ANNUAL PERFORMANCE PLAN 2026 - 2027

AgriSETA

FOREWORD BY THE MINISTER

The Department of Higher Education and Training plays a pivotal role in advancing the strategic priorities of the 2024–2029 Medium-Term Development Plan (MTDP). Education, training and skills development sit at the heart of South Africa's efforts to drive inclusive and sustainable economic growth, reducing poverty and hunger and building a capable and ethical state. The Department's interventions remain fundamental in ensuring that the country meets its developmental aspirations in alignment with the National Development Plan (NDP) 2030 as well as its regional and international commitments.

The 7th Administration has set priority actions to tackle unemployment, poverty and inequality, while driving economic growth. Guided by these national priorities, the Department aims to support inclusive growth by building a skilled workforce and widening learning opportunities, especially for women, youth and people with disabilities.

The Department's efforts are underpinned by a six-pillar vision for the Post-School Education and Training (PSET) sector that guides long-term system transformation. The vision aims to integrate the sector into a single, coherent and well-coordinated system that functions seamlessly across institutional types. It further seeks to expand equitable access for all individuals who stand to benefit from post-school opportunities, while ensuring that programmes and qualifications remain responsive to the evolving needs of the economy, labour market and broader society. Central to this vision is the commitment to raise the quality of provision and improve learning outcomes, alongside strengthening efficiency, governance and accountability across all PSET institutions and entities.

Achieving this vision requires addressing the structural and information-related barriers that constrain national development and hinder the performance of the PSET sector. Progress towards these objectives depends on the Department's ability to respond decisively to these structural and information bottlenecks that impede development outcomes and limit system effectiveness. Central to this effort is the resetting of the PSET system through evidence-based, outcome-focused reforms that are closely aligned with national development priorities.

There are also persistent challenges related to energy insecurity that continue to disrupt teaching and learning, research and the overall operational continuity of institutions. In addition, logistics and infrastructure limitations impede access and constrain institutional effectiveness, while gaps in digital readiness hinder the sector's ability to fully leverage technology for enhanced learning, innovation, administrative efficiency and global competitiveness. Addressing these systemic barriers is important in building institutional resilience and ensuring that the sector is prepared to meet the changing national and global demands.

To this end, the Department is prioritising targeted interventions to improve energy stability, modernise institutional infrastructure, strengthen digital capabilities and enhance support systems across the PSET sector. These initiatives include collaborative planning with key stakeholders, investment in sustainable and resilient

Department will focus on building leadership capacity, promoting ethical governance practices and ensuring that institutional councils and management structures are equipped to lead with integrity and accountability. This includes targeted leadership development programmes, improved oversight mechanisms and the enforcement of governance standards that reflect the values of transparency, responsiveness and service to the nation. A key priority is the timely filling of critical positions across the sector to strengthen institutional stability and ensure effective decision-making and service delivery.

Through these interventions, the Department ensures alignment with the NDP 2030 goals and international commitments, including Sustainable Development Goal 4 on quality education. By fostering inclusive education, skills development and ethical governance, the

Department contributes significantly to South Africa's long-term vision of a prosperous, equitable and capable society.

I am confident that the Annual Performance Plan for 2026/27 will enable the Department to fulfil its commitments to transform the PSET sector. Under the leadership and support of Deputy Ministers, Dr M Gondwe, MP and Dr N Dube-Ncube, MP, along with the guidance of the Director-General, Dr N Sishi, the implementation of this plan will steer the Department in addressing the socio-economic challenges facing our country.

Mr. Buti Manamela, MP

Executive Authority of Higher Education and Training

ACCOUNTING AUTHORITY STATEMENT

This AgriSETA Annual Performance Plan is guided by the AgriSETA Strategic Plan, which sets out government's long-term plans, the Medium-Term Strategic Plan (MTSP), political priorities and the AgriSETA SSP for the 2026 financial year. This document was prepared under the guidance of AgriSETA's Accounting Authority which takes overall responsibility for developing performance targets for the present budget year.

AgriSETA believes that the APP is appropriate to address the unique needs of the agricultural sector and is well-aligned to government's objectives as articulated in the following:

- National Skills Development Plan (NSDP),
- New Growth Path (NGP),
- Industrial Policy Action Plan (IPAP),
- Comprehensive Rural Development Programme,
- Human Resource Development Strategy of South Africa,
- White Paper for Post-School Education and Training (WPPSET),
- National Development Plan (NDP),
- Various agricultural master plans, and the
- White Paper on South African Land Policy.

AgriSETA believes this APP is closely aligned with the goals and outputs of NSDP 2030 and that achieving the strategic objectives set out in the APP will directly contribute to both achieving the NSDP and upskilling those who work and live within the agricultural sector.

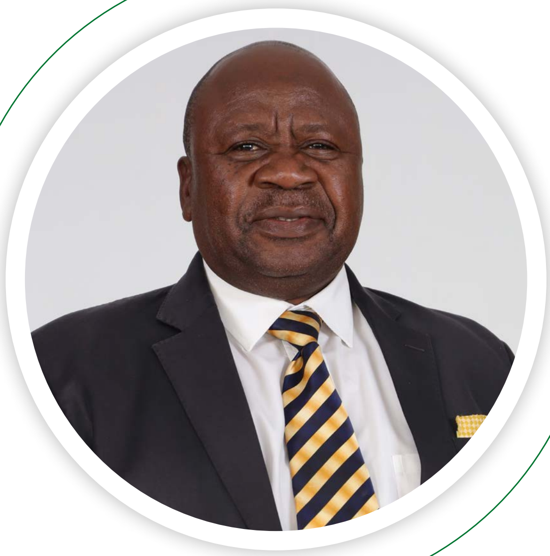
The Accounting Authority will take the following steps to ensure the objectives contained in the Strategic Plan are achieved:

- strengthening internal controls to improve the SETA's financial management and overall performance,
- establishing, monitoring and evaluating capacity in the AgriSETA, and
- restructuring and strengthening sector skills committees to obtain sector intelligence and to strengthen the skills planning process.

AgriSETA's Accounting Authority fully endorses the Annual Performance Plan for 2026/27 and will create an enabling environment for the organisation to implement the identified programmes and achieve the objectives in the Strategic Plan.

Mrs. Stella Mtembu
Acting Chairperson: AgriSETA Board

CHIEF EXECUTIVE OFFICER'S STATEMENT



The National Development Plan 2030 reveals that the main challenge for rural development since 1994 has been marginalisation of the poor. In combating this challenge, government has sought a transformation of access to resources (land, water, education and skills), which requires improving rural infrastructure and other government services. Rural areas continue to be characterised by multi-generational poverty, with vast inequality between rural and urban areas.

South Africa's rural communities must have better opportunities to participate fully in the country's economic, social and political life by 2030 as envisaged in the National Development Plan. Rural people should have access to quality services that enable them to be healthy and skilled. Agriculture must support rural economies and the underdevelopment in rural areas must be confronted through agricultural development, improved land management, infrastructure and targeted support for women, youth and people with disabilities.

The AgriSETA's Annual Performance Plan must consider access to basic services, food security and empowering farm workers. It should also recognise the wide range of opportunities in rural areas and develop strategies tailored to local conditions. The National Development Plan estimates that, as the primary economic activity in rural areas, agriculture has the potential to create close to 1 million new jobs by 2030, making a significant contribution to the overall employment target. Therefore, AgriSETA must focus on skills programmes that support entrepreneurship and cooperative development; encourage and support worker-initiated training and on identifying and increasing production of occupations in high demand within the agriculture sector. Support must also be given to land reform to unlock the potential for a dynamic, growing and employment-creating agricultural sector.

Government views the SETAs as the labour market's authoritative voice, as well as experts in their respective sectors. As such, government enters into service level agreements with individual SETAs to elevate its commitment to eradicating rural poverty and reducing inequality between rural and urban areas through the delivery of high impact programmes.

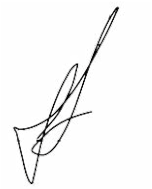
AgriSETA's primary mandate is to remain a catalyst in capacitating the agriculture sector to drive an increase in gross domestic product (GDP) and to enhance food security while prioritising youth, women and people with disabilities. It is AgriSETA's commitment, as a government entity, to help South Africa achieve high levels of economic growth; to address unemployment, poverty and inequality; and to facilitate social partners to invest in skills development to achieve the NSDP's vision to produce an educated, skilled and capable workforce.

Mr. Fanny Phetla
Acting Chief Executive Officer

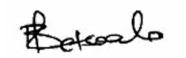
OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

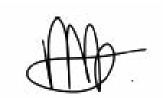
- was developed by the management of AgriSETA under the guidance of the Board of AgriSETA
- was prepared in accordance with the current Strategic Plan of AgriSETA, and
- accurately reflects the performance targets which AgriSETA will endeavour to achieve with the resources made available in the 2026 budget.



Mr. Frikkie Fouche
Executive Manager Skills Planning

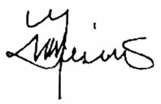


Dr. Betha Letsoalo
Corporate Services Executive



Ms. Minah Matloa
Acting Executive Manager Quality Assurance

Mr. Clema Mangwato
Chief Financial Officer



Approved by:

Mr. Fanny Phetla
Acting Chief Executive Officer

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LIST OF ACRONYMS

AAMP	Agriculture and Agro-Processing Master Plan
AET	Adult Education and Training
APP	Annual Performance Plan
ARPL	Artisan Recognition of Prior Learning
ATR	Annual Training Report
ATVET	Agricultural Technical and Vocational Education and Training
BUSA	Business Unity South Africa
CBO	Community Based Organisation
CEO	Chief Executive Officer
CET	Community Education and Training
CIPC	Companies and Intellectual Property Commission
COS	Centre of Specialisation
CRC	Constitutional Review Committee
DDM	District Development Model
DG	Discretionary Grant
DFFE	Department of Forestry, Fisheries and the Environment
DHET	Department of Higher Education and Training
DOA	Department of Agriculture
DLRRD	Department of Land Reform and Rural Development
DPME	Department of Planning, Monitoring and Evaluation
DTIC	Department of Trade, Industry and Competition
ERRP	Economic Recovery and Reconstruction Plan
ERRP SS	Economic Recovery and Reconstruction Plan Skills Strategy
ETQA	Education and Training Quality Assurance
GNU	Government of National Unity
HEI	Higher Education Institution
HPL	Health Promotion Levy
HRBP	Human Resources Business Partner
ICT	Information and Communication Technologies
ID	Identification Document
IGDP	Integrated Growth and Development Plan
MIS	Management Information System
MOU	Memorandum of Understanding
MTDP	Medium Term Development Plan
NEET	Not in Employment, Education or Training
NSDP	National Skills Development Plan
NQF	National Qualifications Framework
OFO	Organising Framework for Occupations
PIVOTAL	Professional, Vocational, Technical and Academic Learning
POE	Portfolio of Evidence
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
RAAVC	Revitalisation of the Agriculture and Agro-Processing Value Chain
RD	Rural Development
RPL	Recognition of Prior Learning
SACU	Southern African Customs Union
SCM	Supply Chain Management
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SETA	Sector Education Training Authority
SETMIS	Skills Education and Training Management Information System
SLA	Service Level Agreement
SMME	Small, Medium and Micro-Enterprises
SP	Skills Programme
SP&R	Skills Planning & Research
SRS	Support to Rural Structures
SSC	Sub-Sector Committee
SSP	Skills Sector Plan
TVET	Technical and Vocational Education and Training
WBL	Workplace Based Learning
WP-PSET	White Paper for Post-School Education and Training
WSP	Workplace Skills Plan

PART A

OUR MANDATE

1. Updates to the relevant legislative and policy mandates

1.1. Constitutional mandate

The Constitution of the Republic of South Africa, 1996, Chapter 2: Bill of Rights Section 29 states:

Everyone has the right:

a. to a basic education including adult basic education; and
b. to further education that the State, through reasonable measures, must make progressively available and accessible.

Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. To ensure the effective access to, and implementation of, this right, the State must consider all reasonable educational alternatives including single medium institutions, taking into account:

a. equity,
b. Practicability, and
c. the need to redress the results of past racially discriminatory laws and practices.

Everyone has the right to establish and maintain, at their own expense, independent educational institutions that:

a. do not discriminate on the basis of race,
b. are registered with the State, and
c. maintain standards not inferior to standards at comparable public educational institutions.

Subsection (3) does not preclude State subsidies for independent educational institutions.

1.2. Legislative mandates

AgriSETA is listed as a public entity under Schedule 3 Part A of the PFMA. It was enacted through the Skills Development Act (Act No. 97 of 1998) Chapter 3, Section 9.

Applicable legislation in the SETA's business operations include the:

1. Higher Education Act (Act No. 101 of 1997) (HE Act),
2. National Student Financial Aid Scheme Act (Act No. 56 of 1999) (NSFAS Act),
3. National Qualifications Framework Act (Act No. 67 of 2008) (NQF Act),
4. Skills Development Levies Act (Act No. 9 of 1999) (SDL Act),
5. Public Finance Management Act (Act No. 1 of 1999) (PFMA),
6. Continuing Education and Training Act (Act No. 16 of 2006).
7. All related regulations,
8. National Treasury Regulations, and
9. Department of Planning, Monitoring and Evaluation Frameworks for Strategic Plans (SPs) and APPs.

2. Updates to the institutional policies and strategies

2.1. Institutional policies

Name of policy	
Finance policies and procedures	
1.	Finance Policy
2.	Investment Policy
3.	Debt Management Policy
4.	Materiality & Significance Framework
Supply chain management policies and procedures	
1.	Supply Chain Management Policy
2.	Subsistence & Travel Policy
3.	Preferential Procurement Policy
Marketing and communication	
1.	Language Policy
2.	Social Media Policy
Research policy	
1.	Research Policy
Monitoring and evaluation	
1.	Monitoring and Evaluation Policy
2.	Performance Information Policy
ETQA policies and procedures	
1.	Provider Accreditation
2.	Appeals
3.	Moderation Policy
4.	Management of Assessment
5.	Monitoring Policy
6.	Certification Policy
7.	Recognition of Prior Learning
Discretionary grant funding	
1.	Discretionary Grant Funding Policy
Mandatory grant disbursement	
1.	Mandatory Grant Disbursement Policy

Human resources policies and procedures	
1.	Human Resources Policies and Procedures
2.	Succession Plan Policy and Procedure
Information Technology (IT) policies and procedures	
1.	ICT Information Security Policy
2.	IT Disaster Recovery Plan
3.	ICT Patch Management Policy
4.	Backup Policy
5.	ICT Data Centre Environmental Control Policy
6.	Data Classification Policy
7.	ICT Acceptable Use Policy
8.	ICT Change Management Policy
9.	ICT Cyber Response Plan
10.	ICT Device Allocation Policy
11.	ICT Governance Policy and Framework
12.	ICT Project Management Policy
13.	ICT Service Management Policy
14.	ICT Steering Committee Charter
15.	ICT Website Policy
Delegation of authority	
1.	Delegation of Authority Policy
2.	Risk Management Policy
3.	Board Remuneration Policy

All the existing policies of the SETA are reviewed annually to address any changes or new service delivery requirements.

2.2. Alignment with sector-specific and national strategic frameworks

The AgriSETA SSP from which this Strategic Plan is drawn was guided by national imperatives as outlined in different national strategic frameworks including the NSDP, NGP, IPAP and the WP-PSET, in addition to sector-specific strategic documents, such as the Integrated Growth and Development Plan (IGDP) for Agriculture, Forestry and Fisheries for the period 2011–2031 as well as various masterplans.

The business operation policies are guided and informed by the frameworks and national government policies listed below.

2.2.1. National Skills Development Plan

AgriSETA developed its SSP in response to the NSDP. The NSDP is derived from the NDP 2030 which identified various challenges including a critical shortage of skills, a complex intergovernmental system, high levels of corruption, weak lines of accountability, inadequate legislative oversight and a long history of blurred lines between party and State. Its broader purpose is to ensure that South Africa has adequate, appropriate and high-quality skills that contribute to economic growth, employment creation and social development.

The NSDP outlines eight outcomes, each with its sub-outcomes and key performance areas. These outcomes are:

Outcome 1: Identify and increase production of occupations in high demand

The primary aim of determining occupations in high demand is to improve the responsiveness of the Post-School Education and Training (PSET) system to the needs of the economy and to the broader developmental objectives of the country.

The NSDP starts with understanding and determining the demands of the labour market and national priorities that can be translated into interventions by education and training institutions through their planning processes on the supply side.

Outcome 2: Linking education and the workplace

Improving the relationship between education, training and work is a key policy goal of the WP-PSET, recognising the importance of workplace-based learning in achieving the policy objectives of the PSET system. The WP-PSET is unequivocal that the main purpose of TVET colleges is to prepare students for the world of work, a position that is in line with international best practice.

The alignment of planning and funding cycles of skills levy institutions allows for much greater cohesion between workplaces and education and training institutions in offering workplace learning opportunities to students in PSET and industry experience for lecturing staff, particularly in public institutions. The role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education.

The linkage to the workplace and labour market is critical to realising the placements of graduates in the labour market to address occupations in high demand and priority occupations. The SETAs facilitate and broker the linkages between the labour market, employers, and sectors, as well as the education and training institutional supply.

