (Pty) Ltd
179. Greenleaf Cabod Pty Ltd
180. Grunu Training Projects
181. Gumela General Dealer and Projects
182. Hamba Nathi Enterprise Pty Ltd
183. Hanong Trading (Pty) Ltd
184. Harvestec Group
185. Havohej Consultancy Cc
186. Heedmorine Training
187. Hephzibah Training and Enterprise
188. Higherway Institute of Learning
189. Hlami Agricultural and Multi Purpose Group
190. Hlolo Entle Holdings
191. Hlomulani Training & Consulting
192. Hlumelelisa
193. Hoedspruit Hub(Pty) Ltd
194. Hope Nutrition Business Consultancy
195. Hortisoil Pty ltd
196. Hot To Go Training College and Services
197. Hungweni Trading Cc
198. Hutima Trading Enterprise
199. HWM Consultancy (Pty) Ltd
200. Hybri Consultants and Training Pty Ltd
201. Hybrid Dynamics
202. HYGRO TRAINING COLLEGE (Pty) LTD
203. Hymike Trading Enterprise CC
204. I Can
205. Ifa Langa Agri Training and Consulting Pty Ltd
206. IFASCO Pty Ltd
207. Igalelo Lebhubesi Consultants
208. Ikemele Egg Production Cc

209. Ikhaya Lokukhusela NPC
210. Ikhono Community Training
211. Ikhwezi Drakensburg Rural & Urban Development Chamber
212. Ilima Africa Development (Pty) Ltd
213. Iluba lethu Projects
214. Ilula Consulting
215. Imbalenhle Learning Academy cc
216. Impact Plus Training Consultants
217. Impofana Rural Development
218. Impumelelo Agribusiness Solutions (Pty) Ltd
219. Imveliso Training Centre
220. Inawut Investment
221. Indima Agri Group NPC
222. Indlela Training Institute (Pty) Ltd
223. Ingcali Agricultural Solutions (Pty) Ltd
224. Injobo Ithungelwa Ebandla Agricultural
225. Inkcubeko Trading and Projects Pty Ltd
226. Innovation College (Pty)Ltd
227. Insedlu Business Companion
228. Insika Business and Skills Consultants (Pty) Ltd
229. Insika Foundation
230. Institute of Capacity Development
231. Intando ka Tata Trading and Projects (Pty) Ltd
232. Integrated Skills Centre (Pty) Ltd
233. Intelligence Boyz Pty Ltd
234. International Vocational Education College
235. Into Skills Pty Ltd
236. Intsukaze Training Center
237. IQ Skills Academy Pty Ltd
238. Isigidi Trading 285 Pty Ltd
239. Ithembalihle Training and Development
240. Itsoseng Training Academy
241. Iviyo Landscaping (Pty) Ltd
242. Iyeza Holdings
243. Jaagbaan College Pty Ltd
244. Jaji Lithabile Skill Training and Consulting (Pty) Ltd
245. Jetvest 1168
246. Jobafrik Consulting
247. Johannesburg City Parks
248. Jolaros Trading and Peojects
249. Josmap Training Institute
250. Journey of Success Trading Company Pty Ltd
251. Just a Wish 58 cc

252. K Boneng Consulting Services P
253. K2011145379(South Africa) (Pty) Ltd
254. Kairos Open Learning College
255. Kamadee Consulting (Pty) Ltd
256. Kameelboom Akademie
257. Kara Heritage Institute
258. Kaycee Network Design Primary Co-operative
259. KB schls and Co-operative Suppliers
260. KDS and RM Agriculture Construction Mining and Engineering Projects Pty Ltd
261. Keatlegile Trading Training and Manufacturing
262. Kebo Training and Consultancy
263. Kellygirl Skills Pty Ltd
264. Keneilwe Bhebe Mediations
265. Kenmab Training Centre
266. Kgabo-Seliki Skills Training and Development cc
267. Kgalishibe Pty Ltd
268. Kgato Agricultural Training
269. Kgohlong Training and Enterprise
270. Kgomama Pty Ltd
271. Kgomonoko Farms (Pty)Ltd
272. Kgopane Trading Enterprise
273. Kgosea Trading Pty Ltd
274. Kgothatso Supply and Projects
275. Khabalidaka Uprising
276. Khamel Training Consultants
277. Kanimambo Innovative Solutions Cc
278. Khanya Africa Development Services (NPO)
279. Khazimlani Trading cc
280. Khongoloti Trading and Enterprise Pty Ltd
281. Khulani Skills Development Centre
282. Khulimandla Trading Events and Projects
283. Khulisa Training Providers
284. Khululekani Training Centre
285. Khumo ea TSebo Advisory Services
286. Khutakhu Trading cc
287. Khwani Trading Cc
288. Khwezi Sugar Estate Cc
289. KID Excellence and Youth Development Centre
290. Kimbali Holdings
291. Kimi Makwethu Developments and Trainings Primary Cooperative Limited
292. King Fumie Multi-functional Group Pty Ltd

293. Kiranox Training Solutions (Pty) Ltd
294. KMK Training Services (PTY) Ltd
295. Knowledge For Ever
296. Kodumela Moepathuse Area Development Programme
297. Koffedi Holdings Pty (Ltd)
298. Kolong Holdings
299. Kopanego Projects and Trading
300. Kopang Rethabile Trading (Pty) Ltd
301. Koue Bokkeveld Training Centre
302. KSN Management Pty Ltd
303. KTMO Business Solutions Pty Lt
304. Kulungwana Business Consultants
305. Kungokwethu Projects (Pty) Ltd
306. Kutchuka Investments
307. KWA GANO PTY LTD
308. Kwakhiwa Training and Development
309. Kwevhos Business Enterprise
310. Lablab Agri Professionals
311. Lajpal Distributors Group
312. Lamothewa Trading
313. Land Breeze Trading 647
314. Langalezulu (Pty) Ltd
315. Langalomso Civil Construction
316. Lanqa Enterprise (Pty) Ltd
317. Laumel Business Solution
318. LBC Development Council
319. Learning at Work
320. Lebone Institute
321. Leelungelo Trading and Projects
322. Lefatshe Boswa Trading
323. Legwetla Farming and Training
324. Lehlasedi Community Organisation
325. Lelo Kei (Pty) Ltd
326. Leruo ke Matla Training and Enterprise Development Services
327. Leruo Phatswana Trading (Pty) Ltd
328. Lerwana Group (Pty) Ltd
329. Lesmas Training and Consulting
330. Lethoa Trading Enterprise (Pty) Ltd
331. Lethokuhle T Consulting Pty Ltd
332. Leungo Consulting and Training
333. Levites Agricultural Primary Cooperative Limited
334. Levubu Centre For Excellence Pty Ltd

335. LFP AGRI (PTY) LTD
336. Libra Landscape and Facilities Management Pty Ltd
337. Limash Trading Enterprise Pty Ltd
338. Linhle Enterprise Services (Pty) Ltd
339. Lisakhanya Skills Development Consultants
340. Liston Agri Solution & Training Consultancy
341. Lizalise Training and Consultation (Pty) Ltd
342. Longmore Training and Developpen
343. Lovedale Public TVET College
344. LSG Developments Pty Ltd
345. M and M Executive Consulting Services (Pty) Ltd
346. Ma-Marrie Doctors Service Solutions (Pty) Ltd
347. Mabopane Skills Development Primary Cooperative Ltd
348. Machabelele Associates (Pty) Ltd
349. Madonda Holdings
350. Madzahisi College
351. Madzivhandila Agricultural College
352. Mahlasenola Youth Development Projects (Pty) Ltd
353. Maida Trade and Projects
354. Maishamalema Development Training
355. Maite M Contractors Pty Ltd
356. Makavila Suppliers CC.
357. Makelepeng Development Solutions
358. Malizana Projects CC
359. Malope IT Solutions Pty Ltd
360. Malwande Business Schl
361. Mamadi Rural Development Pty Ltd
362. Mananthatshema Skills Dev. Centre
363. Mandicors Solutions Pty Ltd
364. Mandiza Consultants
365. Mangweni Skills and Training Projects
366. Manoyi Farmers Supply
367. Manyundu Projects and Services
368. Maponya Poultry Farm (Pty) Ltd
369. Mapula Property Services Pty Ltd
370. Mashige Bill and Associates (PTY) LTD
371. Masidle Consulting CC
372. Masikila Training Solution (Pty) LTd
373. Masiya Management Services
374. Mathapuso Construction and Projects
375. Mathel Holdings
376. Matlhane Trading Enterprise
377. Matlharini Multi Centre Skills

378. Matotomana Training & General Trading
379. Mavona Holdings (Pty) Ltd
380. Mavuni Empowering Consultants
381. Mbeu Business Consulting
382. Mbimbini Training and Community Development
383. Mccluskey Holdings (Pty) Ltd
384. MCS MANAGEMENT SERVICES
385. Medu Skills Consultants
386. Megro Learning
387. Mejisi Tax Consultants and Development cc
388. Mentowell (Pty) Ltd
389. Mhlengikazi Curtesy Structure (Pty) Ltd
390. Microzone Trading 747 cc
391. Mikumba Pickling and Tandering Enterprise
392. Millenium Skills (Pty)Ltd
393. Milnex 151 (Pty) Ltd
394. Mission Point Trading 69
395. Misuyolo Pty Ltd
396. MKHAYA SOLUTIONS GROUP
397. Mlasimbi Catering Primary Cooperative Limited
398. MLG CONSULTANTS FACILITATORS & TRAINERS(PTY)
LTD
399. Mmanape Management Solutions
400. Mmatshelo Agri & Agro Consultancy
401. MMC Agents Pty Ltd
402. MMKM Training and Development (Pty) Ltd
403. Mobile Agri Skills Development and Training NPC
404. Mocwiri Training & Consultant
405. Modiehi Consulting and Project (Pty) Ltd
406. Modirisiwa Projects (Pty) Ltd
407. Mogaladi Business Enterprise
408. Molaodi Community Development Agency
409. Molasba Corporate Solutions (Pty) Ltd
410. Molatelo Trainings and Projects
411. Monageng Projects (Pty) Ltd
412. Montle Agricultural Training and Projects
413. Montshepetsa Bosui Farming & Training Cnt
414. Moreku Investment Holdings
415. Morenas Training Academy (Pty) Ltd
416. Morwa Agri-development cc
417. Moseka Events & Trading
418. Moshita Family Agric Primary Co-Operative Limited
419. Moshopane Business Enterprise

420. Motheo FET College - Central Office
421. Motogo General Trading
422. Moyahabo Change Education Agency
423. Moyatau Community Development
424. Mpelembe Food Production Pty Ltd
425. Mpheladi Consultants
426. Mphopuso Trading (Pty) Ltd
427. Mpofu Training Centre
428. Mponeng Projects Pty Ltd
429. Mpontshe Training
430. MSN Eco Pty Ltd
431. Mthashana FET College - Vryheid Campus
432. Mthonyama Development Enterprise & Agriculture
433. Mubveleli Agri Business
434. Muselwa Trading and Projects
435. Mushomelavhapo Pty Ltd
436. MV and LM Center Pty Ltd
437. Mvas-4 Trading (Pty) Ltd
438. Mvelo Consultant
439. Mxonothem Construction and Trading Cc
440. Mzansi Agricultural College
441. N.J Mashego Skills Development
442. Nall Companies (Pty) Ltd
443. Nandoni Skills Center
444. National Institute For The Deaf - NID
445. National Training Institute (NTI)
446. Ndallys Trading Enterprises (Pty) Ltd
447. NDIMASE TRADING
448. Ndlandlamuka Institute For Sustainable Development
449. Ndukenhle (Pty) Ltd
450. Nematodzi Investment (Pty) Ltd
451. New Hope Revival Organisation
452. Ngwato Wa Mphela Agriculture Training Services
453. Ngwetsana Skills Development
454. NHLA GROUP
455. Nhlahle Development Agency
456. Nico Evirocare West Control (Pty) Ltd
457. Nistro Consulting
458. Nivek Consulting
459. Nkalebetja Agricultural Projects and Management services
460. Nkoanapula Trading & Projects
461. NMM Agritrading (Pty) Ltd
462. NOMASOJABULA TRAINING CENTRE

463. Nonjundu Construction and Training
464. Nophelo Training Centre
465. Novi General Services
466. Nqobimpilo Creations Pty Ltd
467. NR Group
468. Ntemoge Trading (Pty) Ltd
469. NTF Electrical and Training
470. Nthimande Projects
471. NTI College
472. NTL Baraka Eco farming and Tourism Co-operative (Pty) Ltd
473. Ntokwe Projects
474. Ntombi's Hopeful Crisis Care Centre
475. Ntozakhe Social Development cc
476. Nxuba Community Centre
477. Nyorzy Trading and Projects
478. Obrinet Construction & General Trading
479. OKHENS TRADING AND PROJECTS
480. Okwaluyanda 222 (Pty) Ltd
481. Olentle Selepe Business Enterprise
482. Omiya Training and Projects
483. Omuso Pty Ltd
484. One Accord General Trading
485. Oramati Group Pty Ltd
486. Owen Sithole College of Agriculture
487. P and F Ecofarms Pty Ltd
488. P N K Management Services
489. Padimo Trading Cc
490. Panaroger Pty Ltd
491. PCD Institute Npc
492. Pensela Trading
493. Perennial Services
494. Phakama Business Development Consulting
495. Phanamandla Projects (Pty) Ltd
496. Phethahatso Community Development
497. Phetogo Training Consultancy (Pty) Ltd
498. Phezukomkhono Training Services
499. Phidza Construction Suppliers and General Trading (Pty) Ltd
500. Phil Chemics Enterprise (Pty) Ltd
501. Philani Community Development Programme
502. Philcho's Trading (Pty) Ltd
503. Phill Skills and Development Institute
504. Phiri and Nyoni Projects
505. Phoenix Agricultural Solutions (Pty) Ltd

506. Phoenix Consultancy
507. Phophi Na Tshikaho Trading Enterprise
508. Pontsana Training and Projects (Pty) Ltd
509. Potchefstroom College of Agriculture
510. Poultry Harvest
511. PPP4 Rural Development (Pty) Ltd
512. Prempie Business Solutions Pty Ltd
513. Prestige Agri Solutions (Pty) Ltd
514. Primne Projects (Pty) Ltd
515. Production Management Institute of Southern Africa - Durban
516. Progressive Environmental Projects
517. Protea Agricultural Training Centre
518. Prove Alone Agricultural Development Services (Pty) Ltd
519. Provtech Suppliers
520. Pulse Innovative Solutions (Pty) Ltd
521. Pykay Consulting and Projects Pty Ltd
522. Qhakaza Academy
523. QT Training (Pty) Ltd
524. Radiragatsa Trading and Projects (Pty) Ltd
525. Ramarumo Trading and Projects Pty Ltd
526. Ramilane Serogole Group
527. Ramogogole Trading and Projects (Pty) Ltd
528. Rams Skills Academy
529. Rams Training and Consultancy
530. Re ignite Training and Consultancy
531. Re Simolotse (Pty) Ltd
532. Reach Out Today Training Centre
533. Redeeming Time Multi Skills Training Services
534. Redefined Skills Training & Development (Pty) Ltd
535. Rekopane Training Centre CC
536. Retsogile Education and Training
537. Rhennym Transport and Projects Pty Ltd
538. Richdicta Agribusiness Development Services Pty LTD
539. Rifumo Skills Development and Projects
540. Rightscope Academy
541. Riverport Training Academy
542. Riverwalk Training CC
543. Roma Training Institute
544. Rona re Fitlhile Trading and Projects 111
545. Roomtogrow Business Skills
546. RTACS ENTERPRISE
547. Rural Development Center NPC

