



Training Report

Metropolitan Collective Shapers Programme

Groups 1 and 2



5 April 2022

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Executive summary

The objective of the project was mainly branding and marketing, as well as a social responsibility exercise for Metropolitan Life, to expose disadvantaged youth to a personal and business development approach by introducing principles and tools never seen nor considered before.

On appointing Agri Enterprises (Pty) Ltd as a development agency, the Momentum Life objective was broadened to “creating life-changing experiences for the youth.”

The program was offered under the brand Metropolitan Collective Shapers.

The program offered was scheduled according to, and in line with NQF 4 Level Unit Standards in Business Management and Horticulture, within the National Certificate: Plant Production, NQF 4.

The methodology followed for implementation was based on a systematic procedure of advertising within the parameters set by Metropolitan, screening of applications, and making a shortlist of candidates who were individually contacted and interviewed before being notified of the successful outcome.

The offering of the program was initiated through the implementation of an efficiency driver program based on a laterality assessment and reporting, as well as a mental wellness program. This program had by far the biggest positive outcome on the participants as summarized in this report.

The Mentorship program was implemented through the offering of a business planning and management module, supported by a module on leadership and basic bookkeeping. The offering of the qualifications was done through a blended method whereby the full 9- weeks offering was divided into 4-week face to face contact sessions, 4- weeks of online training and assessments, and a final week of exposure to some commercial farming units around Polokwane, the participants were addressed by various high-level industry mentors, before final assessment and certification were concluded.

The focus of agricultural technical training was on the Horticultural production of vegetables, avocados, and mushrooms as a niche product.

A highlight of the mentorship was the offering of a competition where the participants had the opportunity to present and pitch their business cases through PowerPoint presentations to a metropolitan identified panel of judges, who awarded cash prizes to the winners and runners-up.

Some challenges in this pilot project were identified that centered more around the application and recruitment process, expectation management, and the absence of stipends that would have assisted especially the unemployed participants in traveling allowances to attend the contact sessions.

Agri-enterprises and the International Agricultural Academy for Africa believe to have met all the obligations and outcomes of the project to Metropolitan Life.

1. Objectives

The objective of the project was mainly branding and marketing, as well as a social responsibility exercise for Metropolitan Life, to expose disadvantaged youth to a personal and business development approach by introducing principles and tools never seen nor considered before.

On appointing Agri Enterprises (Pty) Ltd as a development agency, the Momentum Life objective was broadened to “creating life-changing experiences for the youth.”

The expected outcome was to train 20 unemployed youth members from the Polokwane district who was selected through a vetting process of advertising, screening, and interviewing.

2. Accredited unit standards and course-specific outcomes

Course name: Agricultural Mentorship on Business Skills, Leadership and Horticulture

Related Unit standards:

SAQA ID	Unit Standard Title	NQF Level	Credits
116291	Agricultural Business Planning	4	3
116684	Agricultural marketing	4	3
116319	Farm Budget and Information systems	4	3
116321	Agricultural management	4	3
116301	Pest, disease, and weed control	4	3
116279	Permaculture site designs	4	7
116311	Soil fertility and plant nutrition	4	3
Total Credit count			25

3. Specific Curriculum followed

The following curriculum was followed during the timeframes as provided

Week 1: Induction and profiling of Collective Shapers (Participants)

The objective of the induction and profiling program was to introduce certain “Efficiency Drivers”, that were identified and developed into a professional Mentorship program over many decades.

These Efficiency drivers are:

- Literally
- Mental Wellness
- Business and project development skills
- Basic financial management skills
- Leadership skills
- Technical skills

My Code Literally Evaluation: (1-day)

This exercise was done through an online link that was sent to the participants before the start of the training.

The “My Code” program is a Professional Educational Development Programme that determines the individuals’ Brain Dominance Blueprint (Laterality) by filling out an online questionnaire.