Outcome 3: Improving the level of skills in the South African workforce

South Africa is challenged by low productivity, as well as the slow transformation of the labour market and a lack of mobility of the workforce, largely as a result of inadequate, quality-assured training for those already in the labour market.

The New Growth Path (NGP) calls for increased workplace training of workers already in employment to improve productivity and the overall growth and development of our economy. To address this challenge, the mandatory grant, discretionary grant and administration budgets of the SETAs were reviewed to ensure that the SETA's support employed workers through training and by encouraging employers to expand skills development to improve the economy's overall productivity, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general.

Outcome 4: Increase access to occupationally directed programmes

South Africa's intermediate skills base is too low to support the country's socio-economic development goals. The workforce is also not keeping up with the skills required to remain competitive in an increasingly knowledge-based economy.

To address this, new occupational qualifications were developed by the Quality Council for Trades and Occupations (QCTO). These qualifications require significant work experience for certification. Although there may be some flexibility in the design of different qualifications, there is no doubt that the system requires better and more systematic arrangements for workplace-based learning in order for the programmes to inspire confidence among employers and to improve employment outcomes for students. Skills levy institutions, through their funding, play an important role in supporting the increased production of occupationally-directed programmes.

Outcome 5: Support the growth of the public college institutions as a key provider of skills required for socio-economic development

Technical and Vocational Education and Training (TVET) Colleges

The WP-PSET describes TVET colleges as the cornerstone of South Africa's PSET system and proposes expanding TVET institutions to absorb enrolment growth in the post-school system. This will entail the delivery of alternative options and an increase in mid-level technical and occupational qualifications.

Where this is practically possible, centres of specialisation will be promoted as the mode of delivery for identified occupational programmes. This mode of delivery places the employer at the centre of the skills delivery model, along with other stakeholders including SETAs, and will be encouraged, promoted and expanded within TVET institutions. The role of social partners remains central to the success of this methodology.

Community Education and Training (CET) Colleges

The institutions in expanding skills development in the country. CET colleges are to cater for the knowledge and skills needs of the large numbers of adults and youth requiring education and training opportunities, unemployed people and those employed but in low or semi-skilled occupations. The aim, therefore, is to create a differentiated institutional type that caters for the varied needs of communities, individuals and society. Programmes that are responsive to the needs of communities and that enable individuals to find work, start businesses, develop sustainable livelihoods and progress into other education institutions, will be offered in CET colleges. SETAs are to support the CET colleges with programmes that will help respond to the latter.

Outcome 6: Skills development support for entrepreneurship and co-operative development

The inability of the youth to engage in economic activity and find employment suggests that young people may not be receiving the necessary skills and work experience to drive the economy forward. This situation cannot be allowed to persist. The challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available, but also in developing the skills and competencies of the youth and potential entrepreneurs in general.

Skills levy institutions actively support the skills development needs of entrepreneurs and co-operatives within their sectors, with a particular focus on the unemployed, youth, women and people with disabilities.

Outcome 7: Encourage and support worker-initiated training

Trade unions and their education programmes, as well as other worker-initiated training programmes, play an important role in skilling workers in broader sectoral policy and capacity building to engage in the workplace and broader economy. Trade unions and worker education and training initiatives can use their organisations' critical networks, such as shop stewards and union officials, to educate members and other workers to suit their needs in a beneficial manner to the broader economy.

AgriSETA plays a crucial role in supporting and encouraging worker training initiatives and will continue to support trade unions. This will benefit the workplace, our economy as well as the developmental objectives of our country.

Outcome 8: Support career development services

SETAs must strengthen career guidance initiatives in their sectors and more generally as a key component of the NDSP. The preamble to South Africa's Constitution notes the importance of 'freeing the potential of each person' while the NDP talks about the need for every individual to 'embrace their potential'. This embracing and freeing up of potential is critical to the nation's socio-economic development. Career development services, therefore, do not just aim to provide quality career and study related information and counselling services, but also to contribute to the larger goal of assisting our people to 'embrace' and 'fulfil' their potential.

One of the most important milestones in an individual's life is to make a career choice. Yet, there has been limited emphasis, particularly at a school level, on career and vocational guidance for our youth. The result is that young people may opt for a programme because it is marketed well or there is financial aid. There is a lack of guidance to direct young people to programmes for which they have an aptitude and those which will provide training in areas needed in the economy.

2.2.2. White Paper for Post-School Education and Training

The WP-PSET provides a framework that brings together, in a coherent and articulated manner, three major components of PSET: education and training, skills development and employment. The following key implications for skills development can be deduced:

- Development of occupationally directed programmes that address real skills needs,
- Emphasis on skills development within government departments including the Department of Agriculture (DOA), Department of Land Reform and Rural Development (DLRRD)[1], Department of Forestry, Fisheries and the Environment (DFFE), and the Department of Trade, Industry and Competition (DTIC), with emphasis placed on inter-departmental skills programmes, and
- Expansion of the role played by public colleges and universities in the provision of occupational skills to the sector.

2.2.3. National Development Plan (NDP) 2030

The NDP 2030 sets out six interlinked priorities:

- Uniting all South Africans around a common programme to achieve prosperity and equity,
- Promoting active citizenry to strengthen development, democracy and accountability,
- Bringing about faster economic growth, higher investment and greater labour absorption,
- Focusing on key capabilities of people and the State,
- Building a capable and developmental state, and
- Encouraging strong leadership throughout society to work together to solve problems.

2.2.4. Operation Phakisa

Aquaculture

Aquaculture contributes almost half of the global fish supply but less than 1% of the fish supply in South Africa. The sector offers significant potential for rural development, especially for marginalised coastal communities. Since the launch of Operation Phakisa over eight years ago, aquaculture farm production under this initiative has shown steady growth, despite some fluctuations. In 2022, production saw a slight increase of 4.09%, rising from 4,794 tons to 4,991 tons year-on-year with Operation Phakisa farms contributing 65% of South Africa's total aquaculture production that year.. This work stream has identified eight initiatives that would focus on the following:

- Increasing sector revenue from R0.67 billion to R3 billion between 2019 and 2024, building on the previous growth from approximately half a billion rand to almost R1.4 billion in 2019.
- Boosting production by an additional 27,020 tons.
- Creating 6,560 direct jobs and enhancing participation to support transformation in the sector.
- The creation of an enabling regulatory environment; and
- Increasing funding support, increasing development of the skills pool, awareness and improving access to markets.

Agriculture

This programme is led by DALRRD (now the DOA) and DFFE, and supported by the Department of Planning, Monitoring and Evaluation (DPME). The programme drives two broad objectives:

- To stimulate growth, foster job creation and instil transformation along the agriculture and rural development value chain, and
- To contribute towards inclusive growth, as prescribed by the NDP and the Revitalisation of the Agriculture and Agro-Processing Value Chain (RAAVC), among others.

As enabling milestones, the following specific objectives have been identified:

[1] In July 2024, President Ramaphosa announced that the Department of Agriculture, Land Reform and Rural Development (DALRRD) would be split into the Department of Agriculture (DOA) and the Department of Land Reform and Rural Development (DLRRD)

- Devise interventions for economic growth of priority commodities,
- Determine markets and improve access to commercial and emerging farmers' infrastructure,
- Address fragmentation and low impact of financial and non-financial support provided to producers
- Improve productivity by balancing mechanisation and job creation,
- Stimulate the development of rural economies,
- Reduce the environmental impact of agricultural production, and
- Devise improvements in water management in agriculture and rural areas.

2.2.5. Industrial Policy Action Plan (IPAP)

The role of industrial policy is to unleash private investment and accelerate economic growth and inclusion. This is an essential part of building investor confidence and the platform for job creation. The next phase of industrial policy development will strategically focus on aligning South Africa with the global green economy and technology revolutions.

The IPAP for 2018/19-2023/24 identifies the following priorities:

- Economic and other policy coordination,
- Energy security, which plays a pivotal role in attracting investment and fostering a conducive environment for industrial expansion and innovation,
- Scaling-up or accelerating the implementation of master plans,
- Innovation, including sharpening the impact of export support through South African embassies,
- Improving intergovernmental coordination, alignment and planning around industrial policy,
- Development of skills in terms of advancement in digital technology, including artificial intelligence, and green industrialisation impacting production manufacturing priorities, and
- Responding to change, including the major global economic shifts that are expected to accelerate in the coming years.

2.2.6. Integrated Growth and Development Plan (IGDP) for Agriculture, Forestry and Fisheries

The IGDP, as defined by the Department of Agriculture, aims at creating an enabling environment for all stakeholders to work towards a set of goals which, when achieved, will result in increased equity, growth and sustainability. The IGDP sets out the following four overarching strategic objectives, which AgriSETA understands as "sector objectives":

Equity and Transformation: This looks broadly at equity and transformation in employment, management, skills development, preferential procurement, enterprise development and socio-economic development. It also seeks to address the aspect of access to markets and information, financial support, extension services and equipment. There is a specific focus on the beneficiaries of land reform. Equity is understood to include attention to:

- *Class* - addressing the unequal nature of society and the economy, and deliberately setting out to empower poor and unemployed people through skills development,
- *Race* - Broad-Based Black Economic Empowerment (B-BBEE) as a critical strategy to support skills development,
- *Gender* - women are vulnerable and often unable to access some of the most prestigious and rewarding occupations and must thus be empowered to change this,
- *Youth aged 15-35 years* - too many young people leave school with few prospects of finding decent work and thus skills development, including induction to work, is a vital bridge from youth into productive and satisfying adulthood,
- *Older people* who need to remain economically active if rural economies are to be built,
- *Disability* - removing barriers to persons with disabilities and enabling them to access meaningful work and income, and
- *HIV and AIDS* - which is eroding our efforts and must be confronted, inter alia, in skills development interventions.

Growth and Competitiveness: This focuses on food security, increased production, support for smallholder and emerging farmers, opening internal markets and exploring export possibilities, reducing import dependencies, and reducing input and transaction costs to enable the development and strengthening of viable and sustainable agricultural enterprises. Envisioned are public private partnerships as well as partnerships between large successful commercial farms and emerging farms in common interest areas like extension services and mentoring.

Environmental Sustainability: This objective calls for a concerted approach to natural resource management, including the protection of scarce resources such as water, soil and marine life, the management of ecosystems and generally improved risk management. Climate change will be monitored and managed and early warning systems developed. Research and the promotion of alternative production methods are envisaged, as well as improved regulations and enforcement.

Governance: There will be a specific focus on clarifying responsibilities and achieving improved accountability. Inter-departmental and cross-departmental processes will be put in place and a comprehensive monitoring and evaluation system developed. Knowledge and information management will be a new focus to support effective governance.

2.2.7. National Minimum Wage Act 9 of 1998, amended in 2018

The National Minimum Wage Act, which came into effect on 1 January 2019, ensures that no worker in South Africa may be paid below a set level. This was a significant achievement for a young democracy like South Africa striving to overcome a legacy of poverty and severe inequality. As of 1 March, 2025, the minimum wage has increased from R27.58 to R28.79 per hour. At this new rate, an 8-hour workday translates to a monthly wage of R4,989.88, while a 9-hour workday results in R5,613.62 per month. The updated minimum wage also specifies rates for various sectors: farm and domestic workers will receive a minimum in line with the rate, whereas workers in expanded public works programs will earn a lower rate of R15.83 per hour This adjustment considers the diverse challenges faced by different types of businesses and their capacity to meet the wage requirements.

2.2.8. White Paper on Land reform

The three key elements of South Africa's comprehensive land reform programme contained in the White Paper on Land Reform include redistribution, restitution and tenure reform to address the constitutional imperatives. These three priorities are briefly discussed below:

Land redistribution

The purpose of the land redistribution programme is to provide the poor with land for residential and productive purposes to improve their livelihoods. The government provides a single, yet flexible, redistribution mechanism which can embrace the wide variety of land needs of eligible applicants. Land redistribution is intended to assist the urban and rural poor, farm workers, labour tenants, as well as emergent farmers. The land redistribution programme enables eligible individuals and groups to obtain a settlement/land acquisition grant to a maximum of R15 000 per household for the purchase of land directly from willing sellers, including the state. The redistribution projects will give priority to the following:

- Marginalised people and women in need,
- Land invasions,
- Overcoming discrimination against women,
- Farm workers, and
- Rural finance.

Land restitution

The purpose of the land restitution programme is to restore land and provide other remedies to people dispossessed by racially discriminatory legislation and practice. This is done in such a way as to provide support to the process of reconciliation and development, and with regard to the over-arching consideration of fairness and justice for individuals, communities and the country.

Restitution can take the form of:

- Restoration of the land from which claimants were dispossessed,
- Provision of alternative land,
- Payment of compensation,
- Alternative relief comprising a combination of the above, or
- Priority access to government housing and land development programmes.

Land tenure reform

Tenure reform involves interests in land and the form that these interests should take. In South Africa, tenure reform must address historical injustices. The solutions to these problems may entail new systems of land holding, land rights and forms of ownership, and may therefore have far-reaching implications. In the interim, a number of measures have been introduced to deal with urgent and pressing matters.

The White Paper on Land Reform points out that, under the Bill of Rights in the new Constitution, the government is obliged to develop a law which sets out the types of vested interests in land which were undermined by discriminatory laws and the measures necessary to ensure that such interests in land are legally secure. The principal tasks necessary for developing the land tenure reform programme are set out in Section 4 of the White Paper. Rights of affected land holders will be formalised only in response to requests. A programme of forced land titling will not be undertaken. There is limited capacity within government to respond to the urgent requests which are being made.

2.2.9. The Expropriation Bill [B23-2020]

A joint Constitutional Review Committee (CRC) was established by the president. The final report advocating for amendments to Section 25 of the Constitution, following the support by Parliament, amendments for the Expropriation Bill were officially gazetted. The Bill defines new protocols relating to land expropriation and outlines the legal basis for Constitutional amendments. The main objective of this Bill is to ensure that expropriation laws are in line with the Constitution of South Africa.

2.2.10. The Agricultural and Agro-Processing Master Plan

The South African Agricultural and Agro-Processing Master Plan (AAMP) is underpinned by various policy reforms in land, agriculture and agrarian reform. Although significant progress was registered in completing the Master Plan, plenty of work is still required. The Master Plan aims to address various challenges within the agricultural sector including:

- the slow progress of land reform,
- the lack of a co-ordinated financial support mechanism, and
- non-inclusive agricultural value chains.

These challenges must be seen against a current surge in poverty and hunger, widening inequalities and the dualistic nature of agriculture. The AAMP aims to address these challenges by:

- adopting the theory of change to support mass production and industrialisation linked to markets,
- being guided by comprehensive producer support, farm register, beneficiary selection and land allocation policies to identify farmers and agri-preneurs,
- using the District Development Model (DDM) to facilitate and drive sectoral growth, create jobs and promote rural development,
- targeting households, smallholder farmers and Small, Medium and Micro-Enterprises (SMMEs), specifically women, youth and vulnerable groups,
- providing support to commercial farmers and large businesses,
- aligning SSPs for relevance and value to the AAMP, and
- linking APPs with the training interventions as outlined and stipulated in the AAMP.

South Africa's agro-processing sector plays a significant role in job creation and economic sustainability. The food and beverage industry is resilient, contributing 24% to manufacturing GDP and is one of the largest job creators in the country's economy.

2.2.11. The South African Poultry Master Plan

Poultry is an affordable source of protein for millions of households and adds value to other crops like maize and soya which are major ingredients in poultry feed. The nature of the sector allows for low barriers of entry to new producers and provides jobs throughout South Africa. The South African Poultry Master Plan was developed against the background of various challenges, namely:

- The relatively high cost of feed in South Africa,
- The relatively small scale of production in South Africa which makes the industry susceptible to imports,
- International segmentation of production leading to imports of specific portions into South Africa,
- Despite tariff-free access to Europe, sanitary and phyto-sanitary requirements which make exports extremely difficult for local producers, and
- Lack of sufficient transformation in the sector, specifically in terms of black ownership within the value chain.

2.2.12. South African Sugar Value Chain Master Plan 2030

The sugar industry finds itself in a downward spiral that threatens the long-term sustainability and growth in the sector. This is driven by the accelerated decline in the industry over the past several years due to reduced demand in the Southern African Customs Union (SACU) zone from 1.65 million to 1.25 million tonnes of sugar per annum, forcing increased exports into a global market where prices are below the local production cost. The industry now has to absorb losses around R2 billion per year owing to distorted global prices; increasing volumes of low-priced tariff-free exports from eSwatini into the SACU of approximately 500,000 tonnes per annum; and the Health Promotion Levy (or HPL), a tax on sugar-containing drinks implemented on 1 April 2018. In the first year of the HPL, 250,000 tonnes of sales were lost equating to R1.2 billion in industry revenue.

The South African Sugar Value Chain Master Plan 2030 makes firm commitments to ensure that the Sugar sub-sector is supported, including:

- Restoring the local market and offtake commitments,
- Producer price restraint and certainty,
- Strategic trade protection,
- Job retention and mitigation,
- Small-scale grower retention and support,
- Transformation, and a
- Managed industry restructuring plan.

