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FINAL REPORT

SKILLS DEVELOPMENT, CAPACITY BUILDING AND TRAINING REQUIREMENTS IN THE WESTERN CAPE:

BY:

L. Botes

March 2007

Ref: *Botes L 2007*. Skills development, Capacity Building and Training requirements in the Western Cape, AISA report.



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We wish to thank the interviewees from industry, academia, government and the service providers for their inputs and comments on this document.

We hope the information within this report will go far in supporting decision-making in the interests of the development of the aquaculture sector in the Western Cape.

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Abbreviations

AISA: Aquaculture Institute of South Africa

APP: Annual Performance Plans

BB BEE: Broad Based Black Economic Empowerment

CapeNature: Cape Nature Conservation

CIAT: Cape Institute for Agricultural Training

DEA&DP: Department of Environmental Affairs and Development Planning

DEDT: Department of Economic Development and Tourism

DoA: Department of Agriculture

EIA's: Environmental Impact Assessments

ELI: Ethics and Learnership Institute

HACCP: Hazard Analysis and Critical Control Points

MEDS: Micro Economic Development Strategy

PDC: Provincial Development Council

PGDS: Provincial Growth and Development Strategy

RBI: Resource Based Industries

SARS: South African Revenue Service

SDL: Skills Development Levy

SPV: Special Purpose Vehicle

TOR: Terms of Reference

UCT: University of Cape Town

US: University of Stellenbosch

UWC: University of the Western Cape



1. Introduction:

The importance of skills development and capacity building is of the utmost importance for the development of the Aquaculture Sector (and the country), and has been emphasised from levels right from the State President to National Government to Provincial and Local government. From the AISA Benchmarking Survey (Botes *et al.* 2006), conducted in 2006, it became evident that there appears to be a lack of external service providers (or the awareness thereof) and sector specific skills development and training programmes providing the necessary training at the various farm levels (general labourers, junior management and senior management) which puts a significant amount of pressure on companies as well as strain on personnel to rely on in-house training. One of the 2006 Benchmarking Survey Recommendations, for that reason, where that a skills audit should be conducted to establish/assess the training and skills development needs for human resource development within the sector which will guide government and tertiary educational institutional as to the training needs within the sector.

It is therefore essential to establish what skills development, capacity building and training requirements with respect to the Provincial Microeconomic Development Strategy (MEDS) and Provincial Growth and Development Strategy (PGDS) are necessary if we are hoping to create additional jobs and grow the aquaculture sector with intensive focus on aquaculture farming skills.



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2. Project Objective:

The project objective is therefore, to conduct a skills audit of the Western Cape Aquaculture Sector in order to assess what training and skills development are required for human resource development within the industry and government in order to guide government and tertiary educational institutions (and other service providers) as to the training requirements within the sector. A further component of the project was to assess whether the necessary training service providers for the sector are available, and whether the training was industry needs driven and if there are any gaps that needs to be filled with regard to training and skills development in order to build/increase the capacity currently available in the sector.

3. Project alignment with government objectives:

The project is in line with the Micro Economic Development Strategy (MEDS) and the DEDT Resource Based Industries (RBI)'s Annual Performance Plans (APP) for 2006/07 as well as 2007/08.

4. Project Methodology, Deliverables and Timeframes:

Research/content gathering were done by means of web searches, e-mail, site visits, personal interviews/meetings, and telephonic interviews. Producers (from both the freshwater and marine aquaculture sub-sectors), secondary service providers to the sector (processors, feed manufacturers), training service providers as well as the relevant provincial government departments (DEADP, DEDT, DoA, CapeNature) were interviewed.

In order to present a well-represented overview on the topic at hand, interviews were conducted across the Western Cape Province (ie Knysna, Gansbaai, Hermanus, Kleinmond, Grabouw, Franschhoek, Stellenbosch, Somerset-West, Cape Town City Bowl, Montague Gardens, Saldanha Bay etc). The research, design and the initiation of the project took place during December 2006 and January 2007 while the interviewing process was conducted during February 2007 until mid-March 2007 when the reporting process started in order to submit the report to DEDT by the end of March 2007. The report contains several recommendations which will give an indication of how AISA proposes to follow through with the outcomes of the project.