548. SA Entrepreneurship Skills Development And Training (Pty) Ltd
549. Saena Botany (Pty) Ltd
550. Safropa Pty Ltd
551. Salabedla Contracting and Trading
552. Sam Beyeke Trading and Projects
553. Samatsimbi Construction and Projects
554. Sanelly Trading and Projects Cc
555. Sanki Khulu Concepts Solutions Pty Ltd
556. Saycool Trading Enterprise (Pty) Ltd
557. SBJ Shadikamang Agriculture
558. Scientific Roots (Pty) Ltd
559. Scorpius
560. Sebelalo Institute of Science & Technology
561. Sebenzisanane Human Capital
562. SECTOR EDUCATION AND SKILLS TRAINING ORGANISATION(SESTO)
563. Sego Hludi Trading Enterprise
564. Sekhukhune FET College - Central Office
565. Sekunda Trading and Projects (Pty) Ltd
566. Selakimakopo Projects Pty Ltd
567. Selipha Trading (Pty) Ltd
568. Sello Phatlhane Projects Enterprise
569. Setlakala Business Development
570. Seza Bantu Rural Agricultural Projects
571. Shadtonez Projects Pty Ltd
572. Shared Knowledge Consulting
573. Shazini Farms
574. Sherg Global
575. Shitakani Trading and Projects
576. Shontech Skills Development & Training cc
577. Shukela Training Centre
578. Sibanisamakhosi Zulu (Pty) Ltd
579. Signa Academy (Pty) Ltd
580. Sikelelangoku Trading Enterprise
581. Sikhumbuzo Electrical Trading and Projects (Pty) Ltd
582. Silalele Consulting CC.
583. Silaye General Trading cc
584. Silver Dawn Investments 45Cc
585. Simba Skills Consultants
586. Sinovuyo lethu Trading Pty Ltd
587. Sioma Training and Enterprise Development
588. Siyafunda-TTA Training (Pty) Ltd

589. Siyafundisa I Africa
590. Siyakhana Multipurpose Cooperative Limited
591. Siyaphepha Occupational Risk Management Services
592. Siyaqhubeka
593. Siyasanga Training Centre
594. Siyazisiza Trust
595. Skilled Future
596. Skills Development and Training Company (Pty) Ltd
597. Skills for All
598. Skills Unlimited
599. Sly Wasly Trading and Projects
600. SNNB Trading & Projects
601. Soil Brakers Agri Trading
602. Sophy and Jack Shop Training
603. South African Advanced Skills Institute
604. South Cape Public FET College - George Campus
605. SOUTHERN AFRICAN YOUTH MOVEMENT
606. Southi School of Millionaires Pty Ltd
607. Spears Business and Life Couch Consulting (Pty) Ltd
608. SRS Professional Services
609. Stance Skills Academy Pty Ltd
610. STD Trading (Pty) Ltd
611. Stillo Tyra Training Centre (Pty) Ltd
612. Success Christian Training Centre cc
613. Suidwes Beleggings Eiendoms Beperk
614. Sure Leyo (Pty) Ltd
615. Swendile Travel and Tourism
616. Sypro Consulting Strategists Pty Ltd
617. T V Multiservices
618. Tabila Trading and Projects (Pty) Ltd
619. Takatso Education Solutions Pty Ltd
620. Takeoff Trading cc
621. Tamasa Training (Pty) Ltd
622. Tau Fresh Products (Pty)
623. Tayitayi Business Services (Pty) Ltd
624. TBE and Construction
625. TCEP (Pty) Ltd
626. TDMK's
627. Tefla Group Pty Ltd
628. Tekisani (Pty) Ltd
629. Tematemong Agricultural Development Pty Ltd
630. Temnofto Training Cc
631. Temo Le Thuo Solution and projects (Pty) Ltd

632. Thakhuwo Business Enterprises (Pty) Ltd
633. Thambalanga Trading (Pty) Ltd
634. The Mushroom Hut (Pty) Ltd
635. The Philippi Development Initiative NPC
636. The Renaissance National Skills Development Centre
637. The Roi Academy
638. The Skills College for Development & Training cc (PRETORIA) (TP)
639. The Skills Development Hub (Pty) Ltd
640. Theater of Expects and Projects Pty Ltd
641. Thembeni Skills Development Trading and Projects (Pty) Ltd
642. Theri Investments Pty Ltd
643. Thevu Agri Business Pty Ltd
644. Thubalethu Training Centre
645. Thupa Catering and Projects
646. Thuso Enviro and Agric Development
647. Thuto Boshwa Skills Development Services
648. Thuto Ya Setshaba Training Services (Pty) Ltd
649. Thutopele Skills Institute
650. Tinotsile Training and Development
651. Tintswee Trading and Projects Pty Ltd
652. Tirisano Ya Bakwena Consultants Cc
653. Tjhadimo Services
654. TJO Projects and Trading
655. TL Consulting
656. Tlatlana Events Solution and Communication
657. TLHALEFO SKILLS DEVELOPMENT CC
658. TM Mashwara and Projects
659. TNM Development Alternatives
660. TOLO Consulting Pty Ltd
661. Tompi Seleka Agricultural College
662. Toro Ya Bakone Business Enterprise (Pty) Ltd
663. Toro Ya Madiba Civil Engineering (Pty) Ltd
664. Toutele Agriculture College South Africa Pty Ltd
665. TPLR and Training Services (PTY) LTD
666. TPN Training and Recruitment cc
667. TRAINING AT WORK PTY LTD
668. Tran Atlantic Construction
669. Trauma Trading Pty Ltd
670. Tri T Man Trading Cc
671. Triple Desire Trading and Projects 173 CC
672. Triple S Training & Development (Pty) Ltd
673. Tripple 000 Trading Cc

674. Tripple R Training Provider
675. Tshamano Youth and Adult Centre
676. Tshedimosetso Ya Ma Afrika NPC
677. Tshenkeng's Consulting
678. Tshitwamulomoni Trading and Projctcs (Pty) Ltd
679. Tshwane College of Commerce and Computer Studies
680. Tshwane North College
681. Tsiku Consulting (Pty) Ltd
682. Tsolo Agriculture and Rural Development Institute
683. TSZ Training Centre
684. Tuba Corporate Divisions Pty Ltd
685. Tubayo Training and Consulting Services
686. Two-a-Day Group (Pty) Ltd
687. Twoline Training Skills For Africa Pty Ltd
688. Tyme Training and Development
689. Tymholdings Pty Ltd
690. Ubhaqa Land and Agrarian Reform Agency
691. UBUCUBU HOME INDUSTRIES
692. Ukundiza Development Institute NPC
693. Ululutho Trading Cc
694. Uluntu Skills Development Centre
695. Ulwazolubanzi Skills Development Initiatives (Pty) Ltd
696. Umfolozi FET College
697. Umgibe Farming Organics and Training Institute (Pty) Ltd
698. Umgqomo Trading
699. Umpha M Trading Enterprises Pty Ltd
700. Umsizi Skills Academy
701. Umthombolwazi Consultants Cc
702. Unang Business Enterprise
703. Usekhona Sustainable Agriculture and Rural Development
704. Valambya Training and Business College (Pty) Ltd
705. Vari Holdings (Pty)Ltd
706. VEB CELE AND ASSOCIATES
707. Veejay Associates
708. Vegetable Agric Development Organization NPC
709. Vensties Consultant and General Supply (Pty) Ltd
710. Vhangona Skills Academy (Pty) Ltd
711. Vhembe Green Chain Supply and Removal Pty Ltd
712. Vhembe Tutors and Coaches Pty Ltd
713. Vhumatshelo Skills Development (Pty) Ltd
714. Vineyard Academy
715. VISION MEETS ACTION (PTY) LTD
716. Visionary Skills Academy

- 717. VKB LANDBOU (PTY) LTD
- 718. Voyano Project Management
- 719. VPK BUSINESS VENTURE C C
- 720. Vuka Sizwe Community Development Pty Ltd
- 721. Vukani Community Training
- 722. Vula Training Centre
- 723. Vusedi Technologies
- 724. VV & Mashona Projcetcs
- 725. Water Group Holdings (Pty) Ltd
- 726. Wavhudi Business Trading
- 727. Wayaka Investment Holdings
- 728. Welingtons Construction Pty Ltd
- 729. West Coast TVET College
- 730. Westfalia Fruit Avo Academy NPC
- 731. Women and Agricultural Training
- 732. Womiwu Rural Development
- 733. Working Decisions Cc
- 734. Xivono K Projects (Pty) Ltd
- 735. Yarona Business Consulting Cc
- 736. Yazini Leadership Consultants
- 737. Yenzokuhle SA Holdings
- 738. Zabusa Trading Cc
- 739. Zamagambushe Trading Cc
- 740. Zamaluqa Trading
- 741. Zapa Farm
- 742. Zazi's Productions
- 743. Zelpy 1382 (edms) Bpk
- 744. ZIAP Consulting (Pty) Ltd
- 745. Zoe Thato Katlego Enterprises
- 746. Zucebise Training Academy
- 747. Zwanthesa Agricultural Co-operative Limited
- 748. Zwavhumbwa Trading Enterprises

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APPENDIX 4: SAQA ID: 20288 National Certificate: Farming Level 2

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

National Certificate: Farming

SAQA QUAL ID	QUALIFICATION TITLE			
20288	National Certificate: Farming			
ORIGINATOR				
SGB Primary Agriculture				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
AgriSETA - Agriculture SETA			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUBFIELD		
National Certificate	Field 01 - Agriculture and Nature Conservation	Primary Agriculture		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Level 2	NQF Level 02	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Passed the End Date - Status was "Reregistered"		SAQA 06120/18	2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

A learner assessed as competent against this qualification will be able to perform the necessary technical skills within the context of either agronomy, horticulture or animal husbandry as applicable

to the agricultural commodity. The learner will be able to operate as part of the operational team.

In the case of the farm owner, the learner will be able to execute basic business skills and develop as a Small, Micro and Medium Enterprise.

In addition they will be well positioned to extend their learning and practice into other areas of agricultural commodities, or to strive towards agricultural standards and practice at higher levels.

Competent qualifying learners in this qualification will produce quality agricultural products whereby enhancing the overall agricultural process and gain opportunities to access local, national and international agricultural markets.

Rationale:

The range of typical learners that will enter this qualification will vary and includes:

- School leavers wishing to enter the primary agricultural sector;
- Complete novices wishing to enter the primary agricultural sector, i.e. individuals who are beneficiaries of the land reform processes;
- Learners in possession of different levels of practical experience in farming operations, which will be assessed through Recognition of Prior Learning; and
- Learners may come from both genders.

The learner will engage in all farming activities relevant to farming operations within a specific context, namely horticulture, agronomy and animal husbandry. The farming activities will be determined by the agricultural commodity, which is produced.

National processes such as the land reform processes and the acquisition of land by individuals who were previously excluded from such land ownership created a huge need in terms of relevant training. Individuals will benefit from such learning as they will receive entrance into a career path where they will be enabled to generate their own income either by establishing their own farming operation or be employed as farm operators.

In many cases, communities will benefit from such endeavours as agricultural commodities will be available within a specific community. Furthermore, the opportunity to trade commodities in joining SADC countries, could be explored.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that a learner entering a programme leading to this qualification has achieved numeracy, literacy and technical skills pertaining to agricultural activities equivalent to NQF 1.

Recognition of Prior Learning:

This qualification may be achieved in part or in whole through the recognition of prior learning. Credit will be given to learning, which has already been acquired, through the appropriate process of assessment.

For example:

- Learners who have acquired skills and competencies in this qualification through for instance experience in the industry will be assessed against the unit standards the qualification comprises of prior to entering learning. Credits will be allocated to those unit standards and exit level outcomes in which the learner is found competent. The outstanding unit standards will then be sequenced according to an appropriate learning programme.
- Should a new entrant into the industry wish to enter this learning programme, recognition will be given to all appropriate learning acquired through the schooling system.
- In terms of fundamental unit standards, competencies could be acquired through life experience.

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to take.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Compile and implement a basic business plan with a short-term focus, which includes a basic sales plan and basic budgeting plan. This plan will be specific to his/her own context of operation and agricultural commodities, whether horticulture, agronomy or animal husbandry.
2. Utilise unsophisticated and/or manual technology and solve problems within a specific context (either horticulture, or agronomy, or animal husbandry) and appropriate to a commodity(ies) of own choice.
3. Understand and apply operational safety and hygiene standards applicable to the industry and market, taking into account the level of operational requirements.
4. Be aware of and apply applicable legislation.
5. Distinguish between different production systems appropriate to a specific commodity.
6. Monitor and support disaster management and conservation management.
7. Collect data and information.
8. Demonstrate a basic understanding of and apply basic principles of communication within the farm operations.
9. Work effectively with others and operate as part of a team by applying basic teamwork principles.
10. Understand and apply basic ethical principles, values, and norms applicable to the workplace with specific reference to relationships with co-workers, clients, him- or herself as well as the environment.
11. Identify and access basic resources.
12. Apply basic principles of entrepreneurship (should the learner choose to include this elective in the learning programme).

ASSOCIATED ASSESSMENT CRITERIA

1. A short-term business plan, which is specific to the context of operation and the agricultural commodity(ies), is compiled and implemented. The business plan includes a basic marketing plan and basic budgeting plan.
2. Problems specific to the utilisation, care and maintenance of technology are identified and solved appropriately.
3. Safety and hygiene standards applicable to the industry and market are explained and applied.
4. Applicable legislation is named and applied.
5. Different production systems appropriate to a specific commodity are distinguished.
6. Disaster management and conservation management are supported and monitored.
7. Correct information and data is collected in an appropriate format.
8. Communication with fellow workers, supervisors and other colleagues are clear and effective.

9. Basic team-work principles are applied.

10. Basic ethical principles, values and norms and how they influence the agricultural process, interaction with co-workers and clients, as well as work related conflict situations are explained. Furthermore, the effect of his or her work activities on family and social life are described and appropriate steps to improve relationships are taken. Failure and/or success are dealt with constructively.

11. Agricultural basic resources are identified and accessed timeously and effectively.

12. An own farming unit is operated as an own business by applying basic entrepreneurial skills with the necessary support.

NOTE: Assessment should be specific to the area of operation (either horticulture or agronomy or animal husbandry) and the agricultural commodities of the learners own choice.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is relevant and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

In the case of the primary agricultural context, especially at NQF 2, it is difficult to compare the qualification and unit standards because of the vast differences in the level of mechanisation, the level of literacy of the farm operators, climate and other conditions as well as the variety in commodities.

However, New Zealand and Australian qualifications and unit standards were sourced and evaluated for applicability. Also, during two separate study visits, agricultural practices were compared in the Netherlands and France. But it was clear that at this level, there is no real comparability because of the reasons above.

ARTICULATION OPTIONS

A learner will be able to progress vertically from one category to another, namely horticulture, agronomy or animal husbandry. He/she will be able to do this without re-doing the whole qualification, but by only completing the necessary elective unit standards.

Furthermore, the learner can move from being employed as a farm worker to being an entrepreneur, running his/her own farming operation.

The learner will also be able to articulate with other occupations within the agricultural pharmaceutical operations such as laboratory assistant.

MODERATION OPTIONS

Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of this qualification, or assessment

against this qualification must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need:

- A minimum of 2 (two) years` practical experience;
- Competence in the generic assessor unit standards; and
- Technical competence at, at least one NQF level above the assessee.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

The Minimum Credits for this qualification have been corrected from 152 to 120.