2.2.13. The South African Economic Reconstruction and Recovery Plan (ERRP)

The ERRP sets out interventions that pursue the NDP goals to reduce unemployment, poverty and inequality. The ERRP is geared to ensure, beyond simply returning the economy to its pre-Covid-19 levels, it boosts GDP growth and jobs. The plan is anchored on a social compact where there is co-operation and collaboration in growing the economy, protecting the poor and vulnerable, transforming economic ownership patterns and enhancing competitiveness by providing quality services and infrastructure. Its success rests on the strength of the social compact and the associated mobilisation of resources. To support economic reconstruction and recovery, the following priority interventions will be implemented:

- **Infrastructure investment and delivery:** a large-scale infrastructure programme will boost aggregate demand, revive the construction industry and create employment.
- **Industrialisation through localisation:** to kickstart a massive industrialisation through localisation programme, special measures will support certain industries where localisation can be aggressively driven. These include strong links to infrastructure investment plans.
- **Energy security:** implementing the integrated resource plan will diversify South Africa's energy sources and embrace new entrants and capacity into the energy space.
- **Gender equality and economic inclusion of women and youth:** these interventions will promote a greater participation by black people, women, youth and persons with disability at all economic levels.
- **Support for the recovery and growth of the tourism, cultural and creative industries:** the Department of Tourism will work with sister departments to build on the achievements made to boost the ease of access into South Africa and stimulate the international tourist market.
- **Green economy interventions:** pursuing a green industrialisation and green future is an important intervention not only in addressing the persistent challenges of inequality, poverty and unemployment, but also in offering a sustainable solution to climate vulnerability and driving economic competitiveness.
- **Mass public employment interventions:** agriculture-specific initiatives will be undertaken to boost mass employment creation, including support for up to 74,626 small-scale farmers to expand production and access to markets and 5,000 young entrepreneurs and microenterprises.
- **Strengthening agriculture and food security:** the impact of proposed measures will support nearly 230,000 households, directly addressing food security at a household level.
- **Macroeconomic policy interventions:** effective coordination of fiscal and monetary policies as well as mobilising other financing instruments to sufficiently fund the plan while maintaining financial sustainability.

2.2.14. Medium Term Development Plan (MTDP) 2024–2029 aligned to the Government of National Unity (GNU) strategic priorities

The 2024-2029 MTDP, approved by Cabinet on 26 February 2025 outlines the strategic approach that would guide government actions and priorities under the Seventh Administration. The plan seeks to place South Africa on a path of inclusive growth and development, aligned with the goals set out in the GNU's statement of intent and the National Development Plan (NDP) through three main priorities, namely, 1) driving inclusive economic growth and job creation; 2) reducing poverty and tackle the high cost of living; and 3) building a capable, ethical and developmental state. The SETA remains committed to contributing to the implementation of these priorities through targeted skills development interventions.

2.2.15. District Development Model

The District Development Model (DDM) was approved as an operational model for improving cooperative governance aimed at building a capable, ethical developmental state, including improving and enhancing the state of Local Government. The model identifies the following five objectives, which the SETA will respond to with priority interventions.

- Managing rural/urban migration, as well as sustainable growth and development.
- Determining and/or supporting local economic drivers.
- Determining and managing spatial form, land release and land development.
- Determining infrastructure investment requirements and ensure long-term infrastructure adequacy to support integrated human settlements, economic activity and provision of basic services, community and social services.
- Institutionalising long-term planning whilst addressing 'burning' short term issues.

2.2.16. Reconceptualised Human Resources Development Strategy for South Africa 2024-2033

The Human Resources Development Strategy (HRDS) is informed by the economic and social development goals of the country and seeks to respond to the goals set out in the NDP 2030 and the MTSF. The HRDS is based on the notion that human resource development can result in the achievement of economic and social development priorities through the construction of a capable developmental state.

The HRDS recognises and encompasses the entire education and training value chain and its diverse range of institutions, including formal education and training, early childhood development (ECD), basic education (schooling) and PSET institutions, funded by the fiscus, and training funded by the SETA's and the NSF. The strategy aims to identify the challenges which require focus over the next five years towards human resource development. This is to assist with the availability of human resources needed for South Africa's society and economy and to address the imbalances of skills supply and demand in the country.

The reconceptualised HRD strategy should be read in conjunction with the Master Skills Plan and has four priority areas:

1. Improving early learning and schooling outcomes,
2. Improving the employability of youth who are Not in Employment, Education and Training,
3. Improving the responsiveness of the PSET system to skills demand, and
4. Improving governance, leadership and management in the public sector.

2.2.17. SETA Integrated High Impact Programmes

During a SETA skills summit held in April 2024, SETA Integrated High Impact Programmes (SIHIP), a strategic initiative designed to accelerate skills development for mass impact, was launched. Six programmes were identified for implementation collaboratively among SETAs until the 2029/30 financial year. These programmes are strategically aligned with the National Development Plan and the National Skills Development Plan, targeting crucial areas such as infrastructure development, workplace-based learning, entrepreneurial and cooperative growth, and Fourth Industrial Revolution-related advancement. AgriSETA has, through collaboration, prioritised initiatives to respond to the following SIHIPs:

- **Infrastructure Development and Public Sector Institutional Delivery Capacitation:** This programme focuses on supporting public sector institutions with infrastructure, training, and development to enhance their service delivery. Collaboration with TVET colleges and other educational institutions will ensure effective use of developed infrastructure for skills development.
- **Reduction of Unemployment Through Skills for Jobs:** Aimed at addressing the high unemployment rate, this initiative provides direct experience and pathways for learners to be absorbed into the workforce. It targets unemployed graduates and equips individuals with practical skills needed in the job market.
- **Sustainable Entrepreneurship and SME Development:** Supporting SMEs and cooperatives, this programme imparts skills to current and emerging entrepreneurs, fostering long-term sustainability. The NDP envisions that 90% of the 11 million jobs to be created by 2030 will come from these sectors.
- **Digitisation and Technological Advancement:** SETAs will collaborate with digital innovation labs, equipping participants with modern technology infrastructure and software tools. This programme encourages experimentation with emerging technologies and collaboration on real projects.
- **Shared ICT Services and Learner Information Management:** A centralised system for efficient learner information management will be developed, preventing duplication and ensuring alignment with the post-school education vision.
- **Rural Development for Community Impact:** Focused on alleviating unemployment and poverty in rural areas and townships, this programme aims to retain skilled individuals in these communities by providing demand-led skills interventions.

2.2.18. Just Energy Transition Implementation Plan 2023–2027

The Just Energy Transition (JET) Implementation Plan (IP) 2023–2027, hosted by the Presidential Climate Commission (PCC) which was chaired by the President of the country, was launched on 4 November 2022 and endorsed by the cabinet in November 2023. The JET IP outlines a roadmap for a just transition towards a low-carbon and climate-resilient economy. It seeks to enable South Africa to make targeted progress towards meeting its decarbonisation commitments in a way that delivers just outcomes for communities affected by the energy transition, while contributing to inclusive economic growth, energy security, and employment. Within the plan, 'Skills portfolio' is identified as one of the six key portfolios of the JET IP and this is where the SETA is committed to align with the plan's priorities. Five flagship interventions under this portfolio, which require financing support, include:

- Establishment of a three-tier JET skills ecosystem to coordinate and align skills activities across multiple institutions and stakeholders, in alignment with the Department of Higher Education and Training's (DHET) National Skills Masterplan 2030.
- Creation of Skills Development Zones (SDZs) – local learning networks focused on three core value chains: Mpumalanga (renewable energy and transmission), Eastern Cape (new energy vehicles), and Northern Cape (green hydrogen), anchored in local education institutions and developed in partnership with business to support community and local economic development initiatives.
- JET skills need assessments for each of the three core value chains, with implications for curriculum design and programme offerings at tertiary education institutions.
- Capacity development for government and key public institutions to effectively manage and implement JET-related initiatives.
- Support for foundational skills development, including the upskilling of teachers and the integration of sustainable energy concepts into school curricula.

3. Relevant court rulings

On 16 October 2019, the Labour Appeal Court ruled in favour of Business Unity South Africa (BUSA) and set aside Regulation 4(4) as promulgated in the Government Notice 23 of 2016 published in the Government Gazette 39592 – and in terms of section 36 of the Skills Development Act (Act No. 97 of 1998). Regulation 4 (4) reduced the mandatory grant an employer could reclaim from 50% to 20% of their total levies.

As stated in Skills Development Circular No. 1/2020, the Department of Higher Education and Training's interpretation is that, although it is still obligatory to pay mandatory grants, there is no specific percentage SETAs should pay as mandatory grants to employers. DHET believes, in line with Regulation 4(1), it would be within the SETA's power to decide what percentage of the levies would be repaid to the employer as a mandatory grant. In 2023 BUSA re-enforced its position on the payment of mandatory grants in the submission of comments on the proposed changes to grant regulations.

PART B

OUR STRATEGIC FOCUS

4. Situational analysis

4.1. External environmental analysis

In terms of the Framework for Strategic and Annual Performance Plans, a situational analysis must be conducted to inform the choices to be made. In this regard, both the external and internal environmental factors were considered when formulating AgriSETA's priorities.

AgriSETA's SSP captures the following realities that directly impact on skills development in the sector:

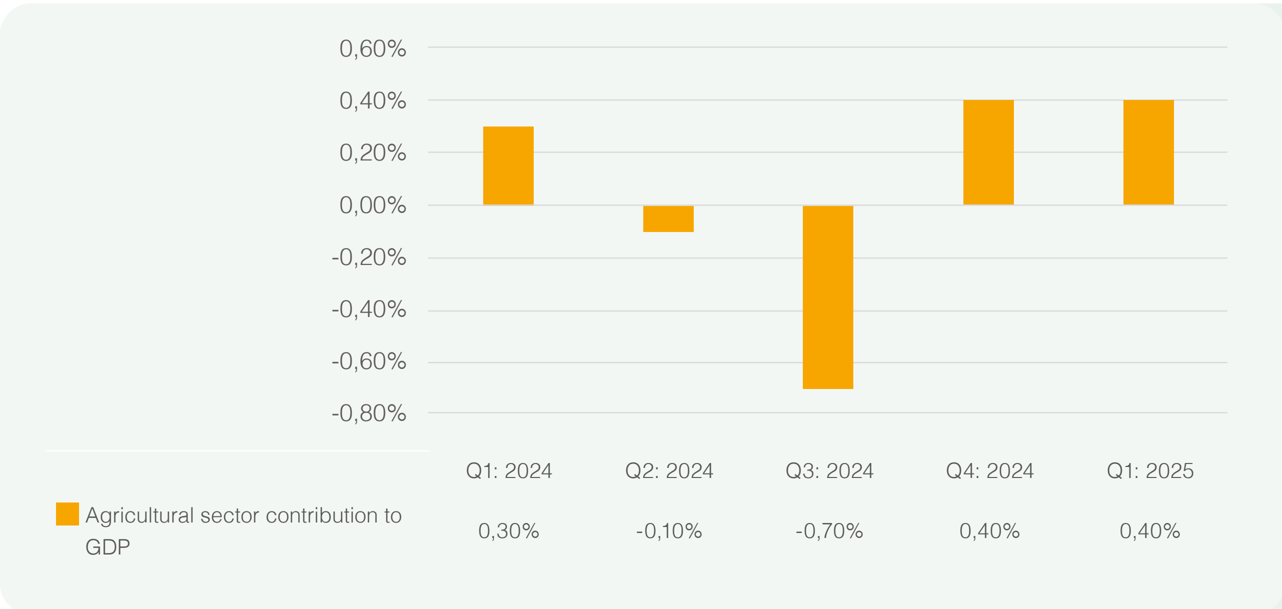
- South Africa has a dual agricultural economy spanning emerging, subsistence and commercial interests.
- AgriSETA derives the bulk of its income from a relatively small group of top levy payers, however, the SETA must legally and fairly serve all constituencies.
- The top levy payers' contributions justify catering for their skills needs, but there is an equal democratic imperative to support subsistence farmers and rural development to improve livelihoods and food security.
- Differing skills requirements are prevalent throughout the agricultural sector. Commercial farmers require high-level technical skills for managerial positions and improved Adult Education and Training (AET) and Recognition of Prior Learning (RPL) for their unskilled workforce. Emerging farmers and co-operatives require partnerships (with big business, government departments, other SETAs and industry bodies) targeted at helping co-operatives develop into proper businesses with access to finance, markets, corporate governance and business management skills. These should be provided via mentorships that fall beyond traditional SETA learnerships.

4.1.1. Economic setting

4.1.1.1 Economic Performance and Contribution to the Labour Market

The economic performance of the agricultural sector in 2024 was marked by significant unpredictability, reflecting its sensitivity to climate and market conditions. In Q1, the sector expanded by 13,5%, contributing 0,3 percentage points to GDP growth, driven primarily by increased horticultural activity (Stats SA, 2024a; Stats SA, 2024b). However, this momentum reversed in Q2, with a contraction of 2,1% and a negative contribution of 0,1 percentage points to GDP (Stats SA, 2024c). Q3 saw a significant downturn, with the sector shrinking by 28,8% and detracting 0,7 percentage points from GDP growth, primarily due to decreased activity in field crops (Stats SA, 2024d). Encouragingly, the sector rebounded in Q4, growing by 17,2% and contributing 0,4 percentage points to GDP growth, driven by increased activity in field crops and animal products (Stats SA, 2024e). The upward trajectory, continued in the first quarter of 2025, the sector recording a positive contribution growing by 15.8% and adding 0.4 percentage points to GDP growth (Stats SA, 2025). These fluctuations are illustrated in figure 1 and highlight the sector's vulnerability to environmental factors as well as the need for climate-resilient strategies to sustain its economic contribution.

Figure 1: The agriculture, forestry and fishing sectors contribution to GDP (quarter to quarter)

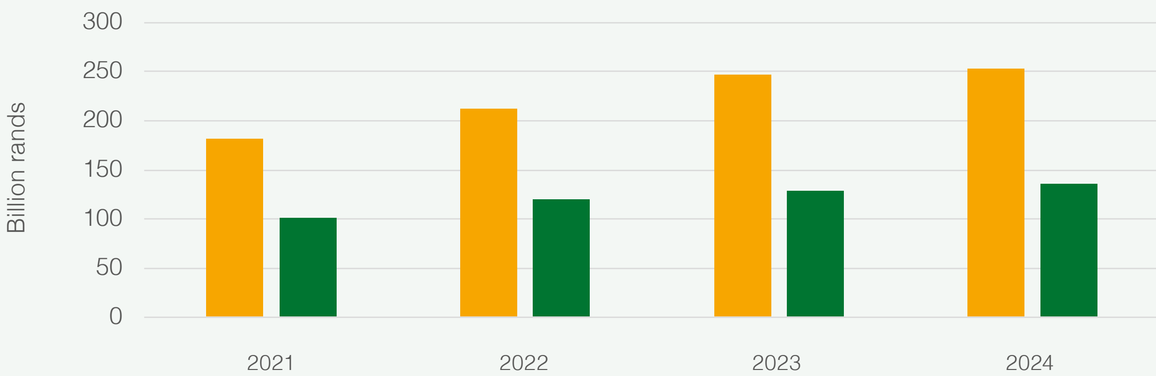


Source: Stats SA (2024) and Stats SA (2025)

4.1.1.2 Exports and Imports

Figure 2 illustrates South Africa's trade from 2021 to 2024, throughout this period the agricultural exports steadily increased from 181 billion rands in 2021 to 251 billion rands in 2024, reflecting strong growth in the sector. Imports also increased from 100 billion to 136 billion rand over the same period, but at a slower pace. The country maintained a positive trade balance, with exports consistently exceeding imports, indicating South Africa's role as a net exporter of agricultural products. According NAMC (2025) the rise in export revenues can be attributed to multiple factors, including improved grain prices, higher volumes of various products and advances in seed genetics, which have enhanced product quality notably for new farmers in the raisin industry. On the import side, rice was South Africa's most imported agricultural product in 2024, followed by wheat, sugar and sunflower oil.