5. Outcomes/discussions with regard to the training and skills development needs within industry

Producers:

Currently, the Aquaculture Producers in the freshwater sub-sector are mainly classed as small and emerging farmers whereas those in the marine sub-sector consist of small, medium and larger commercial farmers. Discussions with these producers included the needs on the various levels (labour - unskilled, specialised - semi-skilled, junior management – skilled and senior management - skilled), on-farm training vs. training elsewhere at a training facility and the preferred communication language.

All the Western Cape farms that were interviewed, irrespective of the size of the farms (its volume and personnel), indicated and emphasized the need for basic on-farm short course

training (in the “local” language) at the unskilled level (and even semi-skilled and skilled level) that will include a basic introduction into aquaculture, basic business principles, basic finance management and very importantly basic life skills principles. Certain areas on the West Coast (such as Saldanha Bay) have a great need for courses being presented in Xhosa, whereas areas in Stellenbosch/Franschhoek and surroundings prefer Afrikaans and areas on the South Coast require courses in English, Afrikaans and Xhosa. In the Knysna area Xhosa would be the preferred language. Farmers emphasised the importance of training “locally” (on-farm or in the area) and added that although distance (satellite) courses are available, it is more on the level of a grade 12 (St. 10) pupil and does not cater for the absolute basics on the level of the unskilled and semi-skilled workers.

The farmers indicated that the “absolute basics” referred to above should include topics like:

communication with co-worker and management, hygiene at work, personal hygiene, confidence building, dealing with conflict/criticism, conducting meetings, setting goals, problem solving, importance of work attitude/body language/dress code, basic telephone skills, understanding cultural differences, coping with alcohol abuse/child molesting/drug abuse/HIV & aids, office etiquette, time management, day planning and prioritization, understanding what is expected of me and how that relates to the rest of the company and even the customer etc.

As far as semi-skilled and skilled levels, short courses with similar content as the above but taken to the next level and including more technical issues such as: Management and leadership skills, handling power, taking responsibility, record keeping/traceability, accepting authority, stock movement, correct documentation, receiving and dispatching, inter-departmental communication, meeting customer expectations, decision making, staff recruitment, chairing of meetings, being on time, team building, understanding the biology of the animal, writing of reports/motivations, budgeting and other business and financial management skills, first aid, water quality, animal biology, animal health and handling, tank holding system management, processing, transport and collecting, order preparation, sales follow-up, export issues, environmental impact awareness, grading culling, fry rearing, culling, fish nutrition, feeding and management etc.

As far as senior management levels, short courses similar to the above but with the aim to give introduction to Aquaculture to the already qualified Finance Manager or Marketing Manager are necessary. Most of the bigger companies indicated that their top management is well qualified and that they recruit University graduates that obtained degrees in fields such as Agriculture (with Aquaculture as main subject), Marine Biology, Oceanography, Marketing, M.BA etc. They've expressed the difficulty of bridging the gap from semi-skilled to management and said unless we address this barrier it will get increasingly difficult to move those candidates into management and therefore delaying broad based black economic empowerment (BB BEE). They emphasised that currently the gap is too big and instead of empowering their staff, they disempower the staff by placing

the candidates in positions where the candidates are unable to deliver on the performance agreements specific to management level. However, some of the emerging, small and medium farmers indicated that their middle and even senior management candidates are either unskilled, semi-skilled or skilled. There is therefore a significant need for training in entrepreneurial skills, business skills and managerial skills on management level and is essential for financial freedom for previously disadvantaged candidates.

The most important factor that was pointed out by all the interviewees, is the importance of on-farm (or in close vicinity of the farm) accredited short courses that can contribute as credits toward more formal training (University and AgriSETA explained in more detail below) which will assist with bridging the gap referred to above.

Processors:

Training needs in trout processing is similar to what's outlined above, however they indicated that having an overseas expert brought to South Africa to work in the processing plant (for a week or so) with the workers, explaining processing techniques such as filleting, de-boning, slicing etc., would together with Hazard Analysis and Critical Control Points (HACCP) training/Export training bring incredible value and compliment the short courses referred to above.