This qualification is being reviewed, and will soon be replaced by a new, up to date version.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	12621	Collect, use and communicate data that relate to farming	Level 2	NQF Level 02	2
Core	12618	Demonstrate a basic understanding of agricultural production systems	Level 2	NQF Level 02	5
Core	12615	Demonstrate a basic understanding of the primary agricultural industry	Level 2	NQF Level 02	2
Core	8494	Demonstrate an understanding of HIV/AIDS and its implications	Level 2	NQF Level 02	4
Core	12619	Identify pest and diseases relevant to an agricultural commodity learner is associated with	Level 2	NQF Level 02	4
Core	12617	Maintain hygiene measures	Level 2	NQF Level 02	3
Core	8493	Maintain occupational health and safety	Level 2	NQF Level 02	2
Core	8420	Operate in a team	Level 2	NQF Level 02	4
Core	12646	Perform quality checks	Level 2	NQF Level 02	3
Core	12616	Operate and perform routine maintenance on equipment and tools	Level 3	NQF Level 03	5

Fundamental	12537	Identify personal values and ethics in the workplace	Level 1	NQF Level 01	4
Fundamental	8963	Access and use information from texts	Level 2	NQF Level 02	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	NQF Level 02	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	NQF Level 02	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	NQF Level 02	3
Fundamental	8962	Maintain and adapt oral communication	Level 2	NQF Level 02	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	NQF Level 02	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	NQF Level 02	5
Fundamental	8964	Write for a defined context	Level 2	NQF Level 02	5
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Elective	13999	Demonstrate an understanding of basic accounting practices	Level 1	NQF Level 01	4
Elective	13995	Demonstrate an understanding of contracts and their sources	Level 1	NQF Level 01	2
Elective	14001	Demonstrate an understanding of managerial expertise and administrative capabilities	Level 1	NQF Level 01	4
Elective	13998	Demonstrate an understanding of the principles of supply and demand, and the concept: production	Level 1	NQF Level 01	2
Elective	13994	Identify and discuss different types of business and their legal implications	Level 1	NQF Level 01	4
Elective	13996	Identify, discuss, describe and compare major economic systems, with emphasis on the South African economy	Level 1	NQF Level 01	2
Elective	12623	Control weeds	Level 2	NQF Level 02	7
Elective	7547	Operate a personal computer system	Level 2	NQF Level 02	6

Elective	12622	Perform routine maintenance on farm installations	Level 2	NQF Level 02	5
Elective	12630	Support disaster and conservation management	Level 2	NQF Level 02	5
Elective	12631	Apply basic entrepreneurial principles to farming	Level 3	NQF Level 03	7

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. 42020 Vision Training and Consulting
2. Abanguni College of South Africa
3. Academic Results Tutorials Pty Ltd
4. ACS Academy Pty Ltd
5. Advisor Progressive College
6. African Sky Training Academy
7. AGB Finance (Pty) Ltd
8. Agri Cities Investment Group Pty Ltd
9. Agri RDA Holdings Pty Ltd
10. Agri Skills Transfer (PTY) Ltd
11. Agri-Achievers Primary Co-operative Limited
12. AGRICOLLEGES International (Pty) Ltd
13. Agriculture and Vocational Training institute
14. Agriesy Investment Pty Ltd
15. Aptenia Training and Projects (Pty) Ltd
16. Ashleigh Holdings Pty Ltd
17. Avenida (Pty) Ltd
18. Badishi Training and Consultants
19. Bakgalaka Bakopane (Pty) Ltd
20. BALEPYE TRIBAL CONSORTIUM
21. Barulaganyi Trading and Projects Pty Ltd
22. Better Best Agri Development
23. BHEKA PHAMBILI TRADING 132
24. Bineli farming Enterprise Pty Ltd
25. Black Tide Services
26. Camblish Training Institute
27. Career Builders Academy Pty Ltd
28. CASHCRETE AND LOGISTICS
29. Centre For Africa Capacity Building & Development
30. CHARLES MOASA (PTY) LTD

31. Chisomo Projects(Pty) Ltd
32. Daracorp NPC
33. Dennilton Farms Pty Ltd
34. Dependable Mate Consulting and Training Pty Ltd
35. Digital Dash Pty Ltd
36. Dinako tsa Marang Consultancy
37. Durban City College
38. Dynamic Training Centre
39. E-Tech Engineering Pty Ltd
40. Ekhozi Rural Development Services
41. Elgin Community College
42. ELTS Group
43. Elukwatini Learning Technologies
44. Emaculate Trading and Projects (pty) ltd
45. Emali Outsourcing
46. Emisa Enterprise
47. Enhanced Training HSE and Construction Solutions
48. Enviro-Leadership Consultants Pty Ltd
49. Everest Compliance Training and Consultation Pty Ltd
50. Faithworks Development Consultants (Pty) Ltd
51. Farmgro TP
52. Ferro Atlantica Alloys Pty Ltd
53. GA Community Care Consultants
54. Ga Lechuti Transformational Talks (Pty) Ltd
55. Gauteng City College
56. Go Eden Farm Produce Pty Ltd
57. Good Harvest Academy Pty Ltd
58. Green Identity (Pty) Ltd
59. Greenhead Agricultural College and Training
60. Gung Boerdry Pty Ltd
61. Hamba Nathi Enterprise Pty Ltd
62. Helios Musa Projects Pty Ltd
63. Hlombe and Associates (Pty) Ltd
64. HLUVUKA TRAINING AND CONSULTING
65. Hoedspruit Hub(Pty) Ltd
66. Holistic Business Connection
67. Hot To Go Training College and Services
68. Hupco Communications
69. HWM Consultancy (Pty) Ltd
70. Hymike Trading Enterprise CC
71. Ifa Langa Agri Training and Consulting Pty Ltd
72. Ikhwezi Drakensburg Rural & Urban Development Chamber
73. ILANGA CONSULTING TRADING AND LOGISTICS CC
74. Iluba lethu Projects
75. Image Uplifters Trading Enterprise cc
76. In House Media Instruction
77. IN TOUCH COMMUNITY DEVELOPMENT AND PROJECT MANAGERS
78. Indalo Agriconsulting and Projects (Pty) Ltd
79. Indima Agri Group NPC
80. Infinity Kidz
81. Ingubhe Farming Pty Ltd
82. Innopad Holdings (Pty) Ltd
83. Insedlu Business Companion

84. Institute For Cooperative and Community Economic Development
85. Institutional Higher Education
86. Integrated Skills Centre (Pty) Ltd
87. Intsukaze Training Center
88. Ithembalihle Training and Development
89. Itireleng Bokamoso Skills Development
90. IVUYILE ENTERPRISE
91. Iyeza Holdings
92. Jaji Lithabile Skill Training and Consulting (Pty) Ltd
93. JH Skills Development and Consultancy (Pty) Ltd
94. Josmap Training Institute
95. K2011145379(South Africa) (Pty) Ltd
96. Kalewe Investment Group
97. Kawome and Co (Pty) Ltd
98. Keneilwe Bhebe Mediations
99. Kgalishibe Pty Ltd
100. Kgomo-Lesiba Investments
101. Khongoloti Trading and Enterprise Pty Ltd
102. Khulani Integrated Projects
103. KK Nzori (Pty) Ltd
104. Knowledge For Ever
105. KR Agri Services Pty Ltd
106. Ksasascapes
107. KT Mills cc
108. Kusekelwa Kwebalimi
109. Lanqa Enterprise (Pty) Ltd
110. Lathitha Training and HR Solutions
111. Lavinda Trade and Invest Pty Ltd
112. Lenyax Farm
113. Leruo ke Matla Training and Enterprise Development Services
114. Leungo Consulting and Training
115. Linhle Enterprise Services (Pty) Ltd
116. Lizalise Training and Consultation (Pty) Ltd
117. Lons Pride
118. Lorpen Investment Pty Ltd
119. Lovedale TVET College
120. Lupfumalo Trading and Projects Pty Ltd
121. Madioka Capital Holdings
122. Mafokata Skills Development
123. Magshel Consultancy and Projects (Pty) Ltd
124. Majestic Life (Pty) Ltd
125. Malope IT Solutions Pty Ltd
126. Malwande Business Schl
127. Mananthatshema Skills Dev. Centre
128. Maokgwe Development Trust
129. Masikila Training Solution (Pty) LTd
130. Meals on Wheels Community Services - South Africa
131. Megro Learning
132. Millenium Skills (Pty)Ltd
133. Mlasimbi Catering Primary Cooperative Limited
134. Mmahlaba Kgomo Development Agency (Pty) Ltd
135. Mntambo Financial Consulting Cc
136. Mo Pro Solution

137. Modirisiwa Projects (Pty) Ltd
138. Mogotoane Business Trading and Projects (Pty) Ltd
139. Molefe Daughters and Sons Holdings Pty Ltd
140. Morero Agricultural Academy
141. Mortarboard Training Solutions
142. Mosadikago Trading Centre
143. Moshopane Business Enterprise
144. Motogo General Trading
145. Motsiri Training Pty Ltd
146. Mponeng Projects Pty Ltd
147. Mpumelelo Agricultural academy Pty Ltd
148. Mshikazi Trading Pty Ltd
149. Mthashana FET College - Vryheid Campus
150. Mthonyama Development Enterprise & Agriculture
151. Mvelo Consultant
152. Mzansi Agricultural College
153. Mzansi Farming Pty Ltd
154. Mzansi Training Institute
155. New Heights Development and Training
156. New Hope Revival Organisation
157. Nghilazi Group Pty Ltd
158. No Limits Trading Enterprise
159. NOMAKU TRADERS CC
160. Novi General Services
161. Ntsako Mawila Holding Pty Ltd
162. Nursing Varsity College
163. OMHLAKOANA AGRICULTURAL TRAINING
164. OPHIR Business Enterprise
165. Orange Language Institute (Pty) Ltd
166. Panaroger Pty Ltd
167. Perennial Services
168. Phusha Phanda Poi Consulting
169. Phutabogale Accounting and Auditing
170. PPP4 Rural Development (Pty) Ltd
171. Prempie Business Solutions Pty Ltd
172. Project Floodgate Investments
173. Rainbow Hills Training Institute Pty Ltd
174. Rekopane Training Centre CC
175. Rhennym Transport and Projects Pty Ltd
176. Riverwalk Training CC
177. Roasulo Pty Ltd
178. ROBYN MAY ENTEPRISES (PTY) LTD
179. Safrisafe
180. Sam Beyeke Trading and Projects
181. Samke and Snakho Trading
182. Scientific Roots (Pty) Ltd
183. Seako Training Academy
184. Sebolaishi Training Solutions (Pty) Ltd
185. Sefala Strategic Solutions (Pty) Ltd
186. Sego Hludi Trading Enterprise
187. Selakimakopo Projects Pty Ltd
188. Senzimehluko Youth Development
189. Seshupanako Trading and Projects Pty Ltd

190. Setlakala Business Development
191. Shared Knowledge Consulting
192. Shibishi Farming and Projects
193. Shukela Training Centre
194. Simasa Multico
195. Simba Skills Consultants
196. SINETHEMBA ZONDI FOUNDATION NPC
197. Sinovuyoletu Trading Pty Ltd
198. Siyanibona Logistics
199. Siyasanga Training Centre
200. Skilled Future
201. Skills for All
202. SNS Smart Tech
203. SOUTHERN AFRICAN YOUTH MOVEMENT
204. Spudz Investment Holdings Pty Ltd
205. Stance Skills Academy Pty Ltd
206. Stratact (Pty) Ltd
207. Striving Mind Trading 289
208. Swazi Hlubi Enterprise Pty Ltd
209. Sypro Consulting Strategists Pty Ltd
210. Tabila Trading and Projects (Pty) Ltd
211. Take Note Trading 205 Cc t/a Khululekani Training Centre
212. TALANA AGRI ACADEMY
213. Tatelo Group (Pty) Ltd
214. Tau Tau Training Enterprises Pty Ltd
215. TCEP (Pty) Ltd
216. Thabomeleng
217. Thaliwe's Trading Enterprise
218. Thandolihle Projects (Pty) Ltd
219. The Mushroom Hut (Pty) Ltd
220. THE PRINCE ENVIRO CARE TRADING
221. Theron Training Development Pty Ltd
222. Tholowethu Trading Enterprise
223. Thuthukisa institute NPC
224. Thuto Ya Setshaba Training Services (Pty) Ltd
225. Thuto-Lebone Training
226. Timali cc
227. Tippinggate Business Solutions
228. Tirisano Ya Bakwena Consultants Cc
229. TMqina Training and Education Pty Ltd
230. Top Star Distributors and Consultancy
231. Toro Ya Bakone Business Enterprise (Pty) Ltd
232. TPLR and Training Services (PTY) LTD
233. Try Easy Electrical Solutions Pty Ltd
234. Tsebo Lesedi Consultancy
235. Twoline Training Skills For Africa Pty Ltd
236. Uhuru Agronomoics Pty Ltd
237. Uluntu Skills Development Centre
238. Ulusha Development Network Pty Ltd
239. Umfolozi FET College
240. UMNOTHOWESIZWE DEVELOPMENT GROUP NPC
241. Umthombolwazi Consultants Cc
242. UNLOCK INNOVATIONS (PTY) LTD

243. Uvamuzi General Trading
244. Vika Training Academy Pty Ltd
245. Virtual Hospital and Online Clinic of South Africa
246. Visionary Skills Academy
247. Vumilia Africa Group
248. Vuyani Agri (Pty) Ltd
249. Wa Hadzhi Project Managers
250. Water Group Holdings (Pty) Ltd
251. We Invest Africa Pty Ltd
252. Womiwu Rural Development
253. Zamsiba Development Consultants
254. Zisphogo Academy International
255. Zoe Thato Katlego Enterprises
256. Zuluthwayo Trading

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APPENDIX 5: SAQA ID: 49052 National Certificate: Plant Production Level

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[\[Registered Qual & Unit Std Home page\]](#) [\[Search Qualifications\]](#) [\[Search Unit Standards\]](#)



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

National Certificate: Plant Production

SAQA QUAL ID	QUALIFICATION TITLE			
49052	National Certificate: Plant Production			
ORIGINATOR				
SGB Primary Agriculture				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
AgriSETA - Agriculture SETA			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUBFIELD		
National Certificate	Field 01 - Agriculture and Nature Conservation	Primary Agriculture		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Level 3	NQF Level 03	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Passed the End Date - Status was "Reregistered"		SAQA 06120/18	2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

A learner assessed as competent against this qualification will have the necessary competence to supervise and lead a working team performing the agricultural processes as applicable to plant

husbandry. Furthermore, the learner will be able to take responsible decisions based on a sound understanding of the basic principles of agri-business and good agricultural practices, in meeting the set objectives and targets within the broader farm plan which includes the economical application of general resources, agricultural production and technical knowledge and skills. The learner will also be able to adhere to and implement according to the level of supervision as well as the relevant quality, safety and hygiene standards as applicable within the industry.

In addition they will be well positioned to extend their learning and practice into other areas of agricultural commodities within a context of either agronomy, or horticulture as applicable to the agricultural commodity, or to strive towards agricultural management standards and practice at higher levels.

Competent qualifying learners in this qualification will oversee the production of quality agricultural products whereby enhancing the overall agricultural process and gain opportunities to access local, national and international agricultural markets.

Rationale:

This qualification provides learners the opportunity to gain a qualification in Plant Production. The range of typical learners that will enter this qualification will vary and includes:

- Farm operators who wish to progress to the level of supervisor within farming operations in Plant Production;
- Farm owners, in possession of an equivalent qualification at NQF 2;
- Learners in possession of different levels of practical experience in farming operations, which will be assessed and RPL'ed;
- Possible candidates for promotion identified by the community as leaders.
- Learners may come from both genders.

The learner will engage in supervision and operational activities relevant to Plant Production.

Requests and expressions of need for this qualification, coming from the broad, but also specific farming communities (Plant Production) forms the basis for the development of this qualification.

This qualification will form the basis for learners to extend their learning into more specialised areas of plant production and provides the basis of the establishment of sustainable farming operations through the inclusion of a wide spectrum of competencies required by farmers in South Africa. Whilst technical production orientated competencies are ensured, other aspects such as agri-business and good agricultural practices are included in the range of competencies required by farmers in order to enable them to strive towards agricultural management standards and practices at higher levels.

Competent qualifying learners in this qualification will oversee quality agricultural products in Plant Production whereby enhancing the overall agricultural process and gain opportunities to access local, national and international agricultural markets.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that a learner entering a programme leading to this qualification has achieved numeracy, literacy and communication equivalent to NQF 2 and technical skills pertaining to agricultural activities equivalent to NQF 2.

Recognition of prior learning:

This qualification may be achieved in part or in whole through the recognition of prior learning. Credit will be given to learning, which has already been acquired, through the appropriate process of assessment.

For example:

- Learners who have acquired skills and competencies in this qualification through for instance experience in the industry will be assessed against the unit standards the qualification comprises of

prior to entering learning. Credits will be allocated to those unit standards and exit level outcomes in which the learner is found competent. The outstanding unit standards will then be sequenced according to an appropriate learning programme.

- Should a new entrant into the industry wish to enter this learning programme, recognition will be given to all appropriate learning acquired through the schooling system.
- In terms of fundamental unit standards, competencies could be acquired through life experience.

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to take.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

Fundamental

- A minimum of 48 credits should be achieved in fundamental. All unit standards listed are compulsory.

Core

- 64 credits should be achieved in core.

Elective

- A minimum of 8 credits should be achieved in Elective, depending on the context of application of the unit standards.

EXIT LEVEL OUTCOMES

Exit Level Outcomes are divided into four categories of competencies, namely:

- Fundamental Competencies
- Agri-business
- Good Agricultural Practices
- Plant Production

Fundamental Competencies

1. Communication.
2. Maths Literacy.
3. Recognise, interpret and report on a range of deviations during the data collection process.
4. Incorporate basic concepts of sustainable farming systems into practical farm activities.

Agri-business

5. Maintain stores and agro-inputs in stores.
6. Participate in the production planning process on a day-to-day basis.
7. Apply the components of the marketing cycle in an alternative agricultural marketing environment.
8. Determine viability of agri-business.
9. Assist with the management of human resources in an agricultural environment.
10. Interpret the factors influencing agricultural enterprises and enterprise selection and production, and of planning accordingly.