Figure 2: Value of agricultural products imported and exported between 2021 and 2024 (rand)



	2021	2022	2023	2024
Exports	181	210	244	251
Imports	100	118	128	136

Source: ITC (2025)

4.1.2. Sector environment

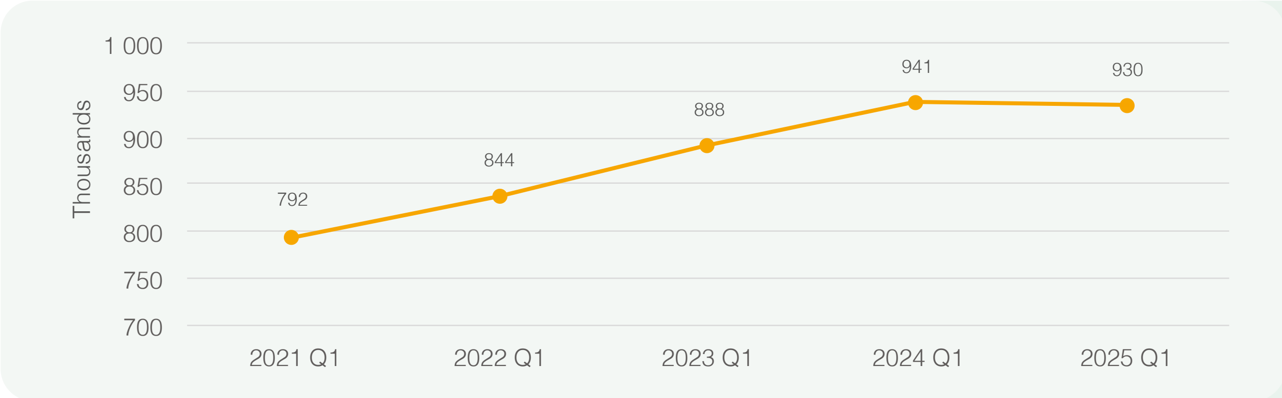
Labour

4.1.2.1 Employment and Unemployment Trends in the Agricultural Sector

The Quarterly Labour Force Survey (QLFS) offers valuable insights into South Africa's labour market dynamics. The QLFS results for Q1 2025 indicate that the official unemployment rate increased by 1,0 percentage, reaching 32,9% in the first quarter of 2025, this marks an increase from the fourth quarter of 2024. The QLFS results for Q1 2025 indicate that the working-age population increased by 130 000 (0,3%) from Q4 2024 (Stats SA, 2025). Between Q4 of 2024 and Q1 of 2025, employment increased in five sectors, with agriculture among those experiencing growth. The agricultural sector saw an increase of 6,000 (0,7%) employees, bringing total employment in the sector to 930 000. However, this employment growth was uneven from a gender perspective. In Q1 of 2025, the number of women employed in agriculture decreased by 17 000 (-5,7%), while the number of men increased by 23 000 (3,7,1%) compared to Q4 2024. Provincially, the most significant increases in agricultural employment were recorded in Gauteng (0,4%) and KwaZulu-Natal (0,3%) (Stats SA, 2025).

Figure 3 shows the contribution of the agricultural sector to employment during the first quarter over the past five years. The data shows a general positive trend, with agricultural employment steadily increasing year-on-year in Q1. However, in 2025, this trend experienced a slight setback, as the number of people employed in agriculture declined marginally compared to previous years.

Figure 3: Agricultural Sector's contribution to Employment in Q1 from 2021-2025



Source: STATS SA (2025)

Beyond the quarterly jobs data, the primary agricultural sector's broad challenges, such as the inefficiencies at the ports, rising geopolitical tensions, deteriorating rail and road infrastructure, weakening municipalities, rising crime, and the energy supply crisis, are the greatest constraints to long-term growth and employment in the sector (Agbiz, 2024). A more detailed employee analysis will be discussed under employee distribution by subsector below.

4.1.2.2. Employment by Industry

According to the 2025 Workplace Skills Plan (WSP) submissions, there was a total of 365 723 employees reported which is a 2.3% increase from the previous year. Further analysis of the data shows that majority of the employees reported hold permanent positions. Horticulture account for most of the employees reported in the sector, followed by Red Meat, Poultry and Grains and Cereals. Further analysis shows that Aquaculture, Horticulture, Milling, pet food and animal feed, Pest Control and Sugar sub-sectors reported an increase in the number of permanent employees in 2025. In terms of the number of employees that hold temporary employment the sub-sectors that saw a decrease in the number of employees reported include Aquaculture and Fibre sub-sector. The overall increase in the number of employees reported in 2025 can be attributed to the notable increase in the Horticulture subsector resulting in the increased activity under field crops and citrus fruits during Q4 of 2024.

Table 1: Employee distribution by sector

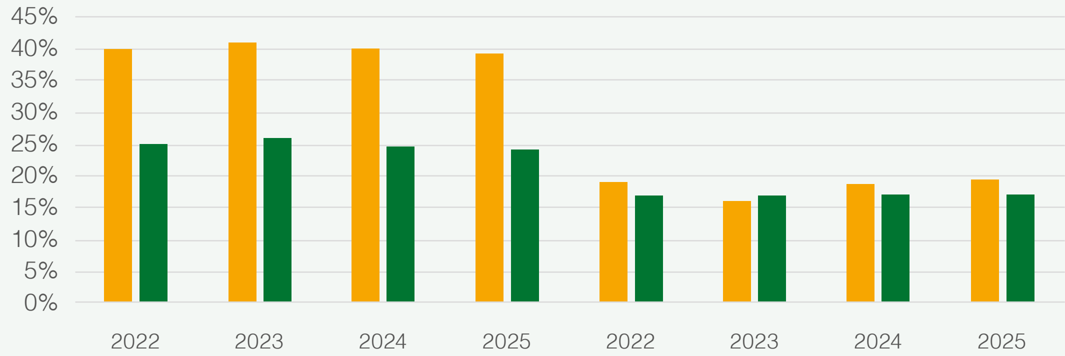
	Employees 2025			
	Permanent Employees		Temporary Employees	
Sub-sector	**Number**	**%**	**Number**	**%**
Aquaculture	2 041	0.88%	58	0.04%
Fibre	1 323	0.57%	202	0.15%
Grains and cereals	26 322	13.34%	7 424	5.56%
Horticulture	110 113	47.43%	106 801	79.97%
Milling, pet food and animal feed	7 715	3.32%	298	0.22%
Pest Control	1 051	0.45%	27	0.02%
Poultry	32 891	14.17%	2 440	1.83%
Red Meat	37 059	15.96%	10 074	7.54%
Seed	2 364	1.02%	610	0.46%
Sugar	10 485	4.52%	5 617	4.21%
Tobacco	808	0.3%	0	0.00%
Total	232 172	100%	133 551	100%
Grand total	**365 723**			

Source: AgriSETA WSP submission, 2022-2025

4.1.3. Gender

The graph below illustrates the gender distribution in permanent and temporary agricultural employment between 2022 and 2025. The gender distribution among both permanent and temporary employees shows that males make up a higher proportion of the workforce, with permanent male employees accounting for an average of 40% and female accounting for 23% average. Further analysis of the data shows that the gender distribution saw a change in 2025, the percentage of both permanent male and female employees dropped % for temporary employees, male representation increased to 20% in 2025 while temporary female employees remained at 17% in 2025.

Figure 4: Gender of employees



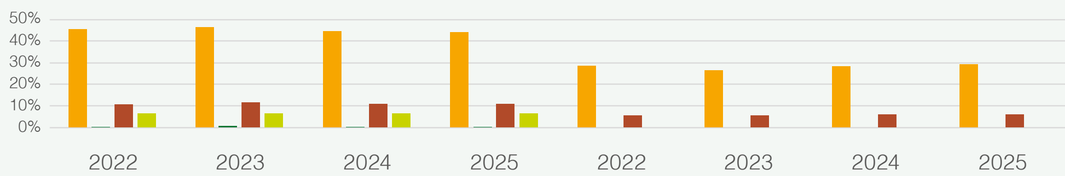
	Permanent 2022	Permanent 2023	Permanent 2024	Permanent 2025	Temporary 2022	Temporary 2023	Temporary 2024	Temporary 2025
Male	40%	41%	40%	39%	19%	16%	19%	20%
Female	25%	26%	25%	24%	17%	17%	17%	17%

Source: AgriSETA WSP submissions 2022-2025

4.1.4. Race

TThe figure below shows distribution of employees by race from 2022 to 2025. African workers make up the highest percentage of permanent and temporary employees (45%-47% in permanent employment, 27-30% in temporary) by a significant margin than any other racial grouping. Coloured employees form the next largest group, accounting for 11-12% of permanent positions and 6% of temporary roles all through 2022 to 2025 period while Indian/Asian and White employees have a marginal presence, particularly in temporary roles. It is clear from the data that the workforce remains primarily African in its composition with little racial diversity, particularly temporary employed workforce.

Figure 5: Employees by race



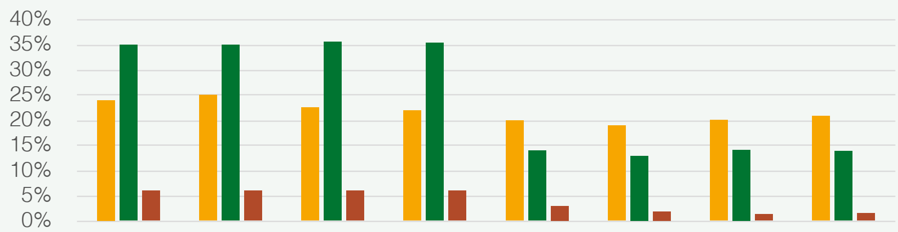
	Permanent 2022	Permanent 2023	Permanent 2024	Permanent 2025	Temporary 2022	Temporary 2023	Temporary 2024	Temporary 2025
African	46%	47%	45%	45%	29%	27%	29%	30%
Asian	0,62%	1%	0,6%	0,6%	0,03%	0,04%	0,04%	0,05%
Coloured	11%	12%	11%	11%	6%	6%	6,49%	6,40%
White	7%	7%	7%	7%	0,29%	0,02%	0,33%	0,29%

Source: AgriSETA WSP submissions 2022-2025

4.1.5. Age

The figure below shows the age distribution of employees in the agriculture sector between 2022 and 2025. The analysis reveals that the majority of permanent employees are aged between 35 to 55 accounting for 35% to 36% of the workforce during this period. In contrast, in temporary employment a higher proportion of the workforce is made up of younger employees (under 35) ranging from 19% to 21%, with a modest increase over time. Employees over 55 years consistently had the least representation overall, with permanent roles at steady six percent and temporary roles not exceeding 3%.

Figure 6: Age of employees in the agricultural sector



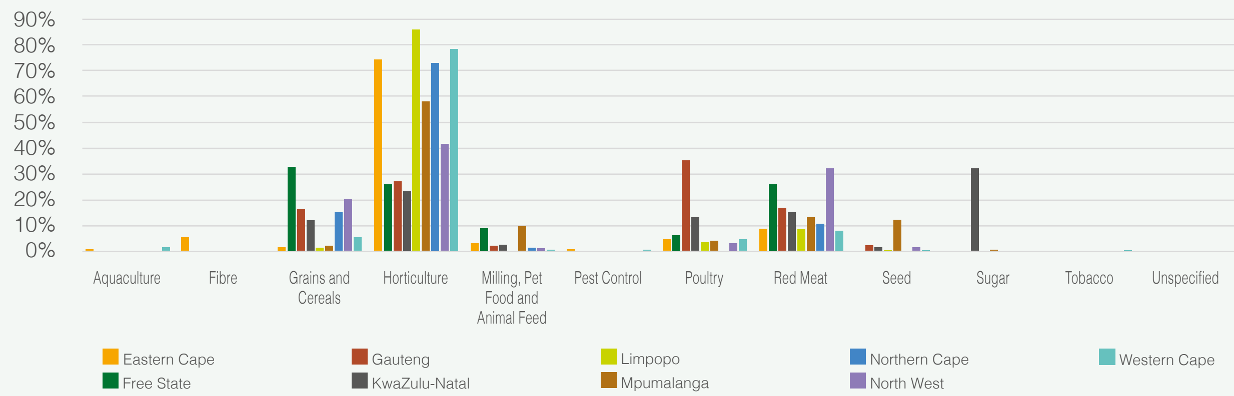
	Permanent				Temporary			
	2022	2023	2024	2025	2022	2023	2024	2025
Age Group - Less than 35	24%	25%	23%	22%	20%	19%	20%	21%
Age Group - 35 to 55	35%	35%	36%	35%	14%	13%	14%	14%
Age Group - Greater than 55	6%	6%	6%	6%	3%	2%	1%	2%

Source: AgriSETA WSP submissions 2022-2025

4.1.6. Geographic Distribution of Employees per Sub-Sector

Figure 7 outlines the distribution of agricultural sub-sectors in South Africa by province and consequently identifies regional specializations and sectoral strengths. Most provinces are Horticulture-based with strong proportions for Limpopo (85.81%), Western Cape (78.19%), Eastern Cape (74.33%) and Northern Cape (72.87%). Grains and cereals produce more in Free State (32.79%), Northwest (20.15%), Gauteng (16.16%) and Northern Cape (15.18%). Red Meat production is strong in North West (32.17%) and Free State (26.05%) and Gauteng (16.79%). Poultry is predominantly produced in Gauteng (35.21%) and KwaZulu-Natal (13.22%). Sugar is extremely prominent in KwaZulu-Natal (32.09) and fibre is notable for Eastern Cape (5.43%). Smaller subsector industries such as Aquaculture and Pest Control are only located in specific provinces but highlight the differently located and distinct natures of agricultural production across the country.

Figure 7: Distribution of agriculture employees per province by sub-sector: Age of employees in the agricultural sector

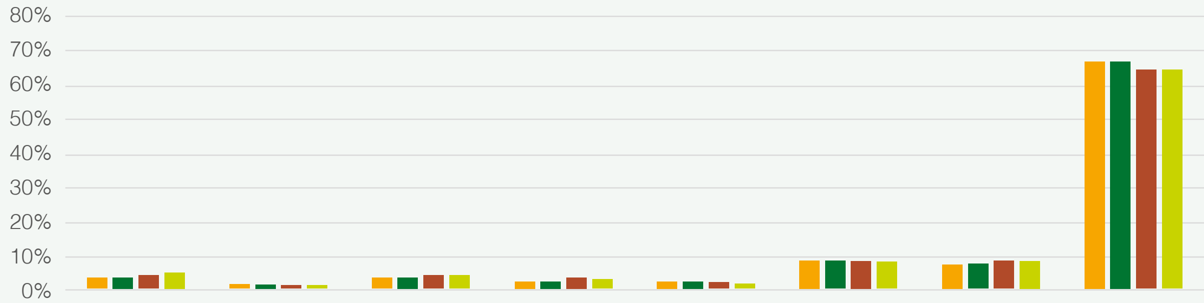


Source: AgriSETA WSP submissions 2025

4.1.7. Occupational Categories

The figure below demonstrates the distribution of employment by occupation within the agriculture sector from 2022 to 2025. The data indicates that the workforce is primarily concentrated in elementary occupations, which make up between 65% and 67% of employment over the period. Skilled agricultural, forestry, fisheries, craft and related trades workers do form the second-largest category, accounting for 9–10% of the share over the period, while plant and machine operators (8-9%); clerical support workers (3-4%); technicians (2-5%); and professionals (2%) make up much smaller proportions of the workforce. However, managers have seen a very gradual increase from 4% in 2022 to 6% in 2025, indicating the potential for increased leadership within the workforce. Overall, the data suggests a workforce sector mostly belonging to lower-skilled occupations, with only modest numbers of workers in higher-skilled or managerial positions.

Figure 8: Occupational categories of employees in the agricultural sector



	Managers	Professionals	Technicians and associate professionals	Clerical support workers	Services and sales workers	Skilled Agricultural, Forestry, Fisheries, Craft and related trades workers	Plant and machine operators and assemblers	Elementary occupations
2022	4%	2%	4%	3%	3%	9%	8%	67%
2023	4%	2%	4%	3%	3%	9%	8%	67%
2024	5%	2%	5%	4%	3%	9%	9%	65%
2025	6%	2%	5%	4%	2%	9%	9%	65%

Source: AgriSETA WSP submissions 2021-2025

The table below provides insights into gender representation across various roles in the sector. The analysis shows that both genders are represented across the occupational categories. Throughout this period, elementary occupations consistently account for the largest proportion of both male and female employees, with males ranging from 60% to 62% and females from 61% to 73%. This highlights the sector's continued reliance on elementary roles as the primary source of employment. Male employees dominate the skilled manual occupations such as plant and machine operators, assemblers, and craft and related trades workers, where their share ranges between 8% and 14%. In contrast, women have a stronger presence in clerical support and service and sales occupations when compared to male employees. Women's representation in management roles has seen slight increases but remains disproportionately low compared to men.

Table 2: Occupational categories by gender of employees for the years 2021 to 2025

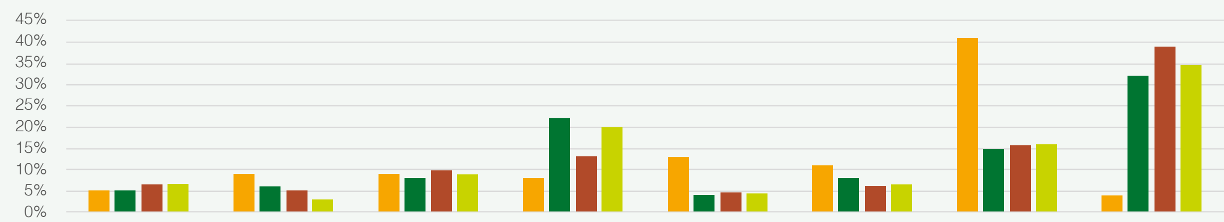
Occupational category	2021		2022		2023		2024		2025	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Managers	5%	3%	3%	3%	5%	3%	5%	4%	6%	4%
Professionals	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%
Technicians and associate professionals	4%	5%	4%	4%	4%	5%	4%	5%	4%	5%
Clerical support workers	2%	5%	2%	5%	2%	6%	3%	6%	2%	6%
Service and sales workers	3%	2%	3%	3%	3%	3%	3%	3%	2%	2%
Craft and related trades workers	10%	10%	9%	8%	10%	9%	10%	8%	9%	8%
Plant and machine operators and assemblers	13%	3%	13%	2%	14%	3%	13%	2%	13%	3%
Elementary occupations	61%	70%	62%	73%	60%	70%	60%	70%	61%	70%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: AgriSETA WSP submissions 2021-2025

4.1.8. Agriculture Employees Living with Disabilities

The WSP submissions for 2025 showed that out of 365723 employees in the agriculture sector, only 1138 (approximately 0.3%) were reported as being persons with disabilities. These employees are represented across the eight occupational categories, however, there is a noticeable concentration in elementary and clerical category. While there has been a modest increase in representation within management positions, the representation in professional and skilled occupations has declined. This distribution highlights the need for targeted skills development initiatives to expand career opportunities and promote greater inclusion of people living with disabilities within the agricultural sector.