The objective of this program is to assist the participants in helping to understand their unique laterality and the application, use, and impact of this in education regarding:

- a. The individuals’ preferred learning style/methodology for understanding
- b. How the individual function under normal circumstances
- c. The individuals predicted compensation and function under stress (barriers and stressors)
- d. The individual’s temperament regarding behavior towards social life, communication style, expressiveness, and treatment of acquaintances
- e. The optimum environment for the individual to excel and the impact on the hemisphere utilization
- f. Behavioral traits and ability to plan for activities and challenges
- g. Ability to focus and strengthen the attention span toward distractions
- h. Individuality versus group connection
- i. Potential towards entrepreneurship
- j. The individual’s specific talents
- k. Specific thinking skills and problem-solving approach
- l. Leadership and management orientation
- m. Genetic eye track with related traits such as fine motor movements, attention to detail, systematization, and concept of understanding
- n. Subject interest and orientation
- o. Probable artistic style
- p. Auditory analytical ability
- q. Interpersonal intelligence
- r. Coordination and balancing

Mental Wellness Training: (3-days)

The Nature of Thought is a Mental Wellness training program that turns the tide on a devastating misunderstanding of how life works. We introduce a new understanding of the mind that exposes the powerful, yet the invisible link between what we think and how we feel, and why we behave the way we do. All problems begin in the mind, so do all solutions...

Induction evaluation and feedback to individual learners (1-day)

Feedback was given to each participant based on his/ her literal profile, and each participant also gave feedback on his/her understanding and impact of the mental wellness program.

References

Annexure A: Individual Literality Feedback Reports

Annexure B: Mental Wellness Feedback Report Group 1

Annexure C: Mental Wellness Feedback Report Group 2

Week 2: Agri-business training

The Agri-business week was presented as a 5-day contact session.

Introduction to the business development program

- The objectives of this youth development program
- Introduction to economics, institutions, and development
 - Economic development
 - The learning processes
 - Factors influencing learning
 - The steps in the learning process
- Problems and need for project development towards entrepreneurship and self-employment in South Africa
- The principles of self-employment
- The concept of continuous growth and development
- The Core-values of achievement
- The importance of the family unit
- The changing of attitudes
- How to adopt new technology and practices
- Related sciences

Project planning

- What is project planning
- Why project planning
- The principles of project planning
- Other organizations and their participation
- Procedures for project planning
- Surveys, data collection, and other procedures to be used

How to conduct professional meetings

- Introduction
- Notice
- Chairperson
- Secretary
- Members
- Agenda
- Conduct a meeting

Public appearance and speech

- The speech as a form of public speaking
- Presentations

Business Institutions

- Introduction – setting up a business
- Legal entities
 - Agricultural co-operative structures
 - Company structures
 - Partnerships
 - Trusts
 - Registration of legal entities
- Management of Legal Entities
 - Directors and powers of directors
 - Running a legal entity
 - Legislation and Acts
 - Shares/membership
 - Voting rights
 - Winding-up
- Buying and Selling
 - Passing of ownership
 - Passing of risk
 - Restriction of prices
 - Extension credit to customers
 - Stolen goods

Introduction to Business Planning

- Maybe starting your own business
- What is a business?
- The four different kinds of businesses
- What makes an entrepreneur?
- Step 1: Formulation of ideas
- Step 2: Planning your business
- Step 3: Financial planning
- Step 4: Writing a business plan & Budget
- Step 5: Promoting your business
- Record-keeping systems

My bank and I

- How to choose your bank
- Maintain good records and relations
- Getting a loan

Introduction to farm management

- Introduction
- How should I manage my farm?
 - Objectives of the farm business
 - The farm management framework
 - Plan to achieve objectives
 - Implement objective plans
 - Control activities according to plans
 - The continues process
- The fields of decision making
 - The production function
 - The marketing function
 - The financial function
 - The personnel function
 - The external environment

Basic bookkeeping

- Introduction to basic bookkeeping
- What is a business and what is bookkeeping?
- Credit buying and selling
- Understanding the Balance Sheet
- Recording transactions on a mixed farming system.
 - Cash purchases
 - Invoice
 - Payment requisition
 - Cash withdrawal requisition
 - Cash purchases journal
 - Inventory /stock list
 - Bank register (Cashbook)
 - Petty cash register
 - Credit purchases
 - Invoice
 - Creditors control journal
 - Inventory / Stock register
 - Cash sales
 - Invoice
 - Receipt
 - Cash sale journal
 - Inventory /stock list
 - Deposit slip
 - Bank register (Cashbook)

- Credit sales
 - Invoice
 - Debtors control register
 - Inventory / stock register
- Personnel wage register
 - Daily attendance
 - Wage register
- Stock inventory
 - Stock in- and out control register per enterprise