Agricultural Practices

11. Monitor and supervise the implementation of food safety and quality, production, environmental and social practices, and awareness within the agricultural supply chain.
12. Apply the principles of water quality management and adjust systems to ensure appropriate levels of quality.

13. Apply a routine maintenance and servicing plan.
14. Monitor practices to conserve the environment, including natural resources whereby ensuring optimal utilization of national resources on the farm.
15. Decide on appropriate land capability options for a given field.

Plant Production

16. Identify and describe the physiological processes and anatomical structures of a plant.
17. Soil nutrient preparations are performed in a safe, effective and responsible manner for the benefit of plant/crop growth with consideration to the environment.
18. Plants are propagated in a limited range of conditions
19. Apply basic control measures for insects, plant diseases and common weeds.
20. Monitor and co-ordinate the harvesting of crops.
21. Monitor and supervise the manipulation of plants by applying a broad range of techniques.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental Competencies

1.
 - Determined by selection.
2.
 - Determined by selection.
3.
 - Data is collected correctly.
 - Tools and equipment required for data collection is utilised correctly.
 - Data reports are submitted.
4.
 - A sustainable farming system is defined and described.
 - The nature of a system is explained.
 - The balance of sustainability, productivity and conservation of resources is explained.
 - The sustainability of a whole farming system is monitored and re-evaluated.

Agri-business

5.
 - Orders are received.
 - Records are updated.
 - Stock levels are maintained.
 - Stock are issued.
 - Suppliers are evaluated.
 - Safety regulations are observed.
6.
 - Production schedules are planned.
 - Production choices are explained.
 - The links between scheduling and financial planning is explained.
 - Different scheduling techniques are explained.
7.
 - The managerial vision of the agribusiness is explained.
 - Alternative marketing environments are described.
 - The variables of the marketing cycle are explained.
 - Characteristics and critical success factors of marketing is explained.
 - The supply chain is modified according to the requirements of alternative markets.
8.
 - Sources of income are identified and explained.
 - Costs are identified and explained.

- Break-even budgets are developed.
 - Whole farm budgets are developed.
 - Financial outcomes are predicted.
- 9.
- HR rules, policies and procedures are applied.
 - Explain the role of stakeholders.
 - Contracts are interpreted and prepared.
 - Employment relations are explained in an agricultural context.
- 10.
- Requirements re natural resources and infrastructure for the selection of the relevant enterprise is recognized and interpreted.
 - Infrastructure for the selection of the enterprise is categorized.
 - Appropriate crops and/or animals for the relevant enterprise are determined.
 - The production procedures (including harvesting and post harvesting activities) are interpreted.

Agricultural Practices

- 11.
- An understanding of the concept of traceability in the agricultural supply chain is demonstrated.
 - Non-conformances with respect to food safety, production, environmental, and social practices in the agricultural environment are reported.
 - Internal audits in the agricultural environment are explained.
 - Food safety and quality principles as related to the agricultural supply chain are applied.
- 12.
- Abnormalities in water quality are recorded and interpreted.
 - Environmental aspects of water quality management are explained.
 - Corrective actions are taken to ensure the appropriate quality.
 - Quality assurance systems are implemented and maintained.
- 13.
- Scheduling of routine maintenance is explained.
 - A service plan is implemented.
 - Maintenance procedures are applied.
 - Tools, equipment and machinery are maintained.
- 14.
- The elements of an ecosystem and a food chain are explained.
 - The occurrence of different types of fauna and flora and the sustainable utilisation thereof is monitored.
 - Soil maintenance and water management practices are monitored.
 - The energy cycle is explained.
 - A 2 dimensional map of the direct vicinity is interpreted.
- 15.
- Soil survey results and physical observation are interpreted and used in decision-making.
 - A land capability analysis to serve as the basis for appropriate enterprise selection for the farm is prepared.

Plant Production

- 16.
- The basic functioning and structure of the plant cell.
 - The effects of the environment on the physiology and germination of seed is explained.
 - The anatomy and function of roots is explained.
 - The anatomy and physiology of the leaf is explained.
 - The anatomy and physiology of flowers and fruit are explained.
- 17.

- Soil nutrients are applied by using specialized equipment.
- The collection of samples, storage and dispatch of samples to appropriate service providers is supervised.
- The impact of the properties of soil on plant nutrition and soil preparation is explained.
- Nutritional deficiencies in various crops are interpreted and remediation is suggested.

18.

- Environmental requirements for the propagation of plants are described.
- General propagation procedures are demonstrated.
- Environmental conditions are monitored correctly.
- The appropriate tools and equipment are applied during propagation.

19.

- Common pests are identified and described.
- Unfamiliar insects are collected.
- Disease symptoms are described.
- Incidence of weeds are reported.

20.

- The use of harvesting tools and equipment is explained.
- Maturity indexing is explained.
- Specific procedures for the harvesting of crops is explained.
- Health, hygiene and safety plan is implemented.
- Waste collection and disposal plan is implemented.
- The care and maintenance of tools and harvesting equipment is described.

21.

- The use of appropriate tools / equipment is monitored.
- Framework development as part of plant manipulation is monitored.
- Flower and fruit manipulation is monitored.
- Pruning as vegetative plant manipulation methods are monitored.

NOTE: Assessment should be specific to the area of operation (i.e. Either horticulture or agronomy including but not limited to arable and/or dry land production)

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is relevant and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

Generic nature of the unit standards and the context of assessment:

Because of the diverse nature of the primary agricultural sector, a generic approach to developing the unit standards has been adopted. This resulted in generic unit standards which should be contextualised within a specific area of operation, a specific agricultural commodity or specific agricultural system. Assessment therefore, should not be divorced from the context of application. All assessment tools, such as guides as well as the interpretation of unit standards and specifically range statements, should be contextualised within a specific agricultural commodity and/or system.

INTERNATIONAL COMPARABILITY

In the case of the primary agricultural context it is difficult to compare the qualification and unit standards because of the vast differences in the level of mechanisation, the level of literacy of the farm operators, climate and other conditions as well as the variety in commodities.

However, Nieu Zeeland and Australian qualifications and unit standards were sourced and evaluated for applicability. Also, during two separate study visits, agricultural practices were compared in the Netherlands and France.

An example of the differences in plant production would be where climatic conditions require the production of different cultivars and markets require the production of different crops.

However, there are similarities in terms of the floriculture and viticulture processes and unit standards.

ARTICULATION OPTIONS

A learner will be able to progress horizontally from one category to another, namely horticulture, agronomy, hydroponics, etc. He/she will be able to do this without re-doing the whole qualification, but by only completing the necessary elective unit standards.

This qualification builds on the relevant qualification on NQF 2 (refer to the SGB's brief and matrix) and gives access to the relevant qualification at NQF 4. In terms of competencies, the learner will progress from farming operation skills to basic managerial skills to managerial skills. The scope of practice will also increase.

The learner will be able to articulate with other occupations within the agricultural pharmaceutical operations such as laboratory assistant, marketing and selling of agricultural pharmaceutical products and fertilisers. The learner will also be able to move to the secondary agricultural field.

MODERATION OPTIONS

- Anyone assessing a learner against this qualification must be registered as an assessor with the PAETA ETQA.
- Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with the PAETA ETQA.
- Moderation of assessment will be overseen by the PAETA ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the PAETA ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need:

- A minimum of 2 (two) years' practical experience;
- Practical experience in the specific agricultural commodity and/or system.
- Competence in the generic assessor unit standards; and
- Technical competence at, at least one NQF level above the assessee.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

Areas of specialisation:

Areas of specialisation of the qualification in Plant Production include but are not limited to:

- Organic production,
- Hydroponic production,

- Perma-culture production,
- Agronomy,
- Horticulture,
- Natural resources harvesting.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	116125	Apply crop protection and animal health products effectively and responsibly	Level 2	NQF Level 02	4
Core	116275	Apply routine maintenance and servicing plans and procedures	Level 3	NQF Level 03	3
Core	116274	Assist in farm planning and layout for conservation and rainwater harvesting	Level 3	NQF Level 03	3
Core	116272	Demonstrate a basic understanding of the physiological functioning of the anatomical structures of the plant	Level 3	NQF Level 03	4
Core	116259	Explain application of marketing principles within an alternative and dynamic agricultural marketing environment	Level 3	NQF Level 03	3
Core	116237	Explain costing and the viability of an agri-business	Level 3	NQF Level 03	3
Core	116257	Explain human resource policies and procedures	Level 3	NQF Level 03	3
Core	116240	Explain store inputs categories, labeling and storage methods	Level 3	NQF Level 03	3
Core	116218	Explain the planning and scheduling of tasks in a production environment	Level 3	NQF Level 03	3
Core	116220	Explain the propagation of plants	Level 3	NQF Level 03	4
Core	116214	Interpret factors influencing agricultural enterprises and plan accordingly	Level 3	NQF Level 03	3
Core	116212	Maintain water quality parameters	Level 3	NQF Level 03	2
Core	116267	Manage soil fertility and plant nutrition	Level 3	NQF Level 03	5
Core	116268	Monitor and co-ordinate the harvesting of agricultural products	Level 3	NQF Level 03	4
Core	116271	Monitor and supervise a food safety and quality management system in the agricultural supply chain	Level 3	NQF Level 03	3

Core	116263	Monitor natural resource management practices	Level 3	NQF Level 03	4
Core	116265	Monitor pests, diseases and weeds on crops	Level 3	NQF Level 03	2
Core	116264	Monitor plant manipulation	Level 3	NQF Level 03	3
Core	116266	Monitor the operation and maintenance of irrigation systems	Level 3	NQF Level 03	3
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	NQF Level 03	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	NQF Level 03	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	NQF Level 03	4
Fundamental	116222	Incorporate basic concepts of sustainable farming systems into practical farm activities	Level 3	NQF Level 03	7
Fundamental	8969	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	NQF Level 03	5
Fundamental	116269	Supervise the collection of agricultural data	Level 3	NQF Level 03	5
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	NQF Level 03	5
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	NQF Level 03	5
Elective	116258	Communicate agri/ecotourism principles and concepts effectively and adapt to needs	Level 3	NQF Level 03	5
Elective	116261	Introduction to organic certification and internal control systems	Level 3	NQF Level 03	4
Elective	116262	Maintain and support sustainable wild flower harvesting practices	Level 3	NQF Level 03	5
Elective	116221	Identify and apply permaculture principles	Level 4	NQF Level 04	5

Elective	116314	Produce crop in a hydroponic system	Level 4	NQF Level 04	4
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LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. 1st Utopia Disability Gladiators Pty Ltd
2. 2Tablets Community Development
3. 4AM Academy and Financial Services Pty Ltd
4. AA Nduli Dental Surgery Pty Ltd
5. Abantu Sikona Trading and Projects Pty Ltd
6. Abner Chokwe Consulting and Agency Association
7. Abrina 2341 NPC
8. Academy of Agriculture & Agribusiness
9. ACS Academy Pty Ltd
10. Action Development Agency (ADA)
11. Adama Institute and Holdings
12. Adamopix
13. Adonai Capital and Farming
14. AEMSA (Pty) Ltd
15. Afgri Operations (Pty) Ltd
16. Africa College of Education
17. African Sky Training Academy
18. Afridot Trading and Projects (Pty) Ltd
19. Afriedu Skills Academy
20. AGB Finance (Pty) Ltd
21. Agility Agrigrow
22. Agri RDA Holdings Pty Ltd
23. Agri Skills Transfer (PTY) Ltd
24. Agri Speed Tech Skills Development Pty Ltd
25. Agri Success (Pty) Ltd
26. Agricultural Research Council
27. Agriesy Investment Pty Ltd
28. Agriroots (Pty) Ltd
29. Agriventions Consulting
30. Agruse Vision 2020
31. Akanyang Trading and Services
32. Aldabri Agricultural Pty Ltd
33. ALINDELWE TRADING ENTERPRISE (PTY) LTD
34. ALNAIR CONSULTING
35. Aludar Holdings Pty Ltd
36. Amabears (Pty) Ltd

37. Amashua Projects
38. Amasondo Anomoya (Pty) Ltd
39. Amaz Rural Development and Training (Pty)
40. AMJ Skills Development (Pty) Ltd
41. Anele Ignite (Pty) Ltd
42. Anicrop Training
43. Animeds
44. Anix Trading 739
45. Ankholani Agricultural Primary Cooperative Limited
46. Anointed Farming Trade and Projects
47. Anomoya Amasondo Pty Ltd
48. Apex Training Academy Pty Ltd
49. Aptenia Training and Projects (Pty) Ltd
50. Aquastorm Waterproofing Solutions and Construction cc
51. Athabile Enterprise Pty Ltd
52. Auto Farming Enterprise
53. Avenida (Pty) Ltd
54. Avheani Trading and Projects
55. Ayadorable Trading
56. AYOMIDE HOLDINGS (PTY) LTD
57. Azwie Manufacturer Pty Ltd
58. B and T Skills Development Trainings
59. Babinaphuthi Farming and Projects Pty Ltd
60. Babuyile Community Development
61. Badiri Training Institute
62. Bagwera Engineering Group Pty Ltd
63. Bahlurile Investments
64. Bahwaduba Kgatleng Agricultural Training Centre
65. Baikgantshi Holdings Pty Ltd
66. Bakgattha Balimi Pty Ltd
67. Balemi Consulting Pty Ltd
68. Balimi Skills (Pty) Ltd
69. Balo Training and Development
70. Bambanani Community Development Organisation NPO
71. Bantubanye Skills
72. Barulaganyi Trading and Projects Pty Ltd
73. Basadi Skills Solution
74. Basenogi Business Consultancy
75. Bashabi Training Development Pty Ltd
76. Batatise Investment (Pty) Ltd
77. Batho Kopanang Primary Cooperatives
78. Bathunywe Bussiness Enterprise (Pty) Ltd
79. BD Modikwe Holdings
80. BellaBheka BNB and Trading
81. Ben Tyres and Training Institute Pty Ltd
82. Beritam Projects and Training Solutions
83. Best Thought Trading and Projects 371
84. Best Thoughts Trading and Projects 148
85. Best Thoughts Training and Projects
86. BESTGUARD SECURITY SERVICES PTY LTD
87. Bex Business Consulting
88. Beyond Expectations Investments 2012 (Pty) Ltd
89. BHEKA PHAMBILI TRADING 132

90. Bhekisuccess Trading Pty Ltd
91. Bineli farming Enterprise Pty Ltd
92. Bintjus Projects (Pty) Ltd
93. Bizzworx Holdings (Pty) Ltd
94. BK & MG Holdings
95. Black African Young Farmers NPO
96. Black Agricultural Commodities Federation
97. Black Tide Services
98. Blakes Projects Pty Ltd
99. Blondim Trading and Projects (Pty) Ltd
100. Bluesands Trading135 cc
101. Boabab Training Institute and Consultancy Pty Ltd
102. Bogelang Trading Enterprise Cc
103. Bokatoka Construction and Projects
104. Boland Agri Training & Community Development Centre
105. Bolimi Bokamoso (Pty) Ltd
106. Bomme Tirong Business Contractors Cc
107. Bonoma Trading Enterprise
108. Bonwelong Skills Development (PTY) LTD
109. Bossnjomane Skills Academy (Pty) Ltd
110. Brazelinx Pty Ltd
111. BRIA GROUP (PTY) LTD
112. Brightspark Academy
113. Brucol Global Development Pty Ltd
114. Buena Vista Learning Academy
115. Buhlelo Trading
116. Bumunhu Services Providers Cc
117. Buni Advocacy and Training Services Pty Ltd
118. C and J Professional Academy Pty Ltd
119. C College
120. Calvin Projects Managements PTY LTD
121. Camissa Institute
122. Capricorn FET College - Central Office
123. Caspers Agri Life
124. Cedara College of Agriculture
125. Century Tech Skills Pty Ltd
126. Chabino Projects Pty Ltd
127. CHARLES MOASA (PTY) LTD
128. Chilogo Agricultural Supplies
129. Chloe Nkanyezi Solutions Pty Ltd
130. Chomza Construction Services
131. Classy Lifeskill Centre
132. Cleaning and Environmental Solutions Pty Ltd
133. CNG Skills Training
134. Cobelelana Pty Ltd
135. College of Sustainable Agriculture
136. College of Transport Logistics (Pty) Ltd
137. Combination Gifts
138. Comprehend Skills Development (Pty) Ltd
139. Conscientia Consulting Pty Ltd
140. Coti Projects Pty Ltd
141. Country Pride Trading 7
142. CTC College