Figure 9: Occupational categories by employees living with disabilities



	Managers	Professionals	Technicians and associate professionals	Clerical support workers	Services and sales workers	Skilled Agricultural, Forestry, Fisheries, Craft and related trades workers	Plant and machine operators and assemblers	Elementary occupations
2022	5%	9%	9%	8%	13%	11%	41%	4%
2023	5%	6%	8%	22%	4%	8%	15%	32%
2024	7%	5%	10%	13%	5%	6%	16%	39%
2025	7%	3%	9%	20%	4%	7%	16%	35%

Source: AgriSETA WSP data 2022-2025

4.1.9. Performance environment

The following change drivers were identified through a thematic synthesis of internal stakeholders' views (policy documents, existing research, stakeholder engagement and pertinent issues reported in the media) and are expected to have a medium-term impact.

4.1.9.1. Energy and water crisis

The ongoing energy crisis is the most immediate threat to the sector as stakeholders grapple for stability, certainty, and reform. The sector is largely dependent on the national grid to ensure exportation to international markets as well as processing for local markets. In addition, farmers rely on electricity to pump water for irrigation purposes. Prolonged periods of disruptions in energy generation and increases in electricity tariffs are a cause of serious concern as it has compounding effects on the agricultural supply chain (SSC meeting, 2025). The sector is grappling with the availability of fresh water, especially in irrigation, slaughtering and product processing.

4.1.9.2. Environmental sustainability and green economy

Climate change: the agricultural sector is vulnerable to unanticipated and extensive episodes of droughts, floods, decreased soil fertility, invasive crops, pests and diseases in everyday operations. The performance of water resources is significantly impacted by climate change and variability including increasing temperatures and drying conditions. According to Nhemachena et al. (2020) climate change and variability influence the agricultural food supply, local food systems and demand which jeopardise efforts to achieve food security.

4.1.9.3. Green economy

Agriculture has been identified as an important sector in propelling the implementation of the green economy which has been recognised as a strategic priority in South Africa. Stakeholders emphasized the importance of utilising the environmental, social, and governance (ESG) approach to increase the sector's focus on sustainable and ethical practices (SSC meeting, 2025).

4.1.9.4. Technology

The main purpose of implementing new technologies in agriculture is to increase yields, shorten harvest cycles and lessen the impact on the environment. Supply chain management is streamlined, and more effective production processes are supported when cutting-edge technologies are incorporated into agricultural operations (Radic et al., 2021). During the focused group discussions, stakeholders emphasized that businesses need to adopt and incorporate technological solutions in order to remain competitive in the changing market (SSC, 2025).

4.1.10. Regulatory environment

4.1.10.1. Legislation & Policies

South Africa's economy still relies heavily on agriculture which generates jobs, ensures food security and boosts GDP. However, laws and policy directives that seek to correct historical injustices to increase production, food safety, advance sustainability and strengthen resilience to climate change have various implementation challenges which impact the sector. These policies affect small-scale and commercial farmers differently depending on their needs and available resources. (DALRRD, 2020).

4.1.10.2. Compliance obligations

The major factors that impact compliance in the sector are the administrative load and related expenses of compliance. These issues inflate business expenses, complicate correspondence, and demand continuous adjustment to evolving regulations. Additional industry-specific regulations that offer opportunities and challenges for skills development have been identified by stakeholders. They include, among others, adherence to food safety and phytosanitary (measures that control plant disease and pests) standards, animal welfare, effect on production, and trade and exports.

4.1.10.3. Geopolitics

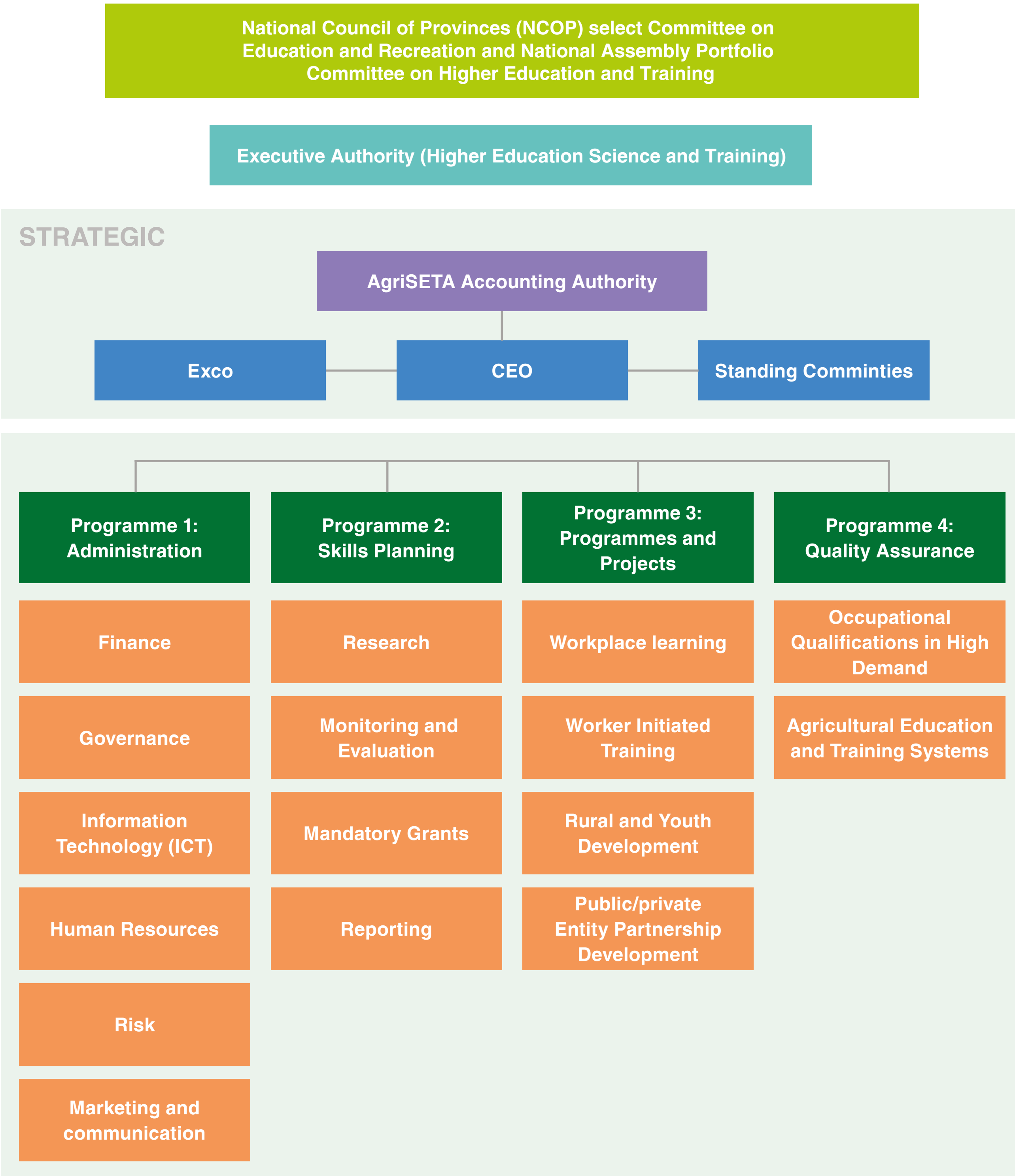
For the context of this plan geopolitics refers to an assessment of how geography influences power in international relations which includes strategic behavior, relationships between countries, policy etc. (Mackinder et. al. 2025). The effects of the latter have affected the agriculture sector in various ways including trade agreements, investment opportunities, export logistics (the 30% tariff order imposed by the USA on key SA exports as of 01 August 2025), and increased production input costs needed by some of the sub-sectors who import certain products.

4.2. Internal environment

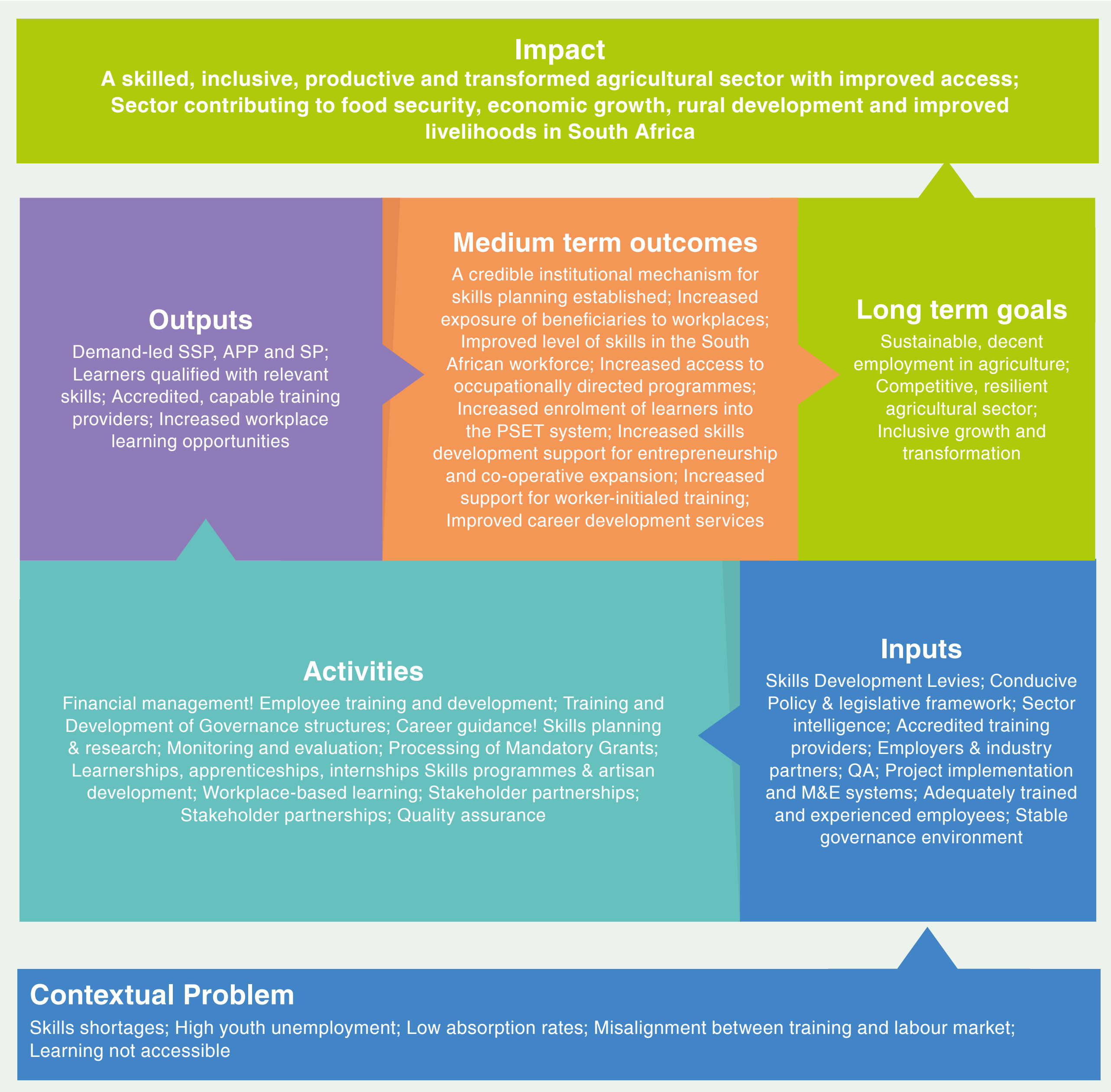
4.2.1. AgriSETA organisational structure

The organogram below illustrates AgriSETA's management structure.

Figure 10: AgriSETA organisational structure



4.2.2. High level theory of change diagram



4.2.3. Organisational systems

AgriSETA has a well-established human resources and financial system to enhance its capacity to deliver on its mandate. The Internal Audit function is fully functional and is assisting with providing assurance to the organisation. Therefore, there are no factors that may have an impact on the achievement of set institutional outcomes.

4.2.4. Organisational strategy

Agri AgriSETA is fully aligned to achieve the strategic goals set in the Strategic Planning documentation. The Strategic Plan and APP documents are shared with all employees and they are workshopped on the new documents so the short- and medium-term goals are internalised and collectively achieved.

4.2.5. Leadership style

All management levels within the SETA are implementing a democratic and participatory management style. The oversight function of the AgriSETA Accounting Authority is effectively executed through functional sub-committees that ensure it is well informed of the AgriSETA's progress in implementing its mandate.

4.2.6. Shared values

AgriSETA management and staff are constantly striving to serve the sector's interests. Actions are geared towards the interests of learners in terms of progression. Furthermore, AgriSETA prioritised its mandate in terms of discretionary and mandatory grants with a keen focus on rural development.

4.2.7. SETA landscape

AgriSETA's licence was extended to 2030, providing further stability to the organisational structure. The NSDP was officially launched in February 2019 for implementation on 1 April 2020. AgriSETA will implement strategies to expand the organisation's national footprint and further strengthen its mandate to link workplaces with learners. A new AgriSETA Board was appointed on 1 April 2020.

4.2.8. Compliance to the B-BBEE Act

AgriSETA is in full compliance with B-BBEE legislation.

4.2.9. Designated groups

AgriSETA prioritises marginalised groups and members from designated groups during recruitment and development activities.

PART C
MEASURING OUR PERFORMANCE

5. Estimated revenue and expenditure

	Audited Performance			Estimated performance: Original Budget	Medium Term Targets		
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Revenue	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000
Revenue from exchange transactions	**31 761**	**40 491**	**32 514**	**38 027**	**39 814**	**41 646**	**43 516**
Interest received - investment income	30 378	38 568	31 453	35 954	37 644	39 376	41 144
Other Income - Public works	1 238	1 900	990	2 073	2 170	2 270	2 372
Other Income - Recycling	26	-	-	-	-	-	-
Proceeds from insurance	119	23	71	-	-	-	-
Proceeds from disposal of property plant & equipment	-	-	-	-	-	-	-
Revenue from non-exchange transactions (SDL)	**579 575**	**603 422**	**674 896**	**627 335**	**656 819**	**687 033**	**717 881**
SDL Administration - 10.5%	72 348	76 307	84 985	80 689	84 481	88 367	92 335
SDL Employer (Mandatory) grant fund levy - 20%	137 812	145 424	161 906	153 693	160 916	168 318	175 876
SDL Discretionary grants - 49.5%	341 175	359 783	401 652	380 389	398 268	416 588	435 293
SDL Penalties & Interest	8 030	5 107	4 961	-	-	-	-
Provincial levies	11 417	9 887	13 506	12 564	13 154	13 759	14 377
Government grants & Donor funded income	8 793	6 914	7 886	-	-	-	-
TOTAL REVENUE	**611 336**	**643 913**	**707 410**	**665 362**	**696 633**	**728 679**	**761 397**
Expenditure							
Administrative employee costs	43 121	47 578	52 251	52 674	55 150	57 687	60 277
Discretionary employee costs	26 530	28 605	30 795	31 093	32 554	34 051	35 580
Depreciation and amortisation	2 174	1 816	1 861	2 012	2 107	2 203	2 302
Impairment losses on receivables	7	109	-	-	-	-	-
Loss on disposal of assets	33	164	15	-	-	-	
Operating Lease expense	281	129	289	2 676	2 802	2 931	3 062
Discretionary grants expenditure	493 492	450 535	511 770	456 924	478 399	500 405	522 874
Mandatory grants expenditure	92 137	92 701	112 679	82 020	85 875	89 825	93 858
General expenditure	36 694	39 191	43 844	37 963	39 747	41 576	43 443
Government grants & Donor funded income	8 970	7 263	7 966	-	-	-	-
TOTAL EXPENDITURE	**703 439**	**668 091**	**761 470**	**665 362**	**696 634**	**728 679**	**761 397**
SURPLUS / (DEFICIT)	**- 92 103**	**- 24 178**	**- 54 060**	**0**	**0**	**0**	**0**

6. Programme 1: Administration

6.1. Purpose

To provide strategic leadership, management and support services to AgriSETA.