Feed manufacturers:



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Approximately 60 - 80% of a farmer's on-farm production costs involve purchasing feed. If feed is incorrectly stored or fed to animals, it can very well be the end of the aquaculture farm. If, however, applied and stored correctly it can save the farmer up to 20% of his/her capital expenses. The need for a feed management course to farmers that would provide training on feed application and feed storing was highly recommended. This will compliment the virtual automated computer feed management package (which is desperately in need of financial support and human capacity to write components/procedures) that they are busy designing to assist unskilled farmers with feed management. In terms of their own capacity building and training, they are closely related to the University of Stellenbosch (US) and since it is such a highly skilled area, they secure students and personnel directly from the University.

Aquaculture Systems Manufacturers:

Expressed the same needs as that explained above. They particularly expressed interest in short courses as an introduction to aquaculture, particularly for senior management such as Marketing Director and System Designers but with no prior Aquaculture exposure.

All the interviewees strongly supported the need for formal training such as diploma and/or degree courses (explained in more details below), especially with regard to capacity building of future employment in industry and government, but indicated that unless a candidate hasn't already obtained his/her qualifications by the time employment commences, it is very difficult to send staff away from the farm for one year (in the case of

a diploma) or for three or more years (in the case of a degree) – hence the emphasis on the need for short courses.

6. Outcomes/discussion with regard to the training needs & capacity building needs within the Western Cape Government

Government officials frequently point out that dealing with the Aquaculture Sector is only a small part of their daily tasks and responsibilities and that government will only commit more resources once the sector is bigger, leaving the aquaculture sector with one or two overcommitted government officials per department in the Western Cape. This leaves us with a chicken and egg debate as to what comes first; should the sector grow to a big and well established sector (e.g. wine sector) before government will commit more resources (human capacity and financial support) or should government commit more resources in order for the sector to grow. Where does the debate leave us to job creation/capacity building and is the happy medium not that commitment should come from both sides? Did the bucket finally tilt in the Western Cape Province?

Department of Agriculture (DoA):

The officials from this department enthusiastically explained that the Research Component has recently appointed a scientist and will in the near future also be appointing a technician. Further to these appointments, a Director at the Farmers Support and Development Section was appointed and in conjunction with this section an Aquaculture Extension Officer post was created which will also be filled in the near future. Further to

the team, they have a Foreman, Labourer and Agri-Extension Officer. The Department expressed the need for more Aquaculture Extension Officers to particularly assist with aquaculture awareness creation. The Department is currently also involved in a 'Human Capital Development Strategy for the DoA' skills audit process (internal and external) of conducting a survey of Agricultural students at tertiary institutions, evaluating the Human Capital challenges and practices in the Agriculture Sector in the Western Cape, evaluating these challenges in the light of the employment equity profile and critical and scarce skills in the sector and finally conducting a gap analysis in terms of the above and the strategic plan of the DoA to formulate recommendations on how best the identified skills gaps can be addressed. Stakeholders (including AISA) were contacted where the following question was posed for discussion: "What needs do you identify/are experienced in your industry that should be addressed by the DoA to ensure a sustainable and transformed Agriculture Sector in the Western Cape.

In terms of training, the department strongly supported a short course (available to both the freshwater and marine sub-sectors as well as government officials) in Aquaculture as a refresher course for currently employed (and in some cases graduate) employees and specifically for Extension Officers. The interviewees also acknowledge the need for a formal diploma course which is available to both the freshwater and marine sub-sectors as well as government officials.

Department of Economic Development and Tourism (DEDT):



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The Department recently strengthened their capacity by employing a Director (Sector Advisor) of Resource Beneficiation Section and assisting him with both the Fishing and Aquaculture Sectors are an Assistant Director. Both these officials are working in collaboration with the Premier's Fishing and Aquaculture Task Team (inter-governmental Task Team which includes all the departments referred in this document), the Provincial Development Council (PDC) and AISA on developing a Western Cape Policy Framework, Strategy and Implementation Plan.

The Department indicated that if they were not working in collaboration with the above, they would at the absolute minimum need three extra officials (junior official, 2 Assistant Directors, Deputy Director).

In terms of training, the department strongly supported a short course in Aquaculture as orientation course for currently employed employees with Economic qualifications.