143. DAC Team (Pty) Ltd
144. Dambanyik Consulting
145. Daracorp NPC
146. Darra-Ayoba Training Enterprise
147. David Jonathan College (Pty) Ltd
148. Dee's Training (Pty) Ltd
149. Deep Moon Trading Enterprise cc
150. Delmar Trading Cc
151. Dhladhla Skills Development Academy
152. Dichiri Farming and Construction Projects
153. Dicla Training and Farming
154. Dicla Training and Projects (Pty) Ltd
155. Digital Dash Pty Ltd
156. Dime Capital Pty Ltd
157. Dimpho Makgoba Pty Ltd
158. Dinako tsa Marang Consultancy
159. Dioka Business Consultants
160. Diphetogo Consultancy and Projects
161. DITHIPE TRAINING & DEVELOPMENT
162. Ditshipe M Projects (Pty) Ltd
163. Dixoworx Pty Ltd
164. Dr Sam Motsuenyane Foundation Trust
165. Duncan K Trading and Projects
166. Durban City College
167. Dynamic Training Centre
168. Dzangi Consulting Services
169. Dzindou Consulting Services
170. Dzulesa Trading
171. Dzunde Farming Co-operative Limited
172. Earth Child Consulting (Pty) Ltd
173. Eastern Cape Farmers Poultry Association
174. Educate Lead Achieve NPC
175. Eduserve Training and Projects Pty Ltd
176. Edutek College of Business and Engineering Pty Ltd
177. Ekhozi Rural Development Services
178. Elgin Community College
179. Elim Hlanganani Youth Development Programme
180. ELIMA CONSULTING
181. Elmokwate Trading and Projects
182. ELSENBURG AGRICULTURAL COLLEGE
183. Embo Skills Development Centre Pty Ltd
184. Emisa Enterprise
185. Encore Business Development
186. Enhle Business Solutions Pty Ltd
187. Enriched Agriculture Enterprise Pty Ltd
188. Envirocon Training Pty Ltd
189. Ephraitha Pty Ltd
190. EPR Holdings Pty Ltd
191. Eskilz College (Pty) Ltd
192. Ethex Group Trading & Projects
193. Etiquette Training College Pty Ltd
194. Evcob Business Enterprise
195. Exacube Training Institute

196. Exceptional Andragogy Training and Projects (Pty) Ltd
197. Exceptional Favour Pty Ltd
198. Exodus Agri Academy Pty Ltd
199. Eyethu Control Services
200. EZETHIZIPHO BUSINESS ENTERPRISE (PTY) LTD
201. Faith Life Training and Projects
202. Faithworks Development Consultants (Pty) Ltd
203. Falahmetrix Solutions (Pty) Ltd
204. Farmers Hope Pty Ltd
205. Farmgro TP
206. Faycrafts
207. Fenene's Trading Enterprise
208. Ferro Atlantica Alloys Pty Ltd
209. FH Mokoena 001 Pty Ltd
210. Filoza Training and Projects (Pty) Ltd
211. FINA TECH GROUP (PTY) LTD
212. Final Step Projects (Pty) Ltd
213. Flawless Ideas Institute
214. FLITE Business Solutions
215. Flow Charts Institute of Learning Pty Ltd
216. Forek Institute of Technology (Pty) Ltd
217. Forestry Arb Pro Services Pty Ltd
218. Fort Cox Agricultural College
219. Foundation of Hope Holdings Pty Ltd
220. Fourways Private College
221. FRN Lesedi Farming Development
222. Fundamuntu Agricultural Consultants
223. Funzani Skills Developments and Projects
224. Funzani Training Consultants
225. Ga Lechuti Transformational Talks (Pty) Ltd
226. Gadimakatse Agri Group
227. Gautateinment and Projects
228. GCINA HUMAN POTENTIAL PTY LTD
229. Geomase Services Pty Ltd
230. Gert Sibande TVET College
231. Get Equipped Training Academy Pty Ltd
232. Giliana College of Agriculture and Management
233. Given To Give Service Supply and Projects Pty Ltd
234. Glite Holdings (Pty) Ltd
235. Go Eden Farm Produce Pty Ltd
236. Go Green Trainig and Projects Pty Ltd
237. Gobo Training Consultancy
238. Good Harvest Academy Pty Ltd
239. Gosebowabauba Trading Enterprise
240. GOSH
241. Goshen Entrepreneurship Hub Pty Ltd
242. Gracious Lodge Pty Ltd
243. Grandesa Business Services
244. GREATER MAKGOBA ECONOMIC DEVELOPMENT AGENCY
245. Green Buds Logistics (Pty) Ltd
246. Green Identity (Pty) Ltd
247. Greenhead Agricultural College and Training
248. Greenleaf Cabod Pty Ltd

249. Greenworld Environmental and Consulting Services
250. Growth Path Projects (Pty) Ltd
251. Gumela General Dealer and Projects
252. Hail Him Skills Development and Training
253. Hardley Projects
254. Harvestan (Pty) Ltd
255. Harvestec Group
256. Havella Gold Training and Consulting Pty Ltd
257. Havohej Consultancy Cc
258. Heavenly Favour (Pty) Ltd
259. Heedmorine Training
260. Hephzibah Training and Enterprise
261. Hillcoast Supply and Services Pty Ltd
262. Hilmark Trading (PTY) LTD
263. Hlalubonga Supply and Trading
264. Hlaudi Assets Vanguard Consultancy
265. Hlengisizwe Trading
266. Hlombe and Associates (Pty) Ltd
267. Hlomulani Training & Consulting
268. HLTC Pty Ltd
269. Hlulani Projects
270. HLUVUKA TRAINING AND CONSULTING
271. Holistic Business Connection
272. Holofelang Training Academy Pty Ltd
273. Hope Nutrition Business Consultancy
274. Hortisoil Pty ltd
275. Hot To Go Training College and Services
276. Hupco Communications
277. Hutima Trading Enterprise
278. HWM Consultancy (Pty) Ltd
279. Hybri Consultants and Training Pty Ltd
280. Hybrid Dynamics
281. Hygiene Pot Investment and Projects Pty Ltd
282. HYGRO TRAINING COLLEGE (Pty) LTD
283. Hymike Trading Enterprise CC
284. Ibuyambo Maize and Feeds Multiopurpose Co-operative Limited
285. Ifa Langa Agri Training and Consulting Pty Ltd
286. Igalelo Lebhubesi Consultants
287. Ignite Trading and Projects Pty Ltd
288. Ikage Skills Development cc
289. Ikhahlamba Trading Enterprise
290. Ikhaya Lokukhusela NPC
291. ILANGA CONSULTING TRADING AND LOGISTICS CC
292. Ilight Care Institute (Pty) Ltd
293. Ilima Africa Development (Pty) Ltd
294. Ilogix and management services (Pty) Ltd
295. Iluba lethu Projects
296. Ilwandle Developers cc
297. Image Uplifters Trading Enterprise cc
298. Imbalenhle Learning Academy cc
299. IMBALIYESIBUSIO TRADING ENTERPRISE
300. Impact Plus Training Consultants
301. IMPESSIVE MEIROSE

302. Impumelelo Agribusiness Solutions (Pty) Ltd
303. Imveliso Training Centre
304. Inawut Investment
305. Indalo Agriconsulting and Projects (Pty) Ltd
306. Infinity Kidz
307. Informax Skills Development and Training Pty Ltd
308. Ingcebo Yamafuze
309. Ingqabe AgriSkills40 Pty Ltd
310. Ingqumbo Research and Special Projects
311. Injobo Ithungelwa Ebandla Agricultural
312. Innovation Sovereigns
313. Insedlu Business Companion
314. Insika Foundation
315. Institute For Cooperative and Community Economic Development
316. Institutional Higher Education
317. Integrated Skills Centre (Pty) Ltd
318. Integrity Communications Pty Ltd
319. Intelligence Boyz Pty Ltd
320. International Agricultural Academy for africa
321. International Vocational Education College
322. Into Skills Pty Ltd
323. Intsukaze Training Center
324. Inyapa Vhusiku Consulting Pty Ltd
325. ISABELO SOLUTIONS
326. Isivuno & Sons Farming
327. Isolempilo Organisation
328. Ithembaletu Skills Development Institute (Pty) Ltd
329. Ithembalihle Training and Development
330. Itireleng Bokamoso Skills Development
331. Itsoseng Training Academy
332. Itumeleng Training Solutions
333. Iyeza Holdings
334. Izilamani Group (Pty) Ltd
335. Izithelo 77 Pty Ltd
336. Izwi Labantu Forum NPC
337. Jaji Lithabile Skill Training and Consulting (Pty) Ltd
338. Jermca Training Institute (Pty) Ltd
339. Jetvest 1168
340. JJ AND MIMS LOGISTICS
341. JMB Trading and Projects (Pty) Ltd
342. JNM Enterprise
343. Jofeca Business Development
344. Jolaros Trading and Peojects
345. Josmap Training Institute
346. Joypat farming and Projects
347. Judy and Newie Projects
348. Junto Group Pty Ltd
349. Just a Wish 58 cc
350. K Boneng Consulting Services P
351. K-Man Training and Consulting Pty Ltd
352. K2011145379(South Africa) (Pty) Ltd
353. Kalewe Investment Group
354. Kalewe Security Academy Pty Ltd

355. Kalideen Management Services
356. Katlo Logistix (Pty) Ltd
357. KayDee Project Management Cc
358. Keatlegile Trading Training and Manufacturing
359. Kedithabitha Agriculture and Projects Pty Ltd
360. KELE ENTLE TRADING AND PROJECTS
361. Kellygirl Skills Pty Ltd
362. Kenmab Training Centre
363. Kgabo-Seliki Skills Training and Development cc
364. Kgago Investments
365. Kgalemelang farming (Pty) Ltd
366. Kgalishibe Pty Ltd
367. Kgohlong Training and Enterprise
368. Kgologolo Trading and Projects
369. Kgomama Pty Ltd
370. Kgomonoko Farms (Pty)Ltd
371. Kgosea Trading Pty Ltd
372. Kgothatso Supply and Projects
373. Khabalidaka Uprising
374. Khamel Training Consultants
375. Khangala Group
376. Khanimambo Innovative Solutions Cc
377. Khanya Africa Development Services (NPO)
378. Khanyisa Skills Academy
379. Khathula Skills Institute Pty Ltd
380. Khazimlani Trading cc
381. Khira Solutions Pty Ltd
382. Khomanani Health Promotion
383. Khonadzeaho Training Centre
384. Khuduthamaga Consulting (Pty) Ltd
385. Khulani Integrated Projects
386. Khumalo1 Quantity Surveyors Development Consulting Pty Ltd
387. Khumo ea TSebo Advisory Services
388. Khuvu Projects and Construction (Pty) Ltd
389. Khwani Trading Cc
390. Khwela T E Trading and Projects
391. Kimi Makwethu Developments and Trainings Primary Cooperative Limited
392. Kiranox Training Solutions (Pty) Ltd
393. Klear Living (Pty) Ltd
394. KMK Training Services (PTY) Ltd
395. KMR Professional Services and Projects Pty Ltd
396. KNM Africa Group
397. Knowledge For Ever
398. Ko Mabele Consultants
399. Kodumela Moepathuse Area Development Programme
400. Kolong Holdings
401. Komatipoort Training and Development (Pty) Ltd
402. Kopang Rethabile Trading (Pty) Ltd
403. Koue Bokkeveld Training Centre
404. KR Agri Services Pty ltd
405. KSN Management Pty Ltd
406. KT Mills cc
407. KUGIYABANYE (PTY) LTD

408. Kusabalele Investment cc
409. KVR Training and Business Solutions
410. KWA GANO PTY LTD
411. Kwem Management Solutions
412. Kwevhos Business Enterprise
413. KZN Centre for Rural Development
414. La Tesh Pty Ltd
415. Labeille Consulting
416. Lablab Agri Professionals
417. Lafika Building and Maintenance
418. Lafute Agric (Pty) Ltd
419. Langalezulu (Pty) Ltd
420. Lanqa Enterprise (Pty) Ltd
421. Lathitha Training and HR Solutions
422. Laumel Business Solution
423. Lavinda Trade and Invest Pty Ltd
424. LBC Development Council
425. LE SIGO
426. Le2lwazi Consulting (Pty) Ltd
427. Learning at Work
428. Lebone Institute
429. Ledile Holdings
430. Lefatshe Boswa Trading
431. Legacy Africam Solutions (Pty) Ltd
432. Legwetla Farming and Training
433. Lehlaudi Hadi Projects Pty Ltd
434. Lekgalwa Trading Enterprise
435. Lemang Agricultural Services Pty Ltd
436. Lenyax Farm
437. Leruo ke Matla Training and Enterprise Development Services
438. Lesmas Training and Consulting
439. Lethabong Training Consultancy and Supply
440. Lethoa Trading Enterprise (Pty) Ltd
441. Lethokuhle T Consulting Pty Ltd
442. Leungo Consulting and Training
443. Levubu Centre For Excellence Pty Ltd
444. LFP AGRI (PTY) LTD
445. Libalele Trading Academy
446. Liberty College of Excellence (Pty) Ltd
447. Libra Landscape and Facilities Management Pty Ltd
448. LIFENMC NPC
449. Liliso Training Centre
450. Lima Edukos Institute
451. Limash Trading Enterprise Pty Ltd
452. Linde Training and General Supply (Pty) Ltd
453. Linn Business Solutions
454. Linon Manufacturing Pty Ltd
455. Lizodo Projects Pty Ltd
456. LK Afrika Solutions
457. LNMR Pty Ltd
458. Lobukwe 1 Trading Pty Ltd
459. Loksion Holdings Pty Ltd
460. Lombard Farming Consultants Pty Ltd

461. Lomsa Farmers (Pty) Ltd
462. Lons Pride
463. Lorpen Investment Pty Ltd
464. Loswika Duvha Agricultural Cooperative Limited
465. Lovedale TVET College
466. LSG Developments Pty Ltd
467. Luminous Comet Trading & Projects (Pty) Ltd
468. Lunto Trading
469. Lupfumalo Trading and Projects Pty Ltd
470. Lusa Agric Supplies Pty Ltd
471. Lutamo 25 Trading and Projects
472. Lutzanetix Pty Ltd
473. Lwazi Lwa Training and Projects
474. Lwethu Spotlight (Pty) Ltd
475. LWM PROJECTS & SERVICES
476. M and M Executive Consulting Services (Pty) Ltd
477. M C M Manamela Trading and Projects Pty Ltd
478. Ma Vela Consulting (Pty) Ltd
479. Ma-Marrie Doctors Service Solutions (Pty) Ltd
480. Mabalengwe Agriculture (Pty) Ltd
481. Mabhande Holdings
482. Mabopane Skills Development Primary Cooperative Ltd
483. Machanguza Trading and Projects Pty Ltd
484. Madioka Capital Holdings
485. Madonda Holdings
486. Mafokata Skills Development
487. Mahlangu Agric Business
488. Mahlasenola Youth Development Projects (Pty) Ltd
489. Mailula Business Consultancy
490. Maishamalema Development Training
491. MAITE BUSINESS CONSULTING AND TRAINING AGENCY
492. Maite Family Piggery and Projects (Pty) Ltd
493. Majestic Life (Pty) Ltd
494. Majuba FET College - Central Office
495. Makasela Training and Business Services
496. Makavila Suppliers CC.
497. Makgotsoh Business Solution (Pty) Ltd
498. Makgwati Trading and Projects
499. Makofi Consulting and Project Managers
500. Maliatezwilu General Trading
501. Malizana Projects CC
502. Malope IT Solutions Pty Ltd
503. MALUKS BUSINESS SERVICES
504. Malwande Business Schl
505. Malwandla Skills Development
506. Mamadi Rural Development Pty Ltd
507. Mamagane Holdings
508. Mamolebo Agriprojects Pty Ltd
509. Mananthatshema Skills Dev. Centre
510. Mandelaville Crisis Committee
511. Mangaye Agric Business
512. Manoge Engineering and Construction
513. Manyopa