6.2. Outcomes, outputs, indicators and targets

Sub-programme 1: Finance										
Purpose: To provide sound financial services to the organisation										
				Audited/actual performance			Estimated performance	Medium-term estimates		
Outcome	Output	Output indicators		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Unqualified audit opinion	Achieve an unqualified audit report each year for the period covered by the Strategic Plan	1.1.1	Percentage of audit (external) queries resolved, based on audit findings reported in the prior financial year	96% resolved	95% resolved	95% resolved	100% resolved	100% resolved	100% resolved	100% resolved
		1.1.2	Payment of mandatory grants maintained at 78% annually	122,68% of grants paid	78% of grants paid	78% of grants paid	78% of grants paid	78% of grants paid	78% of grants paid	78% of grants paid

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
1.1.1	Percentage of audit (external) queries resolved, based on audit findings reported in the prior financial year	Quarterly	100% of audit findings resolved	0	50% resolved	75% resolved	100% resolved
1.1.2	Payment of mandatory grants maintained at 78% annually	Quarterly	78% of grants paid	15% of grants paid	35% of grants paid	40% of grants paid	78% of grants paid

Sub-programme 2: Governance										
Purpose: To provide guidance in the implementation of corporate governance practices, compliance and provides overall support to the Board and board sub-committees										
Outcome	Output	Output indicators		Audited/actual performance			Estimated performance	Medium-term estimates		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Strategic direction and oversight to AgriSETA for effective and direct facilitation of interventions in achieving the organisational goals	Functional governance structures	1.2.1	SETA good governance reports submitted to DHET	4	4	4	4	4	4	4

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
1.2.1	SETA good governance reports submitted to DHET	Quarterly	4	1	1	1	1

6.3. Performance and expenditure trends

- **Finance:** The finance department will continue to build organisational capacity to ensure that the mandate of AgriSETA can be achieved. A keen focus will be to ensure that findings emanating from the 2024/25 financial year be mitigated.
- **Information and Communications Technology (ICT):** During the 2026/27 financial year AgriSETA will continue to build ICT capacity. The focus will be on human capital and system enhancement with priorities towards cyber security and adopting a new information system that can support the organisation.
- **Human resources:** AgriSETA will continue to invest in its employees to ensure that their working environment is safe, they are adequately trained and supported with wellness programmes.

6.4. Reconciling performance targets with the budget and MTEP

Programme: Administration	Audited Performance			Adjusted appropriation	Medium-term expenditure estimate		
Description: Sub-Programme	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000
Finance	16 832	68 503	72 532	75 941	78 155	83 001	85 421
Governance	4 525	4 487	4 301	4 503	6 020	4 922	6 580
Information and Communications Technology (ICT)	9 761	5 184	11 364	11 898	12 594	13 004	13 765
Human Resources	37 434	1 700	2 400	2 513	2 565	2 746	2 804
Risk	-	350	450	471	471	515	515
Total programme budget	**68 552**	**80 224**	**91 047**	**95 326**	**99 806**	**104 188**	**109 084**

6.5. Risks and mitigation

Top risks identified	Planned mitigation
Payments exceeding DG contracted amounts (bursaries)	1. Enhance finance system to block payments beyond contract limits 2. Implement payment reconciliation dashboard
Incomplete expenditure (cut-off errors) due to unaligned payment and enrolment conditions of the beneficiaries of discretionary grants.	1. Implement effective DG grant system monitoring. Reduces manual errors and ensures payment is only processed when verified deliverables are met

7. Programme 2: Skills Planning and Research

7.1. Purpose

To provide relevant and accurate information that contributes to skills development planning and career guidance.

7.2. Outcomes, outputs, indicators and targets

Sub-programme 2.1: Research

Purpose: To provide credible information and an analysis of the supply and demand for skills, thus informing the skills planning and delivery processes

Outcome	Output	Output indicators		Audited/actual performance			Estimated performance	Medium-term estimates		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Identify and increase production of occupations in high demand	Establish and maintain mechanism for skill planning annually	2.1.1	SSP updated annually	1 SSP	1 SSP	1 SSP	1 SSP	1 SSP	1 SSP	1 SSP
		2.1.2	Number of Impact assessments conducted on SETA programmes.	-	-	-	-	1	0	0

Quarterly targets 2026

Quarterly targets for programme performance indicators:

Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
2.1.1	SSP updated annually	Annually	1 SSP	0	1 SSP	0	0
2.1.2	Number of Impact assessments conducted on SETA programmes.	Annually	1 Impact assessment	0	0	0	1

Sub-programme 2.2: Mandatory Grants										
Purpose: To provide reliable information and management of credible skills planning information										
				Audited/actual performance			Estimated performance	Medium-term estimates		
Outcome	Output	Output indicators		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Identify and increase production of occupations in high demand	Increase employer access to grant information	2.2.1	Number of WSPs and ATRs approved for large firms	387 large firms	350 large firms	369 large firms	350 large firms	350 large firms	350 large firms	350 large firms
		2.2.2	Number of WSPs and ATRs approved for medium firms	522 medium firms	480 medium firms	514 medium firms	480 medium firms	500 medium firms	500 medium firms	500 medium firms
		2.2.3	Number of WSPs and ATRs approved for small firms	858 small firms	700 small firms	825 small firms	700 small firms	750 small firms	750 small firms	750 small firms

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
2.2.1	Number of WSPs and ATRs approved for large firms	Quarterly	L-Large employer-350	100	200	50	0
2.2.2	Number of WSPs and ATRs approved for medium firms	Quarterly	M-Medium employer-500	0	240	100	160
2.2.3	Number of WSPs and ATRs approved for small firms	Quarterly	S-Small employer-750	0	300	200	250

Sub-programme 2.3: Marketing and communication										
Purpose: To expand on career development activities and to focus on partnerships that help implement an integrated career development strategy										
				Audited/actual performance			Estimated performance	Medium-term estimates		
Outcome	Output	Output indicators		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved career development services	Establish strategic partnerships to strengthen career guidance in the sector	2.3.1	Number of career exhibitions attended	27 exhibitions	15 exhibitions	15 exhibitions	24	24	24	24

Quarterly targets 2026								
Quarterly targets for programme performance indicators:								
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets				
				1st	2nd	3rd	4th
2.3.1	Number of career exhibitions attended	Quarterly	24	6	6	6	6

- **Mandatory grants:** During 2026 the Mandatory Grants sub-programme will strengthen data collection through the WSP/ATR process and increase the current base of employers participating in the mandatory grant process. A further focus will be on collecting data from non-levy paying entities to strengthen the organisation's research function. The research chair will contribute to the analysis and strengthening of the WSP/ATR tool, enhancing the data received.
- **Research:** A focus of the research function will be on collecting data from non-levy paying entities to strengthen the organisation's research function. The research chair will contribute to the analysis and strengthening of the WSP/ATR tool, enhancing the data received.
- **Marketing and communication:** The priority for the Marketing and Communication sub-programme is to expand on career development activities and focus on partnerships to implement an integrated career development strategy.

7.3. Reconciling performance targets with the budget and MTEP

Programme: Skills Programme and Research		Audited Performance			Adjusted appropriation	Medium-term expenditure estimate		
Description: Sub-Programme		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
		R0'000	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000
1	Research	3 900	8 048	5 223	5 468	5 725	5 988	6 257
2	Monitoring and Evaluation	1000	1 000	1 045	1 094	1 145	1 198	1 252
3	Mandatory Grants	68 874	73 006	78 338	82 020	85 875	89 825	93 858
4	Reporting		-	-	-	-	-	-
5	Marketing and Communication	9 500	8 166	7 920	8 293	8 682	9 082	9 489
7.5% Project management		1 726	221	1 583	1 657	1 735	1 815	1 897
Total programme budget		**85 000**	**90 100**	**94 109**	**98 532**	**103 163**	**107 909**	**112 754**

7.4. Risks and mitigation

Top risks identified	Planned mitigation
Project implementation and impact of AgriSETA programmes not effectively monitored	1. M&E dashboard monitors performance. 2. The quarterly review process to ensure effective reporting of performance information is up to dated and conducted quarterly. 3. M&E Strategy and Policy approved by the Board, processes are in place and verification plan implemented. 4. Organisational structure approved new positions due in 2026
Mandatory Grants not distributed effectively	1. SOP to be reviewed to allow for SP&R to review payment packs before payment 2. The MG system to be integrated with the SAGE system
Performance data not optimally stored for access and to be used for analysis purposes.	1. An integrated reporting tool must be developed. 2. Digitisation of outstanding programmes underway 3. Development of MIS system with MICT SETA underway

8. Programme 3: Learning Programmes and Projects

8.1. Purpose

To impact vibrant entrepreneurship and self-reliance, especially for rural economies, through skills development on the productivity and profitability of the agricultural sector and contribute to food security.

8.2. Outcomes, outputs, indicators and targets

Sub-programme 3.1: Workplace Learning											
Purpose: To ensure continuous training of the workforce through the different interventions offered by AgriSETA to address the identified skills needs in the sector											
				Audited/actual performance			**Estimated performance**	**Medium-term estimates**		
Outcome	**Output**	**Output indicators**		**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**	**2028/29**
Identify and increase the production of occupations in high demand	Increased access to learning opportunities annually	3.1.1	Number of employed learners entering learnership programmes	LS-1306	747	LS-500	LS-500	LS-650	LS-650	LS-650
		3.1.2	Number of employed learners completing learnership programmes	LS-1728	1230	LS-760	LS-250	LS-400	LS-400	LS-400
		3.1.3	Number of employed learners entering skills programmes	SP-2927	1343	SP-1341	SP-600	SP-1000	SP-1000	SP-1000
		3.1.4	Number of seasonal workers entering skills programmes	SP-100	104	SP-57	SP-50	SP-50	SP-50	SP-50
		3.1.5	Number of employed learners completing skills programmes	SP-1833	1219	SP-1241	SP-450	SP-750	SP-750	SP-750
		3.1.6	Number of learners entering internship programmes	INT-709	644	INT-206	INT-700	INT-600	INT-600	INT-600
		3.1.7	Number of learners completing internship programmes	INT-398	284	INT-408	INT-250	INT-350	INT-400	INT-400

Sub-programme 3.1: Workplace Learning *continued*											
Purpose: To ensure continuous training of the workforce through the different interventions offered by AgriSETA to address the identified skills needs in the sector											
				Audited/actual performance			**Estimated performance**	**Medium-term estimates**			
Outcome	**Output**	**Output indicators**		**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**	**2028/29**	
Identify and increase the production of occupations in high demand	Increased access to learning opportunities annually	3.1.8	Number of students entering graduate placement programmes	-	-	-	-	550	550	550	
		3.1.9	Number of students completing graduate placement programmes	-	-	-	-	300	300	300	
		3.1.10	Number of bursaries to employed learners	280	85	21	50	100	100	100	
		3.1.11	Number of employed learners completing bursary programmes	19	10	13	20	40	50	50	
		3.1.12	Number of bursaries to unemployed learners	335	290	156	200	400	400	400	
		3.1.13	Number of unemployed learners completing bursary programmes	132	114	71	100	100	100	100	
		3.1.14	Number of learners entering artisan development programmes	615	635	600	700	300	300	300	
		3.1.15	Number of learners completing artisan development programmes	211	506	370	600	300	300	300	
		3.1.16	Number of centres of specialisation supported	45	5	3	3	3	3	3	

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		**Reporting Period**	**Annual target 2026/27**	**Quarterly targets**			
				1st	**2nd**	**3rd**	**4th**
3.1.1	Number of employed learners entering learnership programmes	Quarterly	650	200	200	200	50
3.1.2	Number of employed learners completing learnership programmes	Quarterly	400	50	100	100	150
3.1.3	Number of employed learners entering skills programmes	Quarterly	1000	200	300	300	200
3.1.4	Number of seasonal workers entering skills programmes	Quarterly	50	25	0	0	25
3.1.5	Number of employed learners completing skills programmes	Quarterly	750	200	250	250	50
3.1.6	Number of learners entering internship programmes	Annually	600	0	0	0	600
3.1.7	Number of learners completing internship programmes	Annually	350	0	0	0	350
3.1.8	Number of students entering graduate placement programmes	Annually	550	0	0	0	550
3.1.9	Number of students completing graduate placement programmes	Annually	300	0	0	0	300
3.1.10	Number of bursaries to employed learners	Annually	100	0	0	0	100
3.1.11	Number of employed learners completing bursary	Annually	40	0	0	0	40
3.1.12	Number of bursaries to unemployed learners	Annually	400	0	0	0	400
3.1.13	Number of unemployed learners completing bursary programmes	Annually	100	0	0	0	100
3.1.14	Number of learners entering artisan development programmes	Quarterly	300	100	100	100	0
3.1.15	Number of learners completing artisan development programmes	Quarterly	300	50	100	100	50
3.1.16	Number of centres of specialisation supported	Quarterly	3	0	1	1	1

Sub-programme 3.2: Worker-Initiated Training											
Purpose: To promote a collaborative approach to skills planning and implementation in the sector											
				Audited/actual performance			Estimated performance	Medium-term estimates			
Outcome	Output	Output indicators		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	
Increased support for worker-initiated training	Increased skills levels in the workplace through projects implemented	3.2.1	Number of federations/ trade unions supported through the relevant skills training interventions	6	5	2	2	2	2	2	
		3.2.2	Number of commodity organisations supported	5	5	8	10	10	10	10	

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
3.2.1	Number of federations/trade unions supported through the relevant skills training interventions	Quarterly	2	0	1	1	0
3.2.2	Number of commodity organisations supported	Quarterly	10	0	5	5	0

Sub-programme 3.3: Rural and Youth Development										
Purpose: To strengthen and support the youth, women, people with disabilities and co-operative structures with the assistance they need with the aim of improving food security										
				Audited/actual performance			Estimated performance	Medium-term estimates		
Outcome	Output	Output indicators		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved linkage between education and the workplace		3.3.1	Number of unemployed learners entering learnership programmes	LS-4757	LS-1800	LS-3683	LS-2500	LS-3000	LS-3000	LS-3000
		3.3.2	Number of unemployed learners completing learnership programmes	LS-3353	LS-950	LS-3837	LS-1600	LS-2500	LS-2500	LS-2500
		3.3.3	Number of unemployed learners entering skills programmes	SP-3971	SP-1500	SP-3491	SP-2000	SP-850	SP-1000	SP-1000

Sub-programme 3.3: Rural and Youth Development *continued*										
Purpose: To strengthen and support the youth, women, people with disabilities and co-operative structures with the assistance they need with the aim of improving food security										
				Audited/actual performance			Estimated performance	Medium-term estimates		
Outcome	Output	Output indicators		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved linkage between education and the workplace		3.3.4	Number of unemployed learners completing skills programmes	SP-2973	SP-750	SP-3043	SP-1900	SP-800	SP-800	SP-800
		3.3.5	Number persons living with disabilities entering skills programmes	SP-100	SP-100	SP-195	SP-100	SP-100	SP-100	SP-100
		3.3.6	Number of learners entered into RPL programmes	-	-	-	-	1500	1500	1500
		3.3.7	Number of learners completing RPL programmes	-	-	-	-	400	400	400
		3.3.8	Number of rural structures supported with mentorship programmes	SRS-100	SRS-100	SRS-100	SRS-100	SRS-530	SRS-530	SRS-530
		3.3.9	Number of people trained on entrepre-neurship programmes	82	40	40	40	40	40	40

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
3.3.1	Number of unemployed learners entering learnership programmes	Quarterly	3 000	500	1 000	1 000	500
3.3.2	Number of unemployed learners completing learnership programmes	Quarterly	2 500	500	750	750	500
3.3.3	Number of unemployed learners entering skills programmes	Quarterly	8 50	200	300	300	50

Quarterly targets 2026

Quarterly targets for programme performance indicators: *continued*

Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
3.3.4	Number of unemployed learners completing skills programmes	Quarterly	800	200	200	200	200
3.3.5	Number persons living with disabilities entering skills programmes	Quarterly	100	50	50	0	0
3.3.6	Number of learners entered into RPL programmes	Quarterly	1 500	100	500	500	400
3.3.7	Number of learners completing RPL programmes	Quarterly	400	50	150	150	50
3.3.8	Number of rural structures supported with mentorship programmes	Quarterly	530	30	200	200	100
3.3.9	Number of people trained on entrepreneurship programmes	Quarterly	40	15	10	15	0

Sub-programme 3.4: Public and private entity partnership development (strategic partnerships)

Purpose: To promote a collaborative approach to skills development and delivery within the sector

Outcome	Output	Output indicators		Audited/actual performance			Estimated performance	Medium-term estimates		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Increase growth of public colleges as a key provider of skills required for socio-economic development Improve linkage between education and the workplace	Increased skills levels of public and private sector beneficiaries through project implementation	3.4.1	Number of SETA/ employer partnerships established	10	10	2	2	15	15	15
		3.4.2	Number of partnerships with public sector in support of ministerial projects	1	5	2	2	5	5	5
		3.4.3	Number of TVET/ATVET partnerships established	4	4	2	2	11	11	11
		3.4.4	Number of HEI partnerships established	7	3	2	2	5	5	5
		3.4.5	Number of CET partnerships established	2	2	2	2	5	5	5

Quarterly targets 2026								
Quarterly targets for programme performance indicators:								
Output indicators		**Reporting Period**	**Annual target 2026/27**	**Quarterly targets**				
				1st	**2nd**	**3rd**	**4th**	
3.4.1	Number of SETA/employer partnerships established	Quarterly	15	0	0	5	10	
3.4.2	Number of partnerships with public sector in support of ministerial projects	Quarterly	5	-		2	3	
3.4.3	Number of TVET/ATVET partnerships established	Quarterly	11	-	0	3	8	
3.4.4	Number of HEI partnerships established	Annually	5	-	0	2	3	
3.4.5	Number of CET partnerships established	Annually	5	-	0	2	3	

8.3. Performance and expenditure trends

The occupations in high demand to be prioritised in the 2026/27 financial year are listed in Annexure B.