Department of Environmental Affairs and Development Planning (DEA&DP):

There are two sections which relates to the Aquaculture Sector namely the regulatory side that its Environmental Impacts Assessments (EIA's) deals with Aquaculture as a listed activity, and the section which deals with general coastal developmental issues. The Department explained that appointments in this department is not based on sectors as in their sister department, DEDT, but rather on general environmental, terrestrial or aquatic



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backgrounds and would therefore not necessarily appoint an Aquaculture Sector specific official.

In terms of training, the department strongly supported a short course in Aquaculture (and even a satellite distance certificate course if it was available – see section below for more detail on distance diploma possibilities) as orientation course for current employees with general environmental, terrestrial or aquatic backgrounds and suggested that the short course also include a section on the review and evaluation of Aquaculture Project Business Plan which will be valuable to both industry and government officials having to issue permits or supporting projects financially.

CAPENATURE (as sub-department of DEA&DP):

The Department emphasised the importance of increasing the capacity of government to service the sector especially if it is serious with the support and development plan driven by DEDT. Within Cape Nature Conservation (CapeNature) there is a need a scientist and technician dedicated to the Aquaculture in order to conduct research to support decisions with regard to the issuing of permits. Currently, only one official has this responsibility along with numerous other tasks and responsibilities.

In terms of training, the department strongly supported a short course in Aquaculture as well as the satellite distance certificate course of the US (explained in more detail in the section below) as orientation course for current employees with general environmental,

terrestrial or aquatic backgrounds and suggested that the short courses also include a section on current policies (new and revised) and its requirements which will be valuable to both industry and government officials.

7. Outcomes/discussion with regard to the Training & Skills Development Service Providers

The situation around the aquaculture Training & Skills Development Service Providers is somewhat complex. On the one hand the most important components seem to be present in the Western Cape with a few 'puzzle pieces' lacking, but on the other hand the sector seems to be unaware of the service providers and the training they provide, mainly due to the fact that there is no single website that provides/contains all the training related information nor is there one programme in the aquaculture sector that coordinates/promotes the availability of the training and the service providers.

This section therefore aims to pull the information together in order to update the 'Academia and Training page' on the AISA website and thereby furthering AISA's vision to serve as a one-stop-shop for the Aquaculture Sector.

The two main service providers in the Western Cape are the University of Stellenbosch (Aquaculture Division) and the AgriSETA (driven by the Department of Labour). There are several other service providers that provides for example life skills training, business skills training, HACCP training and export training respectively. In order to grasp the

uncoordinated complex situation referred to above, it is necessary to briefly look into what training is provided by which service provider and whether the training is in the current situation available to the whole sector (freshwater and marine). Subsequently, it will be possible to identify the training gaps which could either lead to discussions with training service providers to fill the gaps and possibly also developing a coordinated training & skills development programme within AISA for the aquaculture sector.

Stellenbosch University's Aquaculture Division (US):

The University of Stellenbosch's Aquaculture Division offers the following training in English and Afrikaans:

- 1) BSc Agric with Aquaculture as main subject (4 years) – candidate obtains a degree:
 - ◆ Aquaculture with Agric Economics
 - ◆ Aquaculture with Animal Science
 - ◆ Aquaculture with Conservation Ecology
- 2) Post Graduate (Major in Aquaculture or Animal Science, Genetics, Agric Economics, Conservation Ecology etc) – candidate obtains a post graduate degree:
 - ◆ BSc Agric Hons
 - ◆ MSc Agric
 - ◆ M. Phil: Livestock Industry Management
 - ◆ PhD

The University also provides the training outlined in (3) and (4) below but currently it is unfortunately exclusive to the farm-workers/small-farmers of the Freshwater Aquaculture sub-sector. The exclusivity thereof is due to the shortage of financial and human resource capacity and the Head of the Aquaculture Division has therefore indicated that the training described under point (3) should ideally be coordinated and driven by AISA where the training described under point (4) should ideally be undertaken by Cape Institute for Agricultural Training (CIAT – previously known as Elsenburg College) (who currently has a few aquaculture lectures as part of a bigger agriculture training programme within their training programme). In some cases the training outlined in (3) and (4) has been made available to the marine sector after an agreement with regard to the financial and human resources were reached between parties.