514. Manyundu Projects and Services
515. Maokgwe Development Trust
516. Mapapeni Pty Ltd
517. Mapholoba Training Projects
518. Mapula Property Services Pty Ltd
519. Marebutse Projects and Transport Pty Ltd
520. Marung T
521. Masana Education Group
522. MASDINDI INVESTMENT
523. Mashero Pty Ltd
524. Mashige Bill and Associates (PTY) LTD
525. Masidle Consulting CC
526. Masithuthuke Holdings
527. Masiya Management Services
528. MASTER PHOCH
529. Matafeni Pampila Greening Consulting and Services
530. Matawane Training and Projects (Pty) Ltd
531. Mathel Holdings
532. MATHUBAABANZI CONSULTING
533. Mathunyeng Trading and Academy
534. Matibidi Raphela Investments Pty Ltd
535. Matlharini Multi Centre Skills
536. Matotomana Training & General Trading
537. Mavona Holdings (Pty) Ltd
538. Mavu Consultancy Pty Ltd
539. Mavuni Empowering Consultants
540. Mayfam Holdings Pty Ltd
541. Mbeu Business Consulting
542. Mbuduma Agri Business
543. Mbuno Agri Academy and Financial Services Pty Ltd
544. Mcgine Development Group (Pty) Ltd
545. Meat Prize
546. Medical And Community Chaplaincy
547. Medu Skills Consultants
548. Megro Learning
549. Mejisi Tax Consultants and Development cc
550. Mekfish Farming
551. Mentowell (Pty) Ltd
552. MGL AGRI SOLUTIONS (PTY) LTD
553. Mqgibandlu Pty Ltd
554. MGSM Solutions Pty Ltd
555. Mhlengikazi Curtesy Structure (Pty) Ltd
556. Microzone Trading 747 cc
557. Mikumba Pickling and Tandering Enterprise
558. Millenium Skills (Pty)Ltd
559. Milzet Holdings
560. MindColours Consulting
561. Mlasimbi Catering Primary Cooperative Limited
562. MLT Consultancy Pty Ltd
563. MMACHAKA HOLDINGS (PTY) LTD
564. Mmakoma Heritage Development and Projects
565. Mmakosha Holdings
566. Mmatshelo Agri & Agro Consultancy

567. MMC Agents Pty Ltd
568. MMC Business Enterprise Pty Ltd
569. MMK Services Pty Ltd
570. Mncobela Trading Enterprise Pty Ltd
571. Mndaweni Agric Business
572. Mntambo Financial Consulting Cc
573. Mo Pro Solution
574. Mobile Agri Skills Development and Training NPC
575. Mocwiri Training & Consultant
576. Modiehi Consulting and Project (Pty) Ltd
577. Modirisiwa Projects (Pty) Ltd
578. Modric Group
579. Mogaladi Business Enterprise
580. Mogotoane Business Trading and Projects (Pty) Ltd
581. MOKOENA AND MOKOENA CONSULTING
582. Molaodi Community Development Agency
583. Molapisane General Projects
584. Molasba Corporate Solutions (Pty) Ltd
585. Molatelo Trainings and Projects
586. Molokamaswi Pty Ltd
587. Molwedi Wantwa Pty Ltd
588. Mondli Monei Consulting
589. Monkwe Disability Consultant (Pty) Ltd
590. Montle Agricultural Training and Projects
591. Montshepetsa Bosui Farming & Training Cnt
592. MOR Skills Training
593. Moreku Investment Holdings
594. Morero Agricultural Academy
595. Mortarboard Training Solutions
596. Morwa Agri-development cc
597. Mosadikago Trading Centre
598. Moshia Holdings Pty Ltd
599. Moshita Family Agric Primary Co-Operative Limited
600. Moshopane Business Enterprise
601. Mothelethoa Trading (Pty) Ltd
602. Mothupi Mzandile Trading Enterprise Pty Ltd
603. Motlaekakwena (Pty) Ltd
604. Motogo General Trading
605. Motsiri Training Pty Ltd
606. Motsoga Pele Developments and Training Pty Ltd
607. Moyahabo Change Education Agency
608. Moyatau Community Development
609. Mpambukani Agricultural Consultants Pty Ltd
610. Mpelembe Food Production Pty Ltd
611. Mphekgwane Business Development
612. Mpheladi Consultants
613. Mphopuso Trading (Pty) Ltd
614. Mponeng Projects Pty Ltd
615. Mpulele Le Lesgo Pty Ltd
616. Mpumalanga Learning Academy Pty Ltd
617. Mpumelelo Agricultural academy Pty Ltd
618. MR BLUE II PROJECTS
619. MRT CONSULTANCY AND TRAINING (PTY) LTD

620. MSD CONSULTING SERVICES
621. MSD Machaba Accountants Pty Ltd
622. Mshokobezi Business Services
623. Mshumbu Contractors
624. Msiza Agric Business
625. Mthashana FET College - Vryheid Campus
626. Mubveleli Agri Business
627. Mugaba Farming and Projects Pty Ltd
628. Mukhuvhukhuvhu Farming Primary Co-operative Limited
629. Mukovhe Wanga Trading and Projects (Pty) Ltd
630. Mulivhuwa Holdings
631. MUSANESU TRADING AND PROJECTS
632. Muselwa Trading and Projects
633. Mushomelavhapo Pty Ltd
634. Mutshabi Education and Skills Development
635. Muvhuso Holdings
636. Mvas-4 Trading (Pty) Ltd
637. MVCJ Projects Pty Ltd
638. Mvelo Consultant
639. Mzansi Agricultural College
640. Mzansi Farming Pty Ltd
641. Mzansi Training Institute
642. N and Z Pikini Training and General Services
643. N.J Mashego Skills Development
644. Naledzi Consulting and General Trading (Pty)Ltd
645. Nandoni Skills Center
646. Nandzu Trade and General Projects
647. Nashclo Pty Ltd
648. National Institute For The Deaf - NID
649. National Training Institute (NTI)
650. Ndallys Trading Enterprises (Pty) Ltd
651. Nditshe Community Development Consultants
652. Ndizanathi Projects
653. Ndlandlamuka Institute For Suistainable Development
654. Ndozwivhona Business Enterprise Pty Ltd
655. Ndukenhle (Pty) Ltd
656. NEDECO
657. Nekogen Pty Ltd
658. NELENKOSI
659. Nemalale Eagles Consultancy CC
660. NESTAB ICT CO-OPERATIVE LTD
661. Networx for Career Development
662. New Hope Revival Organisation
663. New Skills Academy of Learning Pty Ltd
664. NGEZOLUSHA SUPPLIERS AND TRADING ENTERPRISE (PTY) LTD
665. Nghilazi Group Pty Ltd
666. Ngudiyane Business Services
667. Ngunezi Consultancy Training and Development
668. Ngunikazi Concepts Pty Ltd
669. Ngwasheng Trading Projects
670. Ngwato Wa Mphela Agriculture Training Services
671. Ngwetsana Skills Development
672. NGZ-PFT Programme

673. NHM Trading Enterprise Pty Ltd
674. Nico Evirocare West Control (Pty) Ltd
675. Nicopam Enterprise Pty Ltd
676. NID Training NPC
677. Nika-Ithemba Farming
678. Nikeziwe Seme Farming and Skills Development Enterprise
679. Nistro Consulting
680. Nkabahle Agric Project (Pty) Ltd
681. Nkazi Agri Institute Pty Ltd
682. Nkhole Environments
683. NKHULULEKO PROJECT MANAGEMENT & CONSTRUCTION PTY LTD
684. Nkoanapula Trading & Projects
685. Nkosana Development Consulting (Pty) Ltd
686. NMM Agritrading (Pty) Ltd
687. No Limits Trading Enterprise
688. Noeleen Skills Advance Academy PTY Ltd
689. NOMASOJABULA TRAINING CENTRE
690. Nombhela Gardens and Cultural Village Primary Co-operative Limited
691. Nomthie Holdings
692. Nomzumbe Trading & Projects (Pty) Ltd
693. Nonjundu Construction and Trading Cc
694. Nophelo Training Centre
695. Norma The Spiritual Healer NPC
696. North West Community Education and Training College
697. Novi General Services
698. Novitec Training and Projects Pty Ltd
699. NR Group
700. NRM Consulting (Pty)Ltd
701. Ntabayezulu Logistics
702. Ntemoge Trading (Pty) Ltd
703. NTF Electrical and Training
704. Ntombazi Consulting (Pty) Ltd
705. Ntozakhe Social Development cc
706. NTS General Trading ad Supply (PTY) Ltd
707. Ntsako Mawila Holding Pty Ltd
708. Ntshinga Yethu Projects Pty Ltd
709. Ntshingila Group
710. Ntshuxeko Multi Services
711. NU Image Enterprise
712. Number 9 and Fortfar Academy (Pty) Ltd
713. Nyanisi Development Institute Pty Ltd
714. Nyankwavi Investment CC.
715. Nyonende Investments
716. Obrinet Construction & General Trading
717. Ocean Innovations Pty Ltd
718. OKHENS TRADING AND PROJECTS
719. OKUHLEKODWA TRADING AND PROJECTS 166
720. Olive Leaf Investments Pty Ltd
721. Omiya Training and Projects
722. Omniscient Trading & Projects
723. One Accord General Trading
724. Ontshiametse Trading Enterprise cc
725. Onzule Services Pty Ltd

726. Oratile Phenyo Trading Enterprise Pty Ltd
727. Our Best Friend Pty Ltd
728. Overberg Training and Development Initiative
729. Owen Sithole College of Agriculture
730. Oxford Tech Academy Pty Ltd
731. P N K Management Services
732. Panaroger Pty Ltd
733. PCD Institute Npc
734. Peakanyo Projects Pty Ltd
735. Peritum Agri Institute
736. Peu Estate (Pty) Ltd
737. Peu Investment Holdings Pty Ltd
738. PHALAKGORO HOLDINGS
739. Phaphamang Environmental Organisation
740. Phasabethe Trading and Projects Pty Ltd
741. Phathilizwi Training Institute Pty Ltd
742. Phawu Agri and Projects
743. Pheladi Business Enterprise Pty Ltd
744. Phetho Concepts (Pty) Ltd
745. Phezukomkhono Training Services
746. Phidza Construction Suppliers and General Trading (Pty) Ltd
747. Phil Chemics Enterprise (Pty) Ltd
748. Philani Business Service
749. Philani Community Development Programme
750. Phingoshe Holdings
751. Phophi Na Tshikaho Trading Enterprise
752. Phoprec Trading and Projects
753. Phumelela Education Training Academy Pty Ltd
754. Phumelele Skills Development and training Pty Ltd
755. Phusha Phanda Poi Consulting
756. Phutabogale Accounting and Auditing
757. Pilot Reduce (Pty) Ltd
758. PIONEER BUSINESS CONSULTING (PTY) LTD
759. PK Confectionery Pty Ltd
760. PNG Manufacturers Pty Ltd
761. Pontsana Training and Projects (Pty) Ltd
762. Potchefstroom College of Agriculture
763. Potego Farming College Pty Ltd
764. Potential African Future Farmers
765. Power Training Line (Pty) Ltd
766. PPK Green Consulting and Projects
767. Prejonet Agricultural Primary Co-operative
768. Prempie Business Solutions Pty Ltd
769. Prestige Agri Solutions (Pty) Ltd
770. Preverving Thought Trading and Projects
771. Pro Agric Solutions Pty Ltd
772. PRODIGY TRADING SOLUTIONS
773. Prodipix 212 (Pty) Ltd
774. Profimax Enterprises
775. Progressive School of Business and Engineering (Pty)
776. Project Proficiency Academy Pty Ltd
777. Protcon Engineering Pty Ltd
778. Protea Agricultural Training Centre

779. Proudly Able Events & Sign Language
780. Prove Alone Agricultural Development Services (Pty) Ltd
781. PRP Enterprise
782. Pulse Innovative Solutions (Pty) Ltd
783. Puno Landscaping and Training
784. Puresmart Training Solution Pty Ltd
785. QT Training (Pty) Ltd
786. Que Gees Academy
787. Quedo Farm Practices Pty Ltd
788. QUEENLANDS FARM
789. Rabelani Skills Training Development Pty td
790. Racon Pest Control Training Academy
791. Rag La Rog (Pty) Ltd
792. Rain Queen Holdings
793. Rainbow Hills Training Institute Pty Ltd
794. Rakgobi Farm Pty Ltd
795. Ramarumo Trading and Projects Pty Ltd
796. Ramogogole Trading and Projects (Pty) Ltd
797. Rams Empire Pty Ltd
798. Rams Skills Academy
799. Ramushwana Trading Enterprise
800. Rand BEE
801. Rasiz Pty Ltd
802. Ratshibvumo Training and Consultant
803. Reach Out Today Training Centre
804. Rebatoti
805. Redeeming Time Multi Skills Training Services
806. Rekopane Training Centre CC
807. Remo Holdings Pty Ltd
808. Revive PA Trading
809. Revolutionizing Enterprises in Africa
810. Rhiranzo Co-operative Limited
811. Ribola Plastics and Nursery (Pty) Ltd
812. Rich Riza Business Solution Pty Ltd
813. Richards Bay Academy of Learning
814. Rifumo Skills Development and Projects
815. Rightscope Academy
816. Riostep (Pty) Ltd
817. Risk Management Group
818. Risuna Ra Afrika Holdings Pty Ltd
819. Riverwalk Training CC
820. Rivoningo Consulting and Training (Pty) Ltd
821. Roma Training Institute
822. Rona re Fitlhile Trading and Projects 111
823. Rose Mugs (Pty) Ltd
824. RTACS ENTERPRISE
825. RTN Holdings Pty Ltd
826. Rudo Rwedu Development Services
827. RZH Trading and Projects 13 cc
828. S A HLOLO ENTLE HOLDINGS
829. SA NATIONAL TRAINING SOLUTIONS
830. Sakhikamva Community Development Consulting
831. Samatsimbi Construction and Projects

832. Samtob Geoconsult and General Merchants Pty Ltd
833. SANACO
834. Sanate Business Solution
835. Sanki Khulu Concepts Solutions Pty Ltd
836. SBJ Shadikamang Agriculture
837. Scientific Roots (Pty) Ltd
838. Scorpius
839. Seako Training Academy
840. Sebenzisanane Human Capital
841. Sebolaishi Training Solutions (Pty) Ltd
842. Sedibeng Artisan Skills Training Centre (VEREENIGING) (TP)
843. Sefala Strategic Solutions (Pty) Ltd
844. Sego Hludi Trading Enterprise
845. Sekgale Trading Enterprise Pty Ltd
846. Sekhukhune FET College - Central Office
847. Sekunda Trading and Projects (Pty) Ltd
848. Selakimakopo Projects Pty Ltd
849. Selemo Valley Agricultural Academy Pty Ltd
850. Selipha Trading (Pty) Ltd
851. Senzimehluko Youth Development
852. Sepitsi Human Capital Pty Ltd
853. SERENDIPITY BUSINESS HOLDING (PTY) LTD
854. Seshupanako Trading and Projects Pty Ltd
855. Setlakala Business Development
856. Sfahla Enterprise
857. Sfunulwazi Academy of Business & Computer Studies
858. Shabalala Agri Business
859. Shared Knowledge Consulting
860. Shareskills Pty Ltd
861. Shekinah Beauty Pty Ltd
862. Shibishi Farming and Projects
863. Shilubane Training Academy Pty Ltd
864. SHIRLANDI TRAINING SOLUTIONS
865. Shukela Training Centre
866. Sibiziwe Learning and Development Academy
867. Sibodibo Trading Enterprise
868. Sibongile Salfina Mampa Production and Training Pty Ltd
869. Sibusise Jesu Primary Co-operative Limited
870. Sifikile Business Enterprise
871. Sign Farming (Pty) Ltd
872. Sikelelangoku Trading Enterprise
873. SIKHUMBULILE (PTY) LTD
874. Silalele Consulting CC.
875. Silaye General Trading cc
876. SILUNGOKUHLE (PTY)LTD
877. Simba Skills Consultants
878. Sinaztec Trading Pty Ltd
879. Sindaphi Holdings
880. Sinovuyoletu Trading Pty Ltd
881. Siphumezulwazi Consulting (Pty) Ltd
882. Sisatagro
883. Siyafunda-TTA Training (Pty) Ltd
884. Siyafundisa I Africa