- **Workplace learning:** The 2026 SSP identified the need for developing critical and scarce higher skills in the agricultural sector. In the 2026 financial year, expenditure will support government initiatives and agricultural master plans to address critical implementation issues identified in the NDP and MTSP. This sub-programme will ensure the priority occupations identified in the ERRP and the 2026/27 SSP are implemented through learnerships, skills, internships and bursary programmes. Further emphasis will be placed on the skills linked to the 4IR as indicated by the sector and challenges with international trade disputes relating to bio security, pests and diseases.
- **Worker-initiated training:** The NSDP identified the need for worker-initiated training. This sub-programme will implement projects through trade unions, federations and commodity organisations to develop worker skills via learnerships, skills programmes, graduate placements and internships. The focus of this sub-programme will be on the strengthening of these structures within the agricultural sector.
- **Rural and youth development:** During the financial year, this sub-programme will continue strengthening and supporting the youth, women, people with disabilities and co-operative structures to improve food security. A priority of this programme is to focus on the mentoring of rural structures that includes cooperatives, SMME's, Land beneficiaries and NGO's/CBO's. Emphasis will be placed to prepare unemployed youth for the world of work that is rapidly changing.
- **Public and private entity partnership development (strategic partnerships):** Expenditure for this reporting period will focus on establishing partnerships within the agricultural sector and supporting agricultural structures to improve service delivery. Focus will be placed on implementing the various masterplans as contemplated in the MTSP as well as the development of elementary skills through CET Colleges.

8.4. Reconciling performance targets with the budget and MTEP

Programme: Skills Programme and Research		Audited Performance			Adjusted appropriation	Medium-term expenditure estimate		
Description: Sub-Programme		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
		R0'000	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000
1	Workplace learning	214 097	234 976	240 110	251 395	263 212	275 319	287 681
2	Worker-initiated training	2 500	2 611	1 900	1 989	2 082	2 178	2 276
3	Rural and youth development	137 644	142 569	128 591	134 635	140 963	147 447	154 068
4	Public and private entity partnership development (strategic partnerships)	6 750	7 031	30 000	31 410	32 855		35 944
7.5% Project management		26 837	28 217	29 697	31 093	32 554	34 051	35 580
Total programme budget		**387 828**	**415 405**	**430 298**	**450 522**	**471 697**	**493 395**	**515 549**

8.5. Risks and mitigation

Top risks identified	Planned mitigation
Learners enrolled in multiple SETA - funded programmes simultaneously (double dipping)	1. DG Policy in place. 2. The DG contracting includes consequences to any transgression. Implementation of contractual T&Cs should be closely monitored
Irregular bursary payments	1. Checklist in place. Contracts require supporting documentation 2. Manual document reviews before payment by managers.
Misuse of project funds	1. Improve on review controls prior to paying 2nd and the rest of the tranches. 2. Explore the possibilities of paying the learners directly to avoid delays and misuse of funds by employers. 3. Lawyers have been appointed to advise on recovery of the misused funds. The lawyers are revising the opinion.

9. Programme 4: Quality Assurance

9.1. Purpose

To ensure that there are sufficient, high quality skills development institutions serving the agricultural sector.

9.2. Outcomes, outputs, indicators and targets

Sub-programme 4.1: Occupational qualifications in high-demand										
Purpose: To strengthen the quality assurance function through support of the development of occupational qualifications and the support to assessment quality partners in the implementation of new qualifications										
Outcome	**Output**	**Output indicators**		**Audited/actual performance**			**Estimated performance**	**Medium-term estimates**		
				2022/23	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**	**2028/29**
Increase access to occupationally directed programmes	Increase capacity building interventions of the PSET system in developing and implementing occupations in high demand	4.1.1	Number of occupationally directed qualifications developed/ realigned	6	6	8	8	8	8	8

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		**Reporting Period**	**Annual target 2026/27**	**Quarterly targets**			
				1st	**2nd**	**3rd**	**4th**
4.1.1	Number of occupationally directed qualifications developed/realigned	Quarterly	8	-	2	3	3

Sub-programme 4.2: Agricultural education and training systems										
Purpose: To strengthen the public college system to improve the quality of skills supplied to the sector										
Outcome	**Output**	**Output indicators**		**Audited/actual performance**			**Estimated performance**	**Medium-term estimates**		
				2022/23	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**	**2028/29**
Increase growth of public colleges as a key provider of skills required for socio-economic development	Increase capacity building programmes aimed at the public college sector	4.2.1	Number of TVET lecturers exposed to the industry through skills programmes	55	37	59	40	40	40	40
		4.2.2	Number of SETA offices maintained in TVET colleges	7	5	5	6	6	6	6

Quarterly targets 2026							
Quarterly targets for programme performance indicators:							
Output indicators		Reporting Period	Annual target 2026/27	Quarterly targets			
				1st	2nd	3rd	4th
4.2.1	Number of TVET lecturers exposed to the industry through skills programmes	Quarterly	40	0	20	20	0
4.2.2	Number of SETA offices maintained in TVET colleges	Quarterly	6	0	3	3	0

9.3. Performance and expenditure trends

- **Occupational qualifications in high demand:** This financial year the occupational qualifications in high demand sub-programme will fast-track the development of qualifications for occupations submitted to the SETA. Together with the Skills Planning and Research (SP&R) Department, the organisation will engage stakeholders on developing occupations and cleaning up the Organising Framework for Occupations (OFO) codes. Support for the assessment of quality partners in the implementation of new qualifications will be ensured. Closer participation and strengthening relations with sector skills committees will identify new or emerging occupations. Support to colleges of agriculture will broaden the base for learning programme delivery.
- **Strengthening the public college system:** AgriSETA will continue to strengthen the ATVET's as a priority vehicle for implementing agricultural programmes. Support mechanisms will focus on improving learner accessibility and streamlining learner articulation.

9.4. Reconciling performance targets with the budget and MTEP

Programme: Skills Programme and Research		Audited Performance			Adjusted appropriation	Medium-term expenditure estimate		
Description: Sub-Programme		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
		R0'000	R0'000	R0'000	R0'000	R0'000	R0'000	R0'000
1	Occupational qualifications in high demand	13 416	13 130	12 442	13 027	13 639	14 266	14 907
2	Agricultural education and training systems	3 325	5 835	6 095	6 381	6 681	6 989	7 303
7.5% Project management		1 358	221	1 503	1 574	1 648	1 723	1 801
Total programme budget		**18 100**	**19 186**	**20 040**	**20 982**	**21 968**	**22 979**	**24 010**

9.5. Risks and mitigation

Top risks identified	Planned mitigation
Poor resource management of funds by colleges	1. Capacitate Agricultural and TVET Colleges and exposure lecturer through Lecture Development project 2. Quarterly monitoring in 2025/26 will be expanded to include monitoring of placed graduates (appointed interns) and office spaces

10. Infrastructure projects

No infrastructure projects are planned for the medium-term period.

11. Public-private partnerships

No partnerships between public and private entities are planned for the medium-term period.

Annexure A: Technical Indicator Descriptor

Programme 1: Administration

Sub-programme 1.1: Finance

Indicator title 1.1.1	Percentage of audit (external) queries resolved based on audit findings reported in the prior financial year
Definition	Refers to the number of external audit findings resolved at the end of the financial year
Source of data	External audit management reports
Method of calculation	Number of audit findings resolved as at 31 March 2026/number of audit findings as at 1 April 2025 from external audits
Means of verification	Internal and external audit reports verifying findings were closed
Assumptions	Annual report and quarterly financial reports available
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	100% of external audit queries resolved
Indicator responsibility	Chief Financial Officer

Indicator title 1.1.2	Payment of mandatory grants maintained at 78% annually
Definition	Mandatory grants refers to funds the SETA pays if a company is fully compliant with the Skills Development Levies Act provisions as amended. To qualify for the mandatory grant, a company must pay levies and be registered with AgriSETA in terms of the Skills Development Levies Act
Source of data	Mandatory grant payment schedule
Method of calculation	Percentage of mandatory grants paid = total MG paid/total budgeted MG payment numerator - MG paid to employers
Means of verification	Denominator - budgeted amount for MG payments
Assumptions	POE containing the full payment list of the year
Disaggregation of beneficiaries	Submissions of correct supporting evidence from SDFs
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	78% payment rate
Indicator responsibility	Chief Financial Officer

Sub-programme 1.2: Governance

Indicator title 1.2.1	SETA good governance reports submitted to DHET
Definition	Report on the principles of good corporate governance implemented and practiced by the organisation
Source of data	Submitted governance reports
Method of calculation	Submitted reports counted
Means of verification	Proof of submission to DHET
Assumptions	Governance reports are submitted quarterly
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative for the year
Reporting cycle	Quarterly
Desired performance	Four reports submitted
Indicator responsibility	Company Secretary

Programme 2: Skills Planning and Research

Sub-programme 2.1: Research

Indicator title 2.1.1	SSP updated annually
Definition	An SSP is a comprehensive document providing an overview of the skills demand and supply and resulting in the sector's skills gaps. It also includes the interventions to address the identified gaps
Source of data	Updated SSP
Method of calculation	Submitted document counted
Means of verification	POE containing: • The updated Sector Skills Plan • Approval by AgriSETA Board • Proof of submission to DHET
Assumptions	Validity of research information
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	One SSP
Indicator responsibility	Executive Manager: Skills Planning and Research

Indicator title 2.1.2	Number of Impact assessments conducted on SETA programmes
Definition	A systematic process to evaluate the causal effects of the implemented AgriSETA programmes. To obtain insights as a key tool for informed decision-making to improve outcomes, impact, mitigate risks and obtain value for money
Source of data	Impact assessment report
Method of calculation	Submitted document counted
Means of verification	POE containing: • Impact assessment report
Assumptions	Data and Budget to conduct impact assessment is available
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	1 Impact assessment report
Indicator responsibility	Executive Manger: Skills Planning and Research

Sub-programme 2.2: Mandatory Grants

Indicator title 2.2.1	Number of WSPs and ATRs approved for large firms
Definition	A WSP refers to planned training for the following year. The Annual Training Report (ATR) reports the actual training completed in the previous year. Large firms are organisations with 150 or more employees
Source of data	WSP/ATR submissions
Method of calculation	Number of WSP/ATRs approved counted
Means of verification	POE containing: • Listing of large employers WSP/ATR approved • Approval signed by CEO
Assumptions	Availability of data
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	350 large employers
Indicator responsibility	Executive Manager: Skills Planning and Research

Indicator title 2.2.2	Number of WSPs and ATRs approved for medium firms
Definition	A WSP refers to planned training for the following year. The annual training report (ATR) reports the actual training completed in the previous year. Medium firms refer to organisations with between 50 and 149 employees
Source of data	WSP/ATR submissions
Method of calculation	Number of WSP/ATRs approved counted
Means of verification	POE containing: • Listing of medium employers WSP/ATR approved • Approval signed by CEO
Assumptions	Availability of data
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	500 medium employers
Indicator responsibility	Executive Manager: Skills Planning and Research

Indicator title 2.2.3	Number of WSPs and ATRs approved for small firms
Definition	A WSP refers to planned training for the following year. The annual training report (ATR) reports the actual training completed in the previous year. Small firms refer to organisations with less than 50 employees
Source of data	WSP/ATR submissions
Method of calculation	Number of WSP/ATRs approved counted
Means of verification	POE containing: • Listing of small employers WSP/ATR approved • Approval signed by CEO
Assumptions	Availability of data
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	750 small employers
Indicator responsibility	Executive Manager: Skills Planning and Research

Sub-programme 2.3: Marketing and Communication

Indicator title 2.3.1	Number of career exhibitions attended
Definition	AgriSETA identifies government and sector specific career guidance events and platforms within the agricultural sector, and which hosts at minimum 100 school-going learners from Grades, 8, 9, 10, 11 & 12; and or attends career awareness events arranged by or invited to, by its principal, DHET
Source of data	Attendance registers and invites
Method of calculation	Number of exhibitions attended counted
Means of verification	POE containing: • The invitation • Exhibition programme • Attendance registers
Assumptions	Evidence is available to support the events
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	24 career exhibitions
Indicator responsibility	Executive Manager: Corporate Services

Programme 3: Learning Programmes and Projects Sub-programme

Sub-programme 3.1: Workplace Learning

Indicator title 3.1.1	Number of employed learners entering learnership programmes
Definition	The number of employed learners successfully registered to enter workplace-based learning programmes (learnerships)
Source of data	Learner entered data on the MIS
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Signed WBL agreement • Certified ID documents • Confirmation of employment status by employer
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	650 learnerships
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.2	Number of employed learners completing learnership programmes
Definition	The number of employed learners successfully completing workplace-based learning programmes (learnerships)
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners completed counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Completion certificate • Certified ID documents • Entry documents
Assumptions	Completeness of evidence for completions
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Learnership completion target is 400
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.3	Number of employed learners entering skills programmes
Definition	The number of employed learners successfully registered to enter workplace skills programmes
Source of data	Learner entered data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Signed skills programme agreement • Certified ID documents • Confirmation of employment status by employer
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	1 000 skills programmes
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.4	Number of seasonal workers entering skills programmes
Definition	The number of learners (seasonal workers) successfully registered to enter skills programmes. A seasonal worker is someone employed temporarily during a specific time of year, often to meet increased demand during peak seasons
Source of data	Learner entered data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Confirmation by employer confirming beneficiary as a seasonal worker • Signed skills programme agreement • Confirmation of skills programme(unit standards) • Certified ID documents
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	50 (learners)
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.5	Number of employed learners completing skills programmes
Definition	The number of employed learners successfully completing skills programmes
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners completed counted
Means of verification	POE containing: • Learner schedules of all completions • Moderation report confirming completion • Assessor report • Confirmation of employment status by employer • Entry documents for learners
Assumptions	Completeness of evidence for completions
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	The skills programmes completion target is 750
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.6	Number of learners entering internship programmes
Definition	The number of university, university of technology, TVET and ATVET learners successfully registered to enter internship programmes
Source of data	Learner entered data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Signed WBL agreement • Agreement between learner and employer • Learner schedule of all beneficiaries registering for Internships • Certified ID copy • Proof of employment status • Letter from learning institution confirming the need for practical experience
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	600 internships
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.7	Number of learners completing internship programmes
Definition	The number of universities, universities of technology, TVET and ATVET learners successfully completing internship programmes
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of completed learners counted
Means of verification	POE containing: • Schedule of all learners completing an Internship • Letter from employer confirming completion • Certified ID document • Entry documents of learners
Assumptions	Completeness of evidence provided by provider and/or employer
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	350 internships
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.8	Number of students entering graduate placement programmes
Definition	The number of students who graduated from public and private colleges and institutions of higher learning successfully registered to enter graduate placement programmes
Source of data	Learner entered data on the MIS; required documents as per signed agreements (MIS generated report)
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Signed WBL agreement • Learner Qualification / Academic record • Learner schedule of all beneficiaries registering for Graduate Placement • Certified ID copy • Proof of employment status • Agreement between learner and employer
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	550 graduate placements
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.9	Number of students who completed graduate placement programmes
Definition	The number of students who graduated from public and private colleges and institutions of higher learning successfully completing graduate placement programmes
Source of data	Learner completion data on the MIS; required documents as per signed agreements (MIS report)
Method of calculation	Number of completed learners counted
Means of verification	POE containing: • Learner schedule of all beneficiaries completing the Graduate Placement programme • Letter from employer confirming completion • Certified ID document • Entry documents
Assumptions	Completeness of evidence provided by provider and/or employer
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	300 graduate placements
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.10	Number of bursaries to employed learners
Definition	The number of bursaries to employed learners successfully registered to enter learning programmes per academic year
Source of data	Learner entered data on the MIS; bursary contracts entered into
Method of calculation	Number of learners entered on the MIS counted (MIS report)
Means of verification	POE containing: • Schedules of all employed learners entering the bursaries programme • Certified ID copy • Confirmation of employment status by employer • Signed declaration from learner confirming no other funding source • Learner registration form • Signed Bursary agreement between learner and employer • Proof of registration at HEI/TVET
Assumptions	Completeness of feedback forms/learner data forms and agreements and transcripts
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative

