



Suid Afrikaanse Landbou Onderwys Vereniging
South African Agricultural Teaching Association

LANDBOUSKOLE WEBINAAR

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'N GESPREK: WAT IS DIE HUIDIGE STAND VAN LANDBOUSKOLE IN DIE LAND?

Hoekom Landbouskole?

- Landbou is die enigste industrie wat 'n land se bevolking van die nodige voedingstowwe en hulpbronne kan voorsien
- Agriculture contribute to the food supply, foreign currency earnings, provision of employment, supply of raw materials to other sectors and its role as a market and contributor to the gross domestic product (GDP).



BUITELANDSE SIENING

The International Trade Administration states the following regarding Agriculture in South Africa:

- **Market:** South Africa's agricultural sector is one of the world's most diverse, consisting of corporate and private intensive and extensive crop farming systems, including vegetable, fruit, nuts, and grain production. The well-developed commercial farming sector in South Africa is the backbone to the country's agricultural economy and in 2020 showed the best growth rate of all economic sectors, coming in at 13.1 percent.
- **Climate:** South African climate ranges from subtropical to Mediterranean, allowing for a multitude of farming opportunities. The country's biodiversity ensures that products such as grains, fruit and wine are exported and preferred for its exceptional quality. There is a growing demand to improve subsistence farming or informal small-scale farming in South Africa.



HUIDIG STAND VAN LANDBOU(SKOOL) TOV VAN LANDBOU OPLEIDING

- Skole wat landbou aanbied moet hulle self meet aandie vereistes vir landbouopvoeding soos uiteengesit in die KABV van die onderskeie landbouvakke.
- KABV stel duidelike uitkomst wat leerders moet bereik vir
 - [Landboubestuurspraktyke](#)
 - [Landbouwetenskappe](#)
 - [Landbou Tegnologie](#)
- Sedert 2005 het landbou opvoeding in skole wat min grond besit vir boerdery aktiwiteite toegeneem. 'n Opname van skole in SA toon dat uit 42 skole wat LBP aanbied 33% skole minder as 2ha grond besit.
- 20 verskillende produksie vertakkings(of kombinasie van) word tussen die skole aangebied



CAPS FOR AMP STATE

IN AGRICULTURAL MANAGEMENT PRACTICES LEARNERS SHOULD BE ABLE TO:

- understand the social contribution of Agricultural Management Practices to promote a culture of human rights, economic growth and sustainability as a tool for change; improve quality of life; and provide solutions that are responsive to individual and community needs;
- adopt a positive attitude towards rural lifestyles associated with farming;
- help with the management of a farming enterprise and be aware of the discipline that is required by a well organised farm;
- organise and manage activities responsibly and effectively collect, analyse, critically evaluate and present agricultural information;
- master and apply the skills they gain;
- communicate effectively by using verbal, written, visual, graphical and electronic communication skills and mathematical skills as applied to Agricultural Management Practices;
- be competent, informed and responsible citizens in the field of agriculture, and care for the environment by addressing indigenous knowledge (IK) and social issues;
- think creatively and critically in an agribusiness environment and develop and enhance entrepreneurial skills;
- identify and solve problems by being exposed to the agribusiness management environment;
- care for the environment through the management of natural resources and the acceptable treatment of animals and plants and use relevant technology in agriculture; and
- access and value life-long learning and possible career opportunities.



CAPS FOR AGRICULTURAL SCIENCES STATE

IN AGRICULTURAL SCIENCES LEARNERS WILL:

- Develop an awareness of the management and care of the environment, natural resources and the humane treatment of animals through application of science and related technology;
- Develop problem-solving mechanisms within the contexts of agricultural production, processing and marketing practices;
- Be aware of the social and economic development of the society at large through personal development in commercial and subsistence farming enterprises;
- Become informed and responsible citizens in the production of agricultural commodities, caring for the environment and addressing social justice issues; and
- Be aware of agricultural indigenous knowledge and practices through understanding agricultural sciences in historical and social contexts.



CAPS FOR ATECH STATE

IN AGRICULTURAL TECHNOLOGY, LEARNERS WILL

- Understand the social contribution of Agricultural Technology.
- Identify and solve technological problems in an Agricultural environment using critical, innovative and creative thinking, in order to develop the creative potential of learners.
- Communicate effectively using verbal and written communication in Agricultural Technology.
- Organize and manage activities responsibly and effectively collect, analyse, organize, critically evaluate and present information.
- Use science and technology effectively and critically, showing responsibility and accountability towards the environment and the rights and health of others.
- Show an understanding of the relevant indigenous knowledge, values and attitudes which relate to Agricultural Technology.



FOCUS SCHOOL CONCEPT DOCUMENT

THE GUIDING PRINCIPLES

- To provide a response to the “how” to implement the Guidelines for Focus Schools; and
- to outline and detail an operational framework to provide greater clarity on the conceptualisation of Focus Schools.

Operationalise the Guidelines for Focus Schools;

- Provide support and clarity to **Provincial Education Departments** for implementation of the Guidelines;
- Capacitate the system for the establishment of new Focus Schools;
- Increase the number of Focus Schools in response to National and Provincial economic priorities;
- Delineate and construct a pipeline for the Technical Vocational Stream as required by the Three-Stream Curriculum Model.