885. Siyakha isizwe Trading Enterprise 135
886. Siyaqhubeka
887. Siyasanga Training Centre
888. Skill Me Up Pty Ltd
889. Skilled Future
890. Skills Development and Training Company (Pty) Ltd
891. Skills for All
892. Skills Unlimited
893. Skossy International Holdings Pty Ltd
894. Sly Wasly Trading and Projects
895. Soft Skill International
896. Soil Brakers Agri Trading
897. Somvi Skills Development
898. South African Advanced Skills Institute
899. South African National Women Development Secondary Cooperative
900. South Cape Public FET College - George Campus
901. Southi School of Millionaires Pty Ltd
902. Spears Business and Life Couch Consulting (Pty) Ltd
903. Spirit Worship Soldiers Church
904. SRS Professional Services
905. Stance Skills Academy Pty Ltd
906. Star Choice Trading 407 (Pty) Ltd
907. Starplex 561
908. Stecor Farming (Pty) Ltd
909. Step Ahead Skills Training and Other Services
910. Stillo Tyra Training Centre (Pty) Ltd
911. Striving Mind Trading 289
912. Success Christian Training Centre cc
913. Suidwes Beleggings Eiendoms Beperk
914. Swazi Hlubi Enterprise Pty Ltd
915. Sxazululo Enterprise
916. Sypro Consulting Strategists Pty Ltd
917. T V Multiservices
918. Tabakgolo
919. Tabila Trading and Projects (Pty) Ltd
920. Take Note Trading 205 Cc t/a Khululekani Training Centre
921. Takudza Agri Trading Pty Ltd
922. TALANA AGRI ACADEMY
923. Tangible Concepts and Projects Pty Ltd
924. Tatelo Group (Pty) Ltd
925. Tau Fresh Products (Pty)
926. Tayitayi Business Services (Pty) Ltd
927. TBL Empowerment Hub
928. TBMN Group
929. TCEP (Pty) Ltd
930. TDMK's
931. TECHCRAFTS PROJECTS (PTY) LTD
932. Technofield
933. TEE MAKHALANTSHETSHE TRADING AND PROJECTS
934. Tematemong Agricultural Development Pty Ltd
935. Temnofto Training Cc
936. TESI GROUP
937. Tetana Investment Group

938. Thabo and Ntshetshedima Trading and Projects Pty Ltd
939. Thaliwe's Trading Enterprise
940. Thambalanga Trading (Pty) Ltd
941. THANDEKILE BAKING AND COOKING
942. Thandolihle Projects (Pty) Ltd
943. Thandolwethu Multi Service
944. The 3rd Line Pty Ltd
945. The Citrus Academy NPC
946. The Dada Creations
947. The Mushroom Hut (Pty) Ltd
948. The Rare Rose Pty Ltd
949. The Renaissance National Skills Development Centre
950. The Roi Academy
951. The Skills Development Hub (Pty) Ltd
952. Theater of Expects and Projects Pty Ltd
953. Themont Security Service Pty Ltd
954. Theo General Trading
955. Theri Investments Pty Ltd
956. Theron Training Development Pty Ltd
957. Thili Training and Consulting Services Pty Ltd
958. Think n Think Group Pty Ltd
959. Thojane Organic Farming
960. Tholo Commerce Pty Ltd
961. Thubalethu Training Centre
962. Thumbela Communication Pty Ltd
963. Thupa Catering and Projects
964. Thusanang Bakone Group Pty Ltd
965. Thuso Enviro and Agric Development
966. Thuso Skills Development and Training Centre NPC
967. Thuthukisa institute NPC
968. Thuto Boshwa Skills Development Services
969. Thuto Ya Setshaba Training Services (Pty) Ltd
970. Thuto-Lebone Training
971. Thutopele Learning Academy
972. Tian Civils and Costruction Pty Ltd
973. Tinotsile Training and Development
974. Tintswee Trading and Projects Pty Ltd
975. Tirotona Skills Development (Pty) Ltd
976. Tiseletso Serapeng Pty Ltd
977. TJHEBELOPELE TAC (PTY) LTD
978. Tlangi Kula Trading Enterprise (Pty) Ltd
979. TLO Suppliers and Projects
980. TNM Development Alternatives
981. TNTT Holdings Pty Ltd
982. Toeprint Events
983. TOLO Consulting Pty Ltd
984. Tompi Seleka Agricultural College
985. Tonardo Capital
986. Tondimag Enterprise Pty Ltd
987. Top Star Distributors and Consultancy
988. Toro Ya Bakone Business Enterprise (Pty) Ltd
989. Totomela Projects
990. Toutedle Agriculture College South Africa Pty Ltd

991. Tovani Trading 418 Cc
992. TPLR and Training Services (PTY) LTD
993. TPLR Group NPC
994. TPN Training and Recruitment cc
995. TPSI Art and Projects
996. Trainers without Borders
997. Traing Farmers Pty Ltd
998. TRAINING AT WORK PTY LTD
999. Tran Atlantic Construction
1000. Tribalkings 1
1001. Trinity Skills and Trading
1002. Triple Desire Trading and Projects 173 CC
1003. Triple S Training & Development (Pty) Ltd
1004. Triple-M Transformation Consultants Pty Ltd
1005. Tripple R Training Provider
1006. Trosia Community Centre
1007. True Devine Agricultural Skills foundation College Pty Ltd
1008. TRUHEALTH INSTITUTE
1009. Try Easy Electrical Solutions Pty Ltd
1010. Tsatsi Agricultural Co-operative Limited
1011. Tsela Sedi Projects and Services Pty Ltd
1012. TSHAMAANO O NABILE (PTY) LTD
1013. Tshedimoseetso Ya Ma Afrika NPC
1014. Tshedzawani Pty Ltd
1015. Tshenkeng's Consulting
1016. Tshirologo Disability Training Services Pty Ltd
1017. Tshitwamulomoni Trading and Projetcs (Pty) Ltd
1018. Tshumpe Business Enterprise
1019. Tsiku Consulting (Pty) Ltd
1020. Tsimba Group Pty Ltd
1021. TSJ Consutling and Projects Pty Ltd
1022. Tsolo Agriculture and Rural Development Institute
1023. TSS TRAININGS
1024. TSZ Training Centre
1025. TT and TD 0817 Trading Pty Ltd
1026. Two-a-Day Group (Pty) Ltd
1027. Twoline Training Skills For Africa Pty Ltd
1028. Tyme Training and Development
1029. Ubuhle Bezwe Holdings Pty Ltd
1030. UBUMBANO CONSULTING IN AGRICULTURAL SKILLS AND TRAINING INSTITUTE (PTY) LTD
1031. Udumo Services and Projects Pty Ltd
1032. Ufahari Intensive Farming
1033. Uhuru Agronomoics Pty Ltd
1034. Ukubhukuda Training & Projects 165 CC
1035. Ukuhlengwa Trading Cc
1036. Ukundiza Development Institute NPC
1037. Uluntu Skills Development Centre
1038. Umbuso Training Services
1039. Umgibe Farming Organics and Training Institute (Pty) Ltd
1040. Umgqomo Trading
1041. Umlozi Skills Centre (Pty) Ltd
1042. Umnotho We Afrika Foundation

1043. Umpha M Trading Enterprises Pty Ltd
1044. Umshini Consultancy Vaal Pty Ltd
1045. Umthombolwazi Consultants Cc
1046. Unity Social Club (Pty) Ltd
1047. Univen Continuing Education Pty Ltd
1048. Valambya Training and Business College (Pty) Ltd
1049. VALLEY AFRICAN CORP
1050. Vari Holdings (Pty)Ltd
1051. Veejay Associates
1052. Velenkosini Multiskills and Catering
1053. Vensties Consultant and General Supply (Pty) Ltd
1054. Vhangona Skills Academy (Pty) Ltd
1055. Vhembe Green Chain Supply and Removal Pty Ltd
1056. Vhembe Tutors and Coaches Pty Ltd
1057. Vhumatshelo Skills Development (Pty) Ltd
1058. Vika Fodo Holdings (Pty) Ltd
1059. Vineyard Academy
1060. VISION MEETS ACTION (PTY) LTD
1061. Visionary Skills Academy
1062. Viwe Development Council NPO
1063. VKB LANDBOU (PTY) LTD
1064. Voice of African Child Community Development & Victim Empowerment Programmes
1065. Vuka Sizwe Community Development Pty Ltd
1066. Vula Training Centre
1067. Vuladzindila
1068. Vusedi Technologies
1069. VV & Mashona Projectcts
1070. Wa Hadzhi Project Managers
1071. Water Group Holdings (Pty) Ltd
1072. WC Music Institute
1073. WCCC Health Facilities
1074. We Invest Africa Pty Ltd
1075. Wellingtons Construction Pty Ltd
1076. Westco Agri Training
1077. Westfalia Fruit Avo Academy NPC
1078. Weston Agri-Skills Training Centre (Pty)
1079. Women and Agricultural Training
1080. Wrist Tags
1081. Xa Sisonke Trading Pty Ltd
1082. Xihluke Training and Projects
1083. Xilaveko Projects Pty Ltd
1084. Xiqaphamkhelo Investments (Pty) Ltd
1085. Xisana Engeneering and Supply Pty Ltd
1086. Xivono K Projects (Pty) Ltd
1087. YAB Business Solutions (Pty)Ltd
1088. Yazini Leadership Consultants
1089. Yenzokuhle SA Holdings
1090. Yikhonolakho Women and Youth Primary Co-Operative Limited
1091. Yimisa Projects Pty Ltd
1092. Zabusa Trading Cc
1093. ZAJOBE SUPPLIERS AND PROJECTS
1094. Zala Gusha Trading Enterprise Pty Ltd

- 1095. Zaluse Trading Pty Ltd
- 1096. Zamsiba Development Consultants
- 1097. Zanozi Trading cc
- 1098. ZEMBUBE 21
- 1099. ZENYE EVENTS SOLUTIONS
- 1100. Zetalogix cc
- 1101. Zigqamise Trading Pty Ltd
- 1102. Zilungisele Business Enterprise cc
- 1103. Zinele Development (Pty) Ltd
- 1104. Zisphogo Academy International
- 1105. Ziyana Business Consulting and Training
- 1106. Zoe Thato Katlego Enterprises
- 1107. Zolankosi
- 1108. Zucebise Training Academy
- 1109. Zwaha Makhale Agricultural and Supply Primary Co-operative Limited
- 1110. Zwavhumbwa Trading Enterprises
- 1111. Zwezwe Skills Centre

All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

APPENDIX 6: SAQA ID: 49580 General Education and Training Certificate: Poultry Production Level 1

[\[Registered Qual & Unit Std Home page\]](#) [\[Search Qualifications\]](#) [\[Search Unit Standards\]](#)



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

General Education and Training Certificate: Poultry Production

SAQA QUAL ID	QUALIFICATION TITLE			
49580	General Education and Training Certificate: Poultry Production			
ORIGINATOR				
SGB Secondary Agriculture: Processing				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
AgriSETA - Agriculture SETA			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUBFIELD		
National Certificate	Field 01 - Agriculture and Nature Conservation	Secondary Agriculture		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	134	Level 1	NQF Level 01	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Passed the End Date - Status was "Reregistered"		SAQA 06120/18	2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The qualification provides learners with the opportunity to gain competence in poultry production and will facilitate their securing employment in the industry. For those who are already employed in a poultry production farm, the multi-skilling that the qualification offers will expand their horizons and allow them to follow career paths in other sectors of the industry.

A learner achieving this qualification will be able to work effectively and productively on a poultry production facility. The qualification will allow the learners to:

- Care for the poultry environment.
- Feed, rear and care for poultry.
- Apply bio-security principles on a poultry farm.
- Perform basic poultry health care tasks.
- Operate poultry drinkers and drinking systems.
- Operate poultry feeders and feeding systems.

The upskilling of the learners at this level will have a positive impact on the efficiency and profitability of a production unit.

Rationale:

The qualification addresses the urgent need for adopting nationally accepted standards for the industry, especially within the SMME sector. This will allow them to operate on a more professional basis. The observance of strict health, hygiene and bio-security principles will minimize the risks that these role players currently face.

This qualification and the resultant skills that are learnt will make a positive contribution to the establishment or improvement of poultry farms in the rural areas that can serve their communities and distant markets.

The qualification embodies the international requirements for poultry handling and care that will ensure the production of high quality poultry.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners who would like to access this qualification should have demonstrated competency in Communication and Numeracy at ABET Level 3.

Recognition of prior learning:

The qualification may be achieved in part or as a whole through the Recognition of Prior Learning.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

This qualification consists of a minimum number of 134 credits, composed of:

- Fundamental: 39
- Core: 70
- Electives: 25

EXIT LEVEL OUTCOMES

1. Recognize the various sectors within the poultry industry and the career paths that are available.
2. Identify the principles of health and safety in poultry production and create an awareness of the potential dangers in the workplace.
3. Demonstrate a basic understanding of the functions of the main external and internal body parts

of poultry.

4. Show an understanding of the raw materials used in poultry diets.
5. Understand the role and procedures of bio-security and how these are applied in a poultry production facility.
6. Indicate the necessity of providing poultry with constant clean water for the maintenance of health and growth.
7. Show an understanding of the effects of environmental conditions on the health and productivity of poultry.
8. Demonstrate the practices and procedures for the cleaning of poultry buildings and equipment.
9. Recognise the signs of any abnormal behaviour or condition of poultry as an indication of a disease.

ASSOCIATED ASSESSMENT CRITERIA

1:

- The structures of the poultry egg and meat industries are described.
- The important role that the poultry industry plays in the provision of meat for the South African population is described.

2:

- The reasons for the implementation of health and safety in a poultry production facility are explained.
- The responsibilities of the employer and employee to ensure a safe working environment are described.

3:

- The functioning and movement of the body parts are explained.
- The process of blood circulation and breathing are described.
- The digestion of feed is described.

4:

- The raw materials that are used in the production of poultry feed are described.
- The various types of feed and the importance of using the bio-security principles for the prevention of feed wastage are explained.

5:

- The danger that the microscopic organisms pose to the health of poultry is explained.
- The bio-security procedures to minimize the occurrence of pathogens on the poultry farm are described.

6:

- The necessity of water for the body functions and health of poultry is described.
- The various poultry drinkers, their setting and maintenance is demonstrated.

7:

- The effect that temperature extremes have on the health and growth of poultry is explained.
- The importance of ventilation for the health of poultry and the reduction of ammonia formation in the poultry house are described.
- The effects of photoperiods on the productivity and sexual maturity of poultry are described.

8:

- The pre-cleaning procedures and removal of all loose equipment are described.
- The washing and disinfecting of the equipment surfaces in the poultry house are demonstrated.
- The re-installation of all the loose equipment and the fumigation of the poultry house are explained.

9:

- The various indications of "disease" and abnormalities in the behaviour of poultry are described.
- The objectives of vaccination and the various methods of administration are explained.

Integrated assessment:

The integrated assessment allows the Learners the opportunity to show that they are able to utilize concepts, ideas and actions across the unit standards. This will allow Learners to achieve competency that is in keeping with the purpose of the qualification.

An integrated assessment will indicate how theoretical learning is demonstrated in a practical environment in such a way that the application of the work learnt becomes second nature.

In conducting an assessment, the quality of the performance must also be evaluated i.e.: both the performance and the thinking behind the action must be qualitative.

The assessment should include both formative and summative options and should use various assessment tools i.e.; not by observation only. It is required that a Portfolio of Assessment form part of the summative assessment, with practical outcomes being demonstrated in a simulated or real work place situation.

A broad range of task-orientated and theoretical tools may be used, with the distinction between practical knowledge and disciplinary knowledge being maintained.

It is recommended that the assessment tools give Learners the opportunity to account for their decision-making and problem solving in line with the specific outcomes and related assessment criteria.

As a result of this qualification being generic in forming the foundation for a career in poultry processing, Learners should be assessed in occupational contexts and activities. The assessment should ensure that the foundational skills are portable and prepare them for further learning, whatever career path they may choose.

INTERNATIONAL COMPARABILITY

For levels 2 and 3, the qualifications are internationally comparable with the United Kingdom, Australia and New Zealand, but at Level 1 no generalist qualification exists in these countries.

Level 1 is uniquely relevant to South Africa as our workforce has a predominantly lower education entry level than the comparable countries and the introduction at this foundational level will facilitate career pathing more readily than at level 2.

The following New Zealand poultry qualifications were benchmarked against.

For poultry production the following qualifications were used:

- Poultry Production Level 2: Ref. 0886. Core 12 and Elective 11 unit standards.
- Poultry Husbandry Level 3: Ref. 0330. Core 8 and Elective 14 unit standards.

For poultry processing, no specific qualification is used. The poultry unit standards form part of the generic meat processing qualifications. The following New Zealand unit standards were used:

- Ref. 18829, 18843, 18851, 18852, 18853, 18854, 18855.
- Ref. 16104, 16503, 12624, 13491, 20235, 2504.