Situation Leadership

The objective of the leadership development course is to provide the learner with a new understanding of leadership and to help them understand the current realities of Leadership Development, by developing their knowledge on topics such as:

- The 10 principles as guidance to successful supervision, leadership, and management
 - Maintain and enhance – self-image – values and dreams
 - Focus on behavior that leads to achievements of goals, not personalities, like the persons' character, traits, and attitude
 - Use reinforcement techniques to shape acceptable behavior
 - Intensive / Active listening
 - Set an action plan – Specific goals and determine the progress constantly
 - Personal feedback
 - Communication and the basics of negotiations
 - Focus on the following management principles (POLC)
 - Time discipline
 - Basic budgeting
- 8 – behavior patterns that you will encounter in the work environment
 - How to familiarise a new member with the group
 - How to give an assignment
 - How to give acknowledgment and show appreciation
 - How to handle a disappointed and complaining employee
 - How to handle incorrect conduct, actions, and behavior
 - How to handle an under-achiever
 - How to deal with conflict between employees and yourself
 - How to deal with resistance to change in the workplace
- The Leaders' current realities in practice
 - Your Genetic Code
 - Your current reality as a leader
 - Your amazing Intelligent System
 - As leaders, we have everything we need

- Can someone, something creates a feeling with me as a leader?
- All about Thought
- Separate Realities (Leaders vs Followers)
- What is a leader?
- The 3 Principles
- The Role of Leaders' "State of Mind"
- Stress: The Source and the Solution
- Influence, Motivation & Zero-Pressure Persuasion
- The Leadership Delusion
- Your unwanted Thought-Feelings
- Your identity (Who I am as a leader)

Week 3 and 4: Online training and Assessments

During weeks 3 and 4, the participants returned home to take the information on self-evaluation and perspective.

On return to the classroom in week 5, each participant presented his or her current reality, as well as presented a bankable business plan and budget for a self-employment venture for implementation.

Week 5 and 6: Technical Horticultural Training

Course Objective and outcome

The objective of the vegetable and crop production course was to provide the participant with the theoretical and practical skills required to sustainably produce vegetables and fruits as a viable business.

The following units were included:

Preface: Current realities of poverty in South Africa

Chapter 1: Definitions of concepts used in the agronomy and horticultural environment

Chapter 2: Introduction to soil

- Soil formation
- The importance of soil
- Soil constituents

- Soil types and properties
- Soil texture
- Soil structure
- Soil structure
- Soil pH
- Factors affecting soil acidity
- The importance of clay percentage
- Soil fertility

Chapter 3: Plant nutrition and fertilization

- Plant nutrition
- Macro-elements in plant nutrition
- Inorganic fertilizers
- Compound fertilizers
- Topdressing fertilizers
- N- Nitrogen
- P- Phosphorus
- K -Potassium
- Micronutrients in plant nutrition
- Calculation of fertilizers

Chapter 4: Principles of conservation Agriculture

- Conservation agriculture
- Inoculation with Ecoveld Bontera products
- Organic fertilizers
- Making organic fertilizer

Chapter 5: Permaculture?

- What is permaculture
- Ethical principles of permaculture
- The role of the community
- An informal trade economy
- Using nature as a renewable energy source

Chapter 6: Permaculture principles for vegetable production

- Garden tools and layout
- Effective planning and using of energy
- Recycle, Reduce, Re-use and Repurpose
- The use of biological resources

- Energy recovery
- Water recycling and the use of greywater
- Water harvesting

Chapter 7: Successful vegetable production

- Germinating your seed
- Transplanting your seedlings
- Planning and land preparation
- Pest and disease control
- Spraying and dusting for disease control
- Non-parasitic disorders
- Natural pets and disease control
- Growing cycles of different vegetables
- Harvest store, and process your vegetables
- How to store your harvest

Chapter 8: Avocado production

- Introduction
- Description and growth habits of avocados
- Cultivars
- Climatic requirements
- Soil requirements
- Cultivation practices
- Irrigation
- Pests and diseases
- Other cultivation practices
- Harvesting
- Post-harvest handling
- Production schedule
- Utilization

Chapter 9: Mushroom production

- Introduction to mushrooms
- Mushrooms for food
- Mushrooms for health
- Poisonous mushrooms
- Farming with mushrooms
- The nutritional attributes of edible mushrooms
- The mushroom life cycle

- Critical information in mushroom cultivation
- Major practical phases of mushroom cultivation
- Harvesting
- Packing and quality control
- Preservation and processing
- Pest and diseases
- Production cycle
- Troubleshooting

Week 7 and 8: Online training and Assessments

During weeks 7 and 8, the participants were allowed to complete their assignments online and to start a home-based food garden based on the technical training provided.