EXTRACTS FROM

THE FOCUS SCHOOLS ESTABLISHMENT AND MANAGEMENT GUIDELINES of April 2021

The National Development Plan (NDP) – Vision for 2030 and the Action Plan 2024: ***Towards The Realisation of Schooling 2030*** call for the development of skillsets for the economic and social development of South Africa.

ACKNOWLEDGE THE SCALE OF THE PROBLEM

The Department acknowledges the difficulty in the uniform implementation of the Guidelines so as to fast-track service delivery at all levels. The most common challenges mainly relate to the following areas:

- **Funding, Human Resources, Curriculum, Infrastructure**, System Readiness, Workplace Linkages and Conceptual Understanding.
- Definitions of the terms '**Focus School**' 'Focus subject', 'Focus Area', 'Technical Vocational' and 'Technical Occupational';



FOCUS SCHOOL CONCEPT DRAFT CONCERNS/POINTS OF INTERESTS

1. Definition as listed in the document

*A Focus School is a school that offers the **majority (80%)** of enrolled learners enhanced coverage of two or more (Focus) subjects from an identifiable **Organising Field**.

2. BI 12

-Resourcing of Focus Schools must ensure that learners are exposure to appropriate equipment and have a hands-on experience of the specialized subjects and their applications in the world of work for further studies and the manner in which it is used industry.

3. BI 13 HUMAN RESOURCES (Staffing requirements including appointments and structures)

- Provisioning for educators is based on the principle that available posts are distributed among schools, proportionate to their learner enrolment and in accordance with the prevailing post-provisioning norms (PPN).
- These norms and standards also comply with the provisions of the post distribution model on the specific factor being the need to promote a learning area.
- All Focus Subjects are allocated a more favourable learner-educator ratio in the distribution table due to the nature of the subject.



4. BI 14 Requirements for the employment of Artisans and Instructors as teachers:

5. BI 16. National norms and standards of funding

Focus Subject	Illustrative Rates per Learner
Agricultural Management Practices	590
Agricultural Sciences	590?
Agricultural Technology	590

6. BI 18 - Proposed learner and teachers ratio

Agricultural Science	Agriculture and Nature Conservation	Agricultural Management Sciences	30:1?
		Agricultural Sciences	15:1?
		Agricultural Technology	15:1

7. BI 24 -Table 6. Summary of the core characteristics for a school to be formally classified as a Focus School.

Number of Learners	Sufficient interest among the learners to ensure that the majority of learners choose specialized subjects
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8. BI 25 – Number of learners

9. BI 31 – Infrastructure

In identifying a Focus School an audit of schools' infrastructure should be conducted. The audit should focus on the availability of specialised infrastructure and specialised equipment appropriate to the intended specialised focus area.

10. BI 34 – Admission requirement

To become a Focus School, admission criteria are required if the school is to be specialized and selective. Without screening and selection at the access point, the school will remain a Public Ordinary School.

11. BI 35 - Partnerships

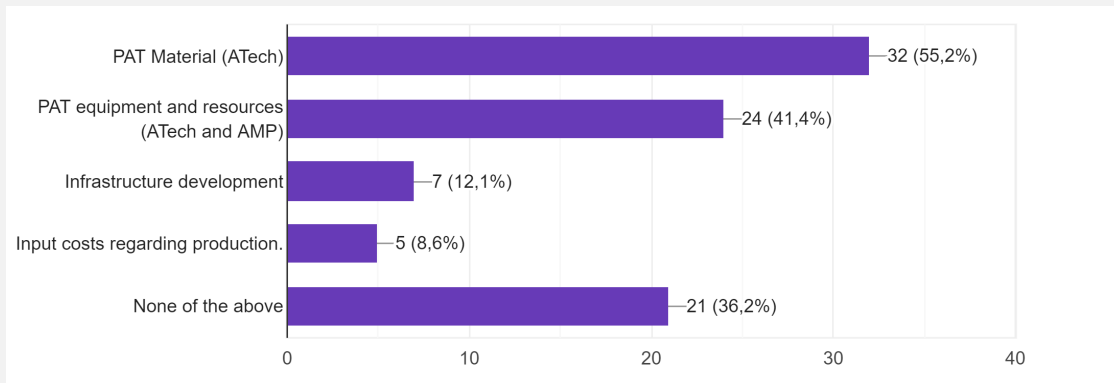
12. BI 38 - Hostel accommodation

A boarding facility therefore is an essential and intrinsic part of the Focus School offering and is an inextricable component of the priority of ensuring equitable access to learning opportunities for all learners.



ASPEKTE WAT LANDBOU OPVOEDING DUS BEINVLOED

- Finansiering,



- Personeel voorsiening

- bv. by 23 skole is 106 arbeiders aangestel waarvan 36 departementel aanstellings is
- beskikbaarheid van professioneel gekwalifiseerde landbou onderwysers.
- Onderwyser leerder ratio



NUWE VERWIKKELINGE

- Landboustudies gr 8 – 9
 - 5 Loodskole in 2021/per provinsie
 - 2023 volle implementering in landbouskole
- Fokus skole [Konsep](#)
- Landbouskole - pad vorentoe (samewerkings ooreenkomste)

Does the school currently receive any support (financial or other inputs) from NGOs supporting agricultural development at the school?

62 antwoorde