In general, the content is similar but the South African standards contain more detail. Their farm and business personnel structure differs to ours in that we have larger staff complements and lower entry levels in the industry.

Some of the electives in the level 2 and 3 processing qualifications each cover specific processing areas, not machines, in the poultry abattoirs. The poultry industry specifically requested that these unit standards address the two levels, as there are two distinct occupations in each of these areas. This was borne out in the skills profile study that was conducted prior to the generation of the unit standards.

The machine operators and carcass handlers reside at level 2. They need to gain knowledge of the function and operational duties within the specific department or processing area.

The supervisors, who reside at level 3 are responsible for production and require a broader perspective and in-depth knowledge to monitor and manage these operations. A close examination of the unit standards will reveal this intent.

The Poultry Production level one qualification was compared with the following related United Kingdom certificates:

- MTC Foundation Certificate in Meat and Poultry Hygiene, Level 1: Ref. 100/1502/4.
- MTC NVQ in Meat and Poultry Processing, Level 2: Ref. 100/3525/4.
- MTC NVQ in Meat and Poultry Processing, Level 1: Ref. Q1053892.

ARTICULATION OPTIONS

The qualification is designed to provide a structured learning path for employees in the Poultry Production industry in South Africa, be they in employ of commercial farms or as entrepreneurs.

The qualification would enable employees to move within the poultry industry, between the fields of Production and Processing.

This Qualification will articulate vertically with the:

- National Certificate: Abattoir Slaughtering Processes at NQF Level 2.
- National Certificate: General Abattoir Processes at NQF Level 2.

While the Production and Processing qualifications diverge as they progress upwards, there remains sufficient common ground for holders of one qualification to be able to be employed in the other field with minimum additional training.

MODERATION OPTIONS

Anyone assessing a learner against these unit standards must be registered as an assessor with the relevant ETQA and have experience or in depth knowledge of the poultry processing industry.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedure.

Therefore anyone wishing to be assessed against these unit standards may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must:

- Be accredited as assessors by the relevant ETQA.
- Have experience of the poultry processing industry or in depth knowledge of the poultry processing industry.
- Meet any other requirements that may be stipulated by the relevant ETQA.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

N/A

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	119416	Apply bio-security in poultry production	Level 1	NQF Level 01	10
Core	119391	Apply environmental management practices in poultry production	Level 1	NQF Level 01	12
Core	119434	Apply health and safety practices in poultry production	Level 1	NQF Level 01	4
Core	119423	Clean a poultry house and its equipment	Level 1	NQF Level 01	5
Core	119395	Demonstrate an understanding of the basic anatomy and physiology of poultry	Level 1	NQF Level 01	2
Core	119412	Demonstrate an understanding of the role of water for poultry production	Level 1	NQF Level 01	8
Core	119488	Demonstrate basic knowledge of the poultry industry	Level 1	NQF Level 01	2
Core	12203	Demonstrate knowledge of issues relating to HIV and AIDS	Level 1	NQF Level 01	2
Core	119431	Maintain the health of poultry	Level 1	NQF Level 01	10
Core	15092	Plan and manage personal finances	Level 1	NQF Level 01	5
Core	119406	Provide feed and nutrition for poultry	Level 1	NQF Level 01	10
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	Level 1	NQF Level 01	2
Fundamental	7451	Collect, analyse, use and communicate numerical data	Level 1	NQF Level 01	2
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	NQF Level 01	2
Fundamental	14084	Demonstrate an understanding of and use the numbering system	Level 1	NQF Level 01	1
Fundamental	7463	Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	NQF Level 01	2
Fundamental	12462	Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	NQF Level 01	6
Fundamental	12471	Explore and use a variety of strategies to learn (revised)	Level 1	NQF Level 01	5
Fundamental	12469	Read and respond to a range of text types	Level 1	NQF Level 01	6
Fundamental	7461	Use maps to access and communicate information concerning routes, location and direction	Level 1	NQF Level 01	1
Fundamental	7447	Working with numbers in various contexts	Level 1	NQF Level 01	6
Fundamental	12470	Write for a variety of different purposes	Level 1	NQF Level 01	6
Elective	119448	Brood poultry chicks	Level 2	NQF Level 02	10

Elective	119404	Care for commercial layers	Level 2	NQF Level 02	10
Elective	119385	Care for poultry parent stock during production	Level 2	NQF Level 02	15
Elective	119421	Handle eggs for setting at a hatchery	Level 2	NQF Level 02	10
Elective	119397	Handle the collection and storage of the table eggs on the farm	Level 2	NQF Level 02	10
Elective	119427	Monitor the incubation process in hatcheries	Level 2	NQF Level 02	15
Elective	119450	Produce poultry broilers	Level 2	NQF Level 02	15
Elective	119498	Rear poultry parent stock to sexual maturity after brooding	Level 2	NQF Level 02	15
Elective	119473	Rear pullets for table egg production	Level 2	NQF Level 02	15

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. Abanguni College of South Africa
2. Abingoni Trading 141
3. ACS Academy Pty Ltd
4. ADMOGLO PTY LTD
5. Adonai Capital and Farming
6. Afriedu Skills Academy
7. Afrivet Training Services (Pty) Ltd
8. Agri Cities Investment Group Pty Ltd
9. Agri Skills Transfer (PTY) Ltd
10. Agriventions Consulting
11. Akhona Skills Fountain and Trading
12. Aldabri Agricultural Pty Ltd
13. Amahlabangani Catering and Projects
14. Amphi SA Pty Ltd
15. Apex Training Academy Pty Ltd
16. ASH MAN GROUP (PTY) LTD
17. Aubrey Nyiko Business Enterprise cc
18. Badiri Training Institute
19. Bakgalaka Bakopane (Pty) Ltd
20. Balemi Consulting Pty Ltd
21. Basenogi Business Consultancy
22. Bazofunda Training and Development
23. Better Best Agri Development

24. Beyond Expectations Investments 2012 (Pty) Ltd
25. Bineli farming Enterprise Pty Ltd
26. Bintjus Projects (Pty) Ltd
27. Bodav Consultancy & Business Enterprise
28. Bogelang Trading Enterprise Cc
29. Bokamoso Basechaba Professional Solutions Pty Ltd
30. Buni Advocacy and Training Services Pty Ltd
31. Charis SS Holdings (Pty) Ltd
32. CHARLES MOASA (PTY) LTD
33. Chilogo Agricultural Supplies
34. Cobelakufalaza Agricultural Services
35. College on Hills (Pty) Ltd
36. D.T Nkwane Projects (Pty) Ltd
37. Dambanyik Consulting
38. Daracorp NPC
39. Dee's Training (Pty) Ltd
40. Deffinity Training Solutions
41. Dicla Training and Projects (Pty) Ltd
42. Dieketseng Training Centre (Pty) Ltd
43. Digital Dash Pty Ltd
44. Dioka Business Consultants
45. Diphetogo Consultancy and Projects
46. Disego Training and Consultants
47. DOFULA TRAINING PROJECTS PTY LTD
48. Dynamic Training Centre
49. Dzindou Consulting Services
50. EMINENCE BUSINESS SOLUTIONS (PTY) LTD
51. Emisa Enterprise
52. Eskilz College (Pty) Ltd
53. Evcob Business Enterprise
54. Fair Deal Agricultural Training Centre
55. Farm Africa (SA)
56. Farmers Hope Pty Ltd
57. Farmgro TP
58. Fenene's Trading Enterprise
59. Fhumu Skills Development and Consultant
60. Fonzani Training Consultants
61. Geomase Services Pty Ltd
62. Green Identity (Pty) Ltd
63. Gung Boerdry Pty Ltd
64. Hanong Trading (Pty) Ltd
65. Hidophase Pty Ltd
66. Higherway Institute of Learning
67. Hlumelelisa
68. HLUVUKA TRAINING AND CONSULTING
69. Hope Nutrition Business Consultancy
70. Hydro Projects Pty Ltd
71. Hymike Trading Enterprise CC
72. I Care Resource Centre
73. Ifa Langa Agri Training and Consulting Pty Ltd
74. Ignite Trading and Projects Pty Ltd
75. Ikemele Egg Production Cc
76. Ikhaya Lokukhusela NPC

77. Ikhono Community Training
78. Ikhwezi Drakensburg Rural & Urban Development Chamber
79. Image Uplifters Trading Enterprise cc
80. Imbalenhle Learning Academy cc
81. Impilo Training Solutions
82. Indalo Agriconsulting and Projects (Pty) Ltd
83. Ingcali Agricultural Solutions (Pty) Ltd
84. Ingomso Women Wealth Pty Ltd
85. Inhle Skills Dynamics (Pty) Ltd
86. Inkubeko Trading and Projects Pty Ltd
87. Innovation College (Pty)Ltd
88. Insika Business and Skills Consultants (Pty) Ltd
89. Insika Foundation
90. Institute For Cooperative and Community Economic Development
91. Intando ka Tata Trading and Projects (Pty) Ltd
92. Inyapa Vhusiku Consulting Pty Ltd
93. Isiphephelo Industries (Pty) Ltd
94. Itireleng Bokamoso Skills Development
95. Itsoseng Training Academy
96. Judy and Newie Projects
97. Junto Group Pty Ltd
98. Kairos Open Learning College
99. Kalewe Investment Group
100. Kamzila Phezi (Pty) Ltd
101. Kara Heritage Institute
102. KC3 Trading Pty Ltd
103. Kenmab Training Centre
104. Kgalishibe Pty Ltd
105. Khanimambo Innovative Solutions Cc
106. Khazimlani Trading cc
107. Khulisa Training Providers
108. Khutakhu Trading cc
109. Knowledge For Ever
110. Kolong Holdings
111. KT Mills cc
112. KwaZulu Natal Poultry Institute
113. Kwem Management Solutions
114. Lablab Agri Professionals
115. Langalezulu (Pty) Ltd
116. Langalomso Civil Construction
117. Latent Solutions (Pty) Ltd
118. Laumel Business Solution
119. Learning at Work
120. Leungo Consulting and Training
121. Lithala Financial Education NPC
122. LORBARWES TRADING ENTERPRISE (PTY) LTD
123. LSG Developments Pty Ltd
124. Lusa Agric Supplies Pty Ltd
125. Luzoza Trading Enterprise (Pty) Ltd
126. Ma Vela Consulting (Pty) Ltd
127. Madioka Capital Holdings
128. Mahlasenola Youth Development Projects (Pty) Ltd
129. Makgwati Trading and Projects

130. Mamelloletlotlo Business Solutions
131. Mandelaville Crisis Committee
132. Mangweni Skills and Training Projects
133. Mareheng Business Enterprises
134. Matotomana Training & General Trading
135. Mbimbini Training and Community Development
136. McKenna Golf
137. Mentowell (Pty) Ltd
138. Metropolitan Engineering College Pty Ltd
139. Mlasimbi Catering Primary Cooperative Limited
140. Modirisiwa Projects (Pty) Ltd
141. Molasba Corporate Solutions (Pty) Ltd
142. Mopani Training Centre
143. Morenas Training Academy (Pty) Ltd
144. Morero Agricultural Academy
145. Mortarboard Training Solutions
146. Moshita Family Agric Primary Co-Operative Limited
147. Mponeng Projects Pty Ltd
148. MSD Machaba Accountants Pty Ltd
149. MSHL Consulting and Projects Pty Ltd
150. Mthombo Agri-Business Institute
151. MVELAPHANDA TECHNOLOGIES
152. Mvelo Consultant
153. Mvuleni Poultry Farm Pty Ltd
154. Mxonothem Construction and Trading Cc
155. Mzansi Agricultural College
156. Mzansi Farming Pty Ltd
157. Mzansi Training Institute
158. NC COMPLIANCE SOLUTIONS
159. Ndikhondinani Skills Development
160. Nematodzi Investment (Pty) Ltd
161. Networx for Career Development
162. New Heights 1082
163. Ngwato Wa Mphela Agriculture Training Services
164. Nkoanapula Trading & Projects
165. NOMASOJABULA TRAINING CENTRE
166. Nonjundu Construction and Trading Cc
167. NTF Electrical and Training
168. Ntombazi Consulting (Pty) Ltd
169. Omiya Training and Projects
170. Omuso Pty Ltd
171. OPHIR Business Enterprise
172. Perfect Positions Investment 20
173. Peritum Agri Institute
174. Phidza Construction Suppliers and General Trading (Pty) Ltd
175. Phokophela Investment Holdings (Pty) Ltd
176. Phophi Na Tshikaho Trading Enterprise
177. Pontsana Training and Projects (Pty) Ltd
178. Potchefstroom College of Agriculture
179. Poultry Harvest
180. Prempie Business Solutions Pty Ltd
181. Preverving Thought Trading and Projects
182. Profimax Enterprises

183. Prove Alone Agricultural Development Services (Pty) Ltd
184. Qhakaza Academy
185. Rainbow Hills Training Institute Pty Ltd
186. Ramarumo Trading and Projects Pty Ltd
187. Raphael Technologies
188. Re Simolotse (Pty) Ltd
189. Redeeming Time Multi Skills Training Services
190. Redefined Skills Training & Development (Pty) Ltd
191. Rekopane Training Centre CC
192. Ruach Management Consulting Pty Ltd
193. SA Agri Academy
194. Saycool Trading Enterprise (Pty) Ltd
195. SBJ Shadikamang Agriculture
196. Scientific Roots (Pty) Ltd
197. Sebolaishi Training Solutions (Pty) Ltd
198. Sego Hludi Trading Enterprise
199. Seshupanako Trading and Projects Pty Ltd
200. Shadtonez Projects Pty Ltd
201. Shibishi Farming and Projects
202. Shitakani Trading and Projects
203. Sifikile Business Enterprise
204. Signa Academy (Pty) Ltd
205. Silver Falls Scientific
206. Siphumezulwazi Consulting (Pty) Ltd
207. Skilled Future
208. SNNB Trading & Projects
209. South African Advanced Skills Institute
210. SOUTHERN AFRICAN YOUTH MOVEMENT
211. Spears Business and Life Couch Consulting (Pty) Ltd
212. Stecor Farming (Pty) Ltd
213. Sure Leyo (Pty) Ltd
214. Swazi Hlubi Enterprise Pty Ltd
215. Sxazululo Enterprise
216. Tau Tau Training Enterprises Pty Ltd
217. TCEP (Pty) Ltd
218. TDMK's
219. Thabolwenkosi Investments (pty) Ltd
220. Thaliwe's Trading Enterprise
221. Thambalanga Trading (Pty) Ltd
222. The Renaissance National Skills Development Centre
223. Theater of Expects and Projects Pty Ltd
224. Thembeni Skills Development Trading and Projects (Pty) Ltd
225. Tian Civils and Costruction Pty Ltd
226. Timali cc
227. Tirisano Ya Bakwena Consultants Cc
228. Toutele Agriculture College South Africa Pty Ltd
229. TPLR and Training Services (PTY) LTD
230. TPN Training and Recruitment cc
231. Tran Atlantic Construction
232. TRD Investment Pty Ltd
233. Triple Desire Trading and Projects 173 CC
234. Tripple 000 Trading Cc
235. Tripple R Training Provider

236. Tshirologo Disability Training Services Pty Ltd
237. Tshitwamulomoni Trading and Projetcs (Pty) Ltd
238. Tsolo Agriculture and Rural Development Institute
239. Twoline Training Skills For Africa Pty Ltd
240. Tyme Training and Development
241. Ubuntu Farm College
242. Ukundiza Development Institute NPC
243. Ulwazolubanzi Skills Development Initiatives (Pty) Ltd
244. Umbuso Training Services
245. Umgqomo Trading
246. Umthombolwazi Consultants Cc
247. Uncedo Administration Hub
248. Vuka Sizwe Community Development Pty Ltd
249. Vuyani Agri (Pty) Ltd
250. VV & Mashona Projetcts
251. Wellingtons Construction Pty Ltd
252. Womiwu Rural Development
253. YAB Business Solutions (Pty)Ltd
254. Yazini Leadership Consultants
255. YDN Academy Projects Pty Ltd
256. Yikhonolakho Women and Youth Primary Co-Operative Limited
257. Yimisa Projects Pty Ltd
258. Zabusa Trading Cc
259. Zanozi Trading cc
260. Zapa Farm
261. Zazi's Productions
262. Zetalogix cc
263. Zilungisele Business Enterprise cc
264. Zodwa Skills Development and Projects
265. Zwavhumbwa Trading Enterprises

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