3) Farm workers/Small Farmer – receives an attendance certificate

No prior schooling is necessary in order to attend this course (5 days) which consists of:

Three day component: Introduction to Aquaculture Farming Practices

Two day component: Aquaculture & Business Management

Course content: Basic Biology, Water Quality, Production systems, Fish Diseases, Business Management

4) New Entrants/Entrepreneurs (level between grade 12 and University) – candidate receives an accredited Diploma Certificate

A grade 12 (St. 10) qualification is necessary in order to attend this course (9 months), which can be conducted as:

Residential Programme (Theory: 6 modules + Practical Training: 6 weeks) – in some cases learnerships (internships) are arranged where the candidate is placed on the farm to obtain on-farm training for parts of the year.

Satellite Distance Education Programme (Theory: 6 modules + Tasks: 6 weeks) which conducted over the internet.

Course content: Applied Biology, Water Quality, Production systems, Fish Diseases & Disease Management, Processing & Post-harvesting technology

Note: No Life skills training are being presented.

Internationally the ratio for Broader Business Training vs Life skill training is 50%:50%, in South Africa the ratio is 20%:80%)

The University of the Western Cape (UWC) and the University of Cape Town (UCT):

If the student shows interest in Aquaculture, a research project as part of a BSc or Post Graduate can be arranged.

Cape Technikon:

If the student shows interest in Aquaculture, a research project as part of the three year Oceanography Diploma (with the assistance of outside institutions) can be arranged.



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Cape Institute for Agricultural Training (CIAT) – previously known as Elsenburg College:

Currently has a few aquaculture lectures as part of a bigger agriculture training programme within their agricultural training programme.

AgriSETA (www.agriseta.co.za):

The AgriSETA programme is driven by the Department of Labour and can be used by all companies contributing toward the South African Revenue Service (SARS) Skills Development Levies (SDL). When joining the programme the farm/enterprise can claim 50% of its SDL contributions back.

The programme provides the following levels which can take an individual with a St 3 through to a St 10 where after the individual (if he/she so chooses) is equipped to engage in any diploma or degree course at a Tertiary Education Institution since all the levels are accredited against Unit Standards so that candidates can obtain Unit Standards and Outcomes approved qualifications:

Adult Basic Education & Training levels:

ABET 1 (= St 3), ABET 2 (= St 4,5), ABET 3 (= St 6), ABET 4/NQF 1 (= St 7)

NQF Learnerships:

NQF 1 (= St 7), NQF 2 (= St 8), NQF 3 (= St 9), NQF 4 (= St 10/ Grade 12)

All the above levels are based on the following three categories:

Fundamentals (Literacy, Numeracy)



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Core (Natural Science, Technology, Economic & Management Science, Human & Social Science Life orientation – all related to Agriculture)

Electives (Aquaculture - where company is involved in writing its own on-farm procedures)

AgriSETA undertakes to pay for a computer and printer per every 10 learners as well the delivery thereof, the learning materials (workbooks) for the learners, the assessment and training of the on-farm facilitator. The Farm/enterprise pays the remuneration of the on-farm facilitator and the learner assessments, the computer and printer consumables and stationary. The farm/enterprise should also provide the venue for the training activities.

Media Works:

Media Works (based in Montague Gardens) has been mandated by AgriSETA to train (ABET levels only) and assess the on-farm facilitator as well as the quality assessing the learner assessment scripts from the facilitator. Media Works works in collaboration with the Ethics & Leadership Institute (see below).

Ethics & Leadership Institute (ELI):

ELI is one of the AgriSETA accredited training centres that works in collaboration with Media Works to assist with the necessary training. Their services include skills development (ie Life skills, Business skills etc), AgriSETA learnerships, course development, general courses to public, project facilitation, business development,



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business plan development, turn-around strategies, BEE etc. Their training is available in English, Afrikaans and Xhosa.