Indicator title 3.1.10 *continued*	Number of bursaries to employed learners
Reporting cycle	Annually
Desired performance	100 bursaries
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.11	Number of employed learners completing bursary programmes
Definition	The number of bursaries to employed learners successfully completing a qualification in an academic year
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners counted who have completed their qualification
Means of verification	POE containing: • Schedules of all employed learners completing the bursaries programme • Certified ID copy • Statement of results or letter from institution confirming completion • Entry documents
Assumptions	Completeness of evidence from employers/training providers
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	40 bursaries
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.12	Number of bursaries to unemployed learners
Definition	The number of bursaries to unemployed learners successfully registered to enter learning programmes per academic year
Source of data	Learner entered data on the MIS; bursary contracts entered into
Method of calculation	Number of learners entered on the MIS counted (MIS report)
Means of verification	POE containing: • Schedules of all unemployed learners entering the bursaries programme • Certified ID copy • Learner registration form • Confirmation of employment status by employer/Learning institution • Signed declaration from learner confirming no other funding source • Signed Bursary agreements between the learner and employer • Proof of registration at HEI/TVET

Indicator title 3.1.12 *continued*	**Number of bursaries to unemployed learners**
Assumptions	Completeness of feedback forms/learner data forms and agreements and transcripts
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	400 bursaries
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.13	**Number of unemployed learners completing bursary programmes**
Definition	The number of bursaries to unemployed learners successfully completing qualifications per academic year
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners counted who have completed their qualification
Means of verification	POE containing: • Schedules of all employed learners completing the bursaries programme • Certified ID copy • Statement of results or letter from institution confirming completion • Entry documents
Assumptions	Completeness of evidence from employers/training providers
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	100 bursaries
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.14	Number of learners entering artisan development programmes
Definition	The number of learners successfully entering artisan training programmes
Source of data	Learner entered data on the MIS; apprenticeship contracts entered into
Method of calculation	Number of artisan development learners entered on the MIS counted (MIS report)
Means of verification	POE containing: • Learner schedules containing all learners entering apprenticeship programmes • Apprenticeship contracts between learner and employer • Signed WBL agreement Certified ID documents • Medical certificate • Declaration from learner confirming single funding source
Assumptions	Completeness of feedback forms/learner data forms and agreements and transcripts
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	300 apprenticeships
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.15	Number of learners completing artisan development programmes
Definition	The number of learners successfully completing artisan training programmes
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners completing artisan development counted
Means of verification	POE containing: • Learner schedules containing all learners completing apprenticeship • Certification of completion • Certified ID documents • Entry documents
Assumptions	Completeness of evidence from employers/training providers
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	300 apprenticeships
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.1.16	Number of centres of specialisation supported
Definition	Support to colleges identified as centres of specialisation (COS) to implement artisan-related programmes
Source of data	Service level agreements
Method of calculation	Number of agreements counted
Means of verification	POE containing: • Service level agreements with COS
Assumptions	Availability of funding agreement
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	3 COS supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Sub-programme 3.2: Worker-initiated Training

Indicator title 3.2.1	Number of federations /trade unions supported through the relevant skills training interventions
Definition	A trade union/federation refers to an organised association of workers in a particular profession or trade who have gathered to protect and further their rights and interests. The indicator measures the number of federations/trade unions supported to implement learning programmes
Source of data	Signed service level agreements
Method of calculation	Number of service level agreements counted
Means of verification	POE containing: • Signed agreements with federations/trade unions
Assumptions	Availability of service level agreements
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Two trade union/federation-initiated programmes supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.2.2	Number of commodity organisations supported
Definition	A commodity organisation refers to one that brings together other interest groups related to a particular commodity or sector. The indicator measures the number of commodity organisations supported to implement training programmes in the agricultural sector
Source of data	Contracts concluded with commodity organisations
Method of calculation	Number of contracts signed counted
Means of verification	POE containing: • Signed contracts with commodity organisations
Assumptions	Availability of contracts
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	10 commodity organisations supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Sub-programme 3.3: Rural and Youth Development

Indicator title 3.3.1	Number of unemployed learners entering learnership programmes
Definition	The number of unemployed learners successfully registered to enter workplace-based learning programmes (learnerships)
Source of data	Learner entered data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Signed WBL agreement • Certified ID documents • Certified proof of highest qualification • Confirmation of employment status by employer • Learnership agreement between learner and employer
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	3 000 learners
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.3.2	Number of unemployed learners completing learnership programmes
Definition	Number of learnership unemployed learners successfully completing workplace-based learning programmes
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of learners completed counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Completion Certificate • Certified ID documents • Entry documents
Assumptions	Completeness of evidence submitted by provider and/or employer
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	2 500 learners
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.3.3	Number of unemployed learners entering skills programmes
Definition	Number of unemployed learners successfully registered to enter workplace-based learning programmes (skills programmes)
Source of data	Learner entered data recorded on the MIS; required documents as per signed agreements
Method of calculation	SP (number of learners entered counted). RD (number of learners counted on non-credit bearing programmes and mentorships)
Means of verification	POE containing: • Learner schedules of all beneficiaries • Signed WBL agreement • Certified ID documents • Confirmation of employer status by employer • Confirmation of unit standards
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	850 learners
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.3.4	Number of unemployed learners completing skills programmes
Definition	Number of unemployed learners successfully completing workplace-based learning programmes (skills programmes)
Source of data	Learner completion data on the MIS; required documents as per signed agreements
Method of calculation	Number of completed learners counted
Means of verification	POE containing: • Learner schedules of all completions • Moderation report confirming completion • Assessor report • Confirmation of employment status by employer • Entry documents for learners
Assumptions	Completeness of evidence submitted by provider and/or employer
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	800 learners
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.3.5	Number of persons living with disabilities entering skills programmes
Definition	Number of disabled learners successfully registered to enter workplace-based learning programmes (skills programmes)
Source of data	Learner entered data recorded on the MIS
Method of calculation	Number of learners entered counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Signed WBL agreement • Certified ID documents • Confirmation of the disability • Confirmation of unit standards
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	100 learners
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.3.6	**Number of learners entered into (Recognition of Prior Learning) RPL programmes**
Definition	Number of learners successfully registered to enter RPL and ARPL learning programmes
Source of data	Learner entered data on the MIS; required documents as per signed agreements and/or pre-assessment report
Method of calculation	Number of entered learners counted
Means of verification	POE containing: • Learner schedules containing all learners entering a RPL programme • Learner WBL agreement • Learner assessment form from service provider • Certified ID of learners
Assumptions	Availability of learner information from TVET/ATVET colleges and private service providers
Disaggregation of beneficiaries	Annual reported information will be disaggregated by gender, race and disability
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	1 500 learners entering the programme
Indicator responsibility	Executive Manager: ETQA

Indicator title 3.3.7	**Number of learners completing RPL programmes**
Definition	Number of learners successfully completing RPL and ARPL learning programmes
Source of data	Learner completion data on the MIS; required documents as per signed agreements and/or close out reports
Method of calculation	Number of completed learners counted
Means of verification	POE containing: • Learner schedules of all learner completing RPL programme • Assessor and Moderator reports confirming competency
Assumptions	Availability of learner information from TVET/ATVET colleges
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	400 learners
Indicator responsibility	Executive Manager: ETQA

Indicator title 3.3.8	Number of rural structures supported with mentorship programmes
Definition	Rural structure refers to an organisations based in rural areas beneficiating from mentorship programmes implemented to support these structures within the agricultural sector. Rural structures includes: • Co-operatives • SMME's • Land Beneficiaries • NGO's/CBO's and other non levy paying entities
Source of data	Signed service level agreements
Method of calculation	Number of SLAs stipulating support counted
Means of verification	POE containing: • Signed DG/partnership agreement • Enterprise registration from CIPC • Schedule of all beneficiaries • Outline of support programme/Implementation plan • Certified learner ID's
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	530 SRS
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.3.9	Number of people trained on entrepreneurship programmes
Definition	Refers to people entering entrepreneurial programmes to start/ improve their businesses
Source of data	Learner agreements entered
Method of calculation	Learner agreements stipulating support to such learners counted
Means of verification	POE containing: • Learner schedules of all beneficiaries • Signed WBL agreement • Certified ID documents • Outline of programme/ Implementation plan
Assumptions	Completeness of feedback forms/learner data forms provided by provider and/or employer
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	40 people trained in entrepreneurial skills/learnership programmes
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Sub-programme 3.4: Public and Private Entity Partnership Development (strategic partnerships)

Indicator title 3.4.1	Number of SETA/employer partnerships established
Definition	The number of private entities supported through partnerships
Source of data	Signed service level agreements
Method of calculation	Service level agreements counted
Means of verification	POE containing: • Proposal from employer • Signed service level agreements • Proof of approval from AgriSETA Board/CEO
Assumptions	Availability of service level agreements
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	15 projects
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.4.2	Number of partnerships with public sector in support of ministerial projects
Definition	Number of public entities supported through partnerships
Source of data	Signed service level agreements
Method of calculation	Service level agreements counted
Means of verification	POE containing: • Proposal/invite from office of the minister • Signed service level agreements • Proof of approval from AgriSETA Board/CEO
Assumptions	Availability of service level agreements
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	5 projects supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.4.3	Number of TVET and ATVET partnerships established
Definition	Number of TVET and ATVET colleges supported to implement various programmes and projects in the agricultural sector
Source of data	Signed service level agreements
Method of calculation	Service level agreements counted
Means of verification	POE containing: • Signed service level agreements • Proof of approval from AgriSETA Board/CEO dependant on level of delegation
Assumptions	Availability of service level agreements
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	11 projects supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.4.4	Number of Higher Education Institutions (HEI) partnerships established
Definition	Number of HEIs supported to implement various programmes and projects in the sector through partnership support
Source of data	Signed service level agreements
Method of calculation	Service level agreements counted
Means of verification	POE containing: • Signed service level agreements • Proof of approval from AgriSETA Board/CEO
Assumptions	Availability of service level agreements
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	5 projects supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Indicator title 3.4.5	Number of Community Education and Training (CET) partnerships established
Definition	Number of CET colleges supported to implement AET programmes and projects in the agricultural sector.
Source of data	Signed service level agreements
Method of calculation	Service level agreements counted
Means of verification	POE containing: • Signed service level agreements • Proof of approval from AgriSETA Board/CEO
Assumptions	Availability of service level agreements contract availability
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Non-Cumulative
Reporting cycle	Quartery
Desired performance	5 projects supported
Indicator responsibility	Executive Manager: Learning Programmes and Projects

Programme 4: Quality Assurance

Sub-programme 4.1: Occupational Qualifications in High Demand

Indicator title 4.1.1	Number of occupationally directed qualifications developed/realigned
Definition	Supporting the sector through developing/realigning relevant qualifications/part qualifications, assessment tools and learning material
Source of data	Proof of submission of qualifications/part qualifications/realigned qualifications to QCTO
Method of calculation	Number of submitted qualifications/part qualifications to QCTO counted
Means of verification	POE containing: • Developed/realigned qualifications/part qualifications • Proof of submission to QCTO • Confirmation of receipt
Assumptions	AgriSETA will receive applications for developing qualifications/part-qualifications
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	Eight qualifications and/or part-qualifications developed/realigned and submitted to QCTO
Indicator responsibility	Executive Manager: ETQA

Sub-programme 4.2: Agricultural Education and Training Systems

Indicator title 4.2.1	Number of TVET lecturers exposed to the industry through skills programmes
Definition	Capacitating TVET/ATVET/CET college lecturers especially in implementing occupational programmes. This indicator measures the number of lecturers exposed to training or capacitated
Source of data	Attendance registers
Method of calculation	Lecturers attending/entered into programmes counted
Means of verification	POE containing: • A schedule with all TVET lecturers capacitated • Attendance registers • Certified ID document • Proof of employment by TVET/ATVET/CET as a lecturer • SLA with service provider • Close out report from service provider
Assumptions	Availability of attendance registers and/or proof of registration
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative quarterly
Reporting cycle	Quarterly
Desired performance	40 lecturers capacitated
Indicator responsibility	Executive Manager: ETQA

Indicator title 4.2.2	Number of SETA offices maintained in TVET colleges
Definition	Refers to SETA maintaining established offices within ATVET/TVET colleges to improve its accessibility and footprint
Source of data	MOUs with ATVET/TVET colleges
Method of calculation	MOUs with ATVET/TVET counted
Means of verification	POE containing: • Signed MOUs • Confirmation from TVET College that office is functional
Assumptions	Availability of MOUs
Disaggregation of beneficiaries	NA
Spatial transformation (where applicable)	NA
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Six offices established and maintained
Indicator responsibility	Executive Manager: ETQA

Annexure B: PRIORITY OCCUPATIONS LIST

SETA: AgriSETA (Financial Year – 2026/27)							
OFO Code	**Occupation**	**Specialisation/Alternative Title**	**Intervention Planned by the SETA**	**NQF Level**	**NQF Alligned**	**Quantity Needed**	**Quantity to be Supported**
2021-213202	Agricultural Scientist	Seed Production Horticulturist; Companion Animal Nutritionist; Plant Pathology Manager; Soil and Plant Scientists; Quarantine Scientist; Agronomist; Animal Nutritionist; Agricultural Immunologist; Agrostologist; Plant/Seed Breeder; Plant Production Scientist; Farming Scientist; Plant Physiologist; Seed Analyst; Seed Product Developer; Seed Production Agronomist; Pomologist; Plant Pathologist; Animal Husbandry Scientist; Plant Biologist/ Ecologist/Toxicologist	Bursary: Agronomy	6 7 8	Yes	29	410
			Bursary: Animal Science	6 7 8			
			Bursary: Crop and Plant Science	6 7 8			
			Graduate placement	N/A	No	46	650
			Internship	N/A		49	700
2021-131101	Agricultural Farm Manager	Mixed Crop Farm Manager; Dairy Farm Manager; Livestock Farm Manager; Arboriculture Farm Manager; Field Vegetable Farm Manager; Mixed Crop and Livestock Farm Manager; Agronomy Farm Manager; Sugar Farm Manager; Vegetable Farm Manager; Horticultural Farm Manager; Ornamental Horticultural Farm Manager	Learnership: Agricultural Management	5	Yes	870	3 000
			Bursary: Agricultural Management	6 7 8	No	119	410
			Bursary: Animal production	6 7 8			
			Bursary: Crop production	6 7 8			
			Graduate placement	N/A		189	650
			Internship	N/A		203	700
2021-671202	Millwright	Machine Tool Millwright; Electro mechanician; Winder Technician; Ground Electro mechanician	Apprenticeship: Millwright	5	Yes	105	700
			Apprenticeship: Electro mechanician		Yes		
			Apprenticeship: Machine Tool Millwright		Yes		
2021-225101	Veterinarian	Veterinary Epidemiologist; Veterinary Parasitologist; Veterinary Surgeon; Veterinary Pathologist; Animal Doctor	Bursary: Bachelor of Veterinary Science	8	Yes	16	410
2021-121101	Finance Manager	Budgeting Manager; Financial Controller; Account Systems Manager; Internal Revenue Controller; Municipal Finance Manager; Finance Director; Financial Administrator; Revenue Assessment Manager; Chief Financial Officer (CFO); Foreign Exchange Manager; Chief Accountant; Financial Administration Manager	Bursary: postgraduate qualification in Financial management	8	Yes	25	25
			Bursary: Bachelor of Financial Planning and Management	7	Yes		
			Bursary: Bachelor of Accounting	7	Yes	21	410
			Graduate placement	N/A	No	33	650
			Internship	N/A		35	700

SETA: AgriSETA (Financial Year – 2026/27)							
OFO Code	**Occupation**	**Specialisation/Alternative Title**	**Intervention Planned by the SETA**	**NQF Level**	**NQF Alligned**	**Quantity Needed**	**Quantity to be Supported**
2021-214905	Agricultural Engineer	Agricultural Structures and Facilities Engineer; Crop Production Mechanisation Engineer; Agricultural Product Processing Engineer; Aqua Culture Engineer; Natural Resources Engineer; Irrigation Engineer	Bursary: Agricultural Engineering	5	Yes	12	410
			Graduate placement	N/A	No	20	650
			Internship	N/A		21	700
2021-734101	Agricultural Mobile Plant (Equipment) Operator	Agrichemical Spraying/Dusting Operator; Agricultural Mobile Equipment Operator; Agricultural Machine and Equipment Operator; Harvester Operator; Tractor Driver; Rotary Hoe Operator; Chemical Applicator; Farm Equipment/Machinery Operator; Cotton Picking Machine Operator	Learnership: Mixed Farming Systems	1	Yes		
				2			
			Learnership: Plant Production	3	Yes	510	3 000
				4			
				5			
			Skills programme	N/A	No	498	2 930
2021-653306	Diesel Mechanic	Diesel Injector; Diesel Fuel Injection Mechanic; Diesel Fitter-mechanic; Diesel Fuel Injection Technician; Diesel Electrical Fitter; Field Service Technician (Diesel); Truck Mechanic	Learnership - Diesel Mechanic	2	Yes	270	3 000
				3			
				4			
			Apprenticeship: Diesel Mechanic	5	Yes	63	700
2021-821102	Irrigationist	Waterman; Farm Irrigator	Learnership: Plant Production	2	Yes	270	3 000
2021-652302	Fitter and Turner	Industrial Mechanician	Apprenticeship: Fitter and Turner	5	Yes	21	700
			Learnership - Mechanical Engineering (Fitting & Machining) (Fitter and Turner)	2	Yes	90	3 000
				3			
				4			
			RPL	5	Yes	21	700

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