From discussions with industry it was very clear that very few farms were in fact aware of the AgriSETA training, of the four farms in the aquaculture sector who were aware of the system and have tried the system, it was clear that there were various levels of understanding/commitment to the systems and only one farm has now successfully (after trial and error since 2005) incorporated the system on the farm and have 80 of its 230 employees currently subscribed with two on-farm facilitators. A significant amount of energy has to be spent on introducing the system to the sector. It was also pointed out by the few farms that the success of the system lies with the on-farm facilitator (paid by the farm/enterprise) which has his/her normal duties on the farm as well as the training duties and that the system will be difficult to apply to small businesses since the smaller businesses would not have the money to employ a facilitator, nor would they be able to afford workers to do training within working hours. Not all employees are committed enough to do their training after hours and not all employers (from the smaller business farms) contribute to SDL which means that even though the whole AgriSETA programme has great potential, it might be out of reach for many farmers/enterprises in the Aquaculture Sector which are emerging and small farmers (especially in the fresh water sub-sector).

Life Skill training:



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It worth mentioning that internationally the ratio for Broader Business Training vs Life skill training is 50%:50%, in South Africa the ratio is 20%:80%. A significant amount of attention has to be given to Life skill training in the aquaculture sector since all the farms emphasised the importance thereof. Since the Terms of Reference (TOR) and time allocation of this project did not allow interviewing all the service providers, its necessary to point out that there are quite a few service providers that addresses this need, for example: VETTA Communications (Pty) Ltd (registered Services Seta) provides the following training in this regard for all levels of the company from the Cleaner, Tea Lady, Receptionist, Stock Controller, Sales person, General Admin Clerk, Personal Assistant, Supervisor and Manager. Their course material addresses all the issues referred to above as “absolute basics”, the fundamentals which can make or brake a business.

Business Management:

A significant amount of emphasis was put on the skills required to run a business and making a success of it. Again, due to the limitations of this project, it was difficult to track every service providers but those mentioned with satisfaction in our sector were the Entrepreneurial Business School in Belville, the UCT Business School and ELI.

HACCP training

The importance of HACCP training particularly in the processing plants were emphasised and it does not seem that there are too many service providers in this regard. Those

referred with satisfaction were the HACCP training provided at the University of Stellenbosch and that provided by Von Holy Consulting CC.

Export Training:

The fact is that very few aquaculture farms/enterprises are currently exporting, those that do are aware of the beginners and advanced export training courses provided by Wesgro. One of the industry interviewees mentioned that the courses were well done but found it to be very general and not sector specific, and understandably so since the attendees to the courses are from all the various sectors.

8. Recommendations:

While one understands that the recommendations can for various reasons not necessarily materialise as suggested, it might be a starting point for discussion amongst the parties concerned to come up with alternative or similar solutions/suggestions.

It is therefore recommended that:

- 1 AISA update its website to reflect the information forthcoming from this report since it certainly appears that the sector are not aware of the training courses/programmes currently available.
- 2 AISA should assist Media Works (AgriSETA) to access the sector by providing a platform for presentations with regard to their programme.

-
- 3 An investigation should be launched to investigate how the AgriSETA programme can be brought to the small and micro enterprises (mainly from the fresh water sub-sector) i.e. by contributing to SDL as a Coop or by accessing the programme through the main Agriculture Farm on which the fresh water aquaculture farmer is based. The possibility of providing incentives to the facilitators should also be investigated.
 - 4 AISA should further its discussions with DoA, US and CIAT to investigate the possibility of CIAT inheriting the diploma certificate 9 month course from the US in order for the course to be presented and accessed by both the marine and freshwater sub-sectors.
 - 5 AISA should further its discussion with the US to investigate the possibility of inheriting the short course from the US in order to coordinate the course in order for the courses to be presented in close vicinity of the farms (freshwater and marine) and in the required “local language” of the area. The short course modules should be outcome based and tested against the unit std’s of the AgriSETA so that even though attendees get attendance certificates, the attendees can use it to obtain credits should they decide to further their education using for example the AgriSETA programme.
 - 6 AISA should investigate the skills development and training programmes of the other Western Cape Special Purpose Vehicles (SPV’s) with the aim of developing its own programme with the necessary funding support.

- 7 It was mentioned that the province made an application to the National Skills Development Fund and that as much as R10 million were transferred to some SPV's and it is recommended that all SPV's be notified of such opportunities in order to have equal opportunity to accessing the funds on behalf of their respective sectors.

9. References:

Botes L, Thompson G and Louw R 2006. Benchmarking Survey of the South African Aquaculture (marine and fresh water) Sector, AISA report.