An evaluation and assessment portfolio were compiled during this period.

Week 9: Industry week

The objective of the week was to:

- a) Expose the participants to agricultural industry role-players and associates of Agri SA that could contribute as mentors to the participants.
- b) To visit commercial producers in the livestock and horticulture industries to observe and learn commercial production practices.
- c) Final assessment on the presenting of the business cases in preparation for the “Dragons Den” competition.
- d) The final competition for the winning prizes and certification of qualifications.

The following programs for the industry weeks applied to the respective groups:

Group 1:

Date and timeframe	Activity	Topic	Identified Speaker / Representative / Remarks
Monday, 31 January 2022			
09:00 – 10:00	Briefing session i3A	The industry week / Logistics / Transport / Participation	Lammie and Metropolitan Representative
10:00 – 11:00	Address: Inteli Seeds Polokwane	GMO seeds, the future in food security	Jaco Strauss & Deon Scheepers
11:00 – 12:00	Address: Afgri – John Deere	Mechanisation & Precision farming: The future	Zabion De Wee
12:00 – 13:00	Umgibe farming organics and Training	The success of Umgibe – System and products	Nonhlanhla Joye
13:00 – 14:00	Lunch break		
14:00 – 15:00	Address: First National Bank	The role of the commercial bank in funding agripreneurs	Papie Moseki
Tuesday, 1 February 2022			
09:00 – 12:00	Visit Marlo Farms, Polokwane	Visit the farm and packhouses and address by representative	Appointment confirmed Marlo Lansdell be the responsible person
Wednesday, 2 February 2022			
08:00 – 16:00	Visit Limpopo Dairies in Louis Trichardt (3 hrs drive)	Farm visit and address	Appointment confirmed Pieter Els
Thursday, 3 February 2022			
08:00 – 13:00	Presentation and Assessment of business plans	I3A Assessor / in preparing for final pitch to Metropolitan on Thursday, 10 February 2022.	I3A – Leon t'Lam
14:00 – 15:00	Final assessments and evaluation reports	Final Assessments and Assessor Feedback to participants	I3A – Leon t'Lam
Thursday, 10 February 2022			
09:00 – 13:00	Dragons Den Competition	Final 3-minute pitch of Business Plans for project funding competition	Metropolitan Panel Robyn Edwards to arrange
Friday, 11 February 2022			
09:00 – 13:00	Graduation / Certification as per programme Announcement of Winners of Funding	Metropolitan, Marketing team, Agri Enterprises, Announce Winners Metropolitan Guest Speaker	Marketing opportunity as a formal graduation (Boutique Hotel)
13:00- 14:00	Final lunch and departure	Project Closed	Agri Enterprises / Metropolitan

Group 2:

Date and timeframe	Activity	Topic	Identified Speaker / Representative / Remarks
Tuesday, 8 March 2022			
08:00 – 16:00	Visit Limpopo Dairies in Louis Trichardt (3 hrs drive)	Farm visit and address Video taking for marketing	Appointment confirmed Pieter Els
NOTE: All shapers to assemble and meet at 08H00 at Metropolitan Office Lecture Room – Food parcels will be provided : PLEASE DO NOT BE LATE!!!			
Wednesday, 9 March 2022			
08:00 – 13:00	Presentation and Assessment of business plans	I3A Assessor / in preparing for final pitch to Metropolitan on Tuesday, 15 March 2022.	I3A – Leon t'Lam
13:00 – 14:00 LUNCH			
14:00 – 16:00	Final assessments and evaluation reports Preparation for presentations	Final Assessments and Assessor Feedback to participants Business Canvass Presentations	I3A – Leon t'Lam I3A Representative
Tuesday, 15 March 2022			
09:00 – 11:00	Dragons Den Competition	Final 3-minute pitch of Business Plans for project funding competition	Metropolitan Panel
11:00 – 11:30 Refreshment break			
11:30 – 12:00	Mentor Address to the Shapers		Metropolitan Life
12:00 – 13:00	Graduation / Certification as per programme Announcement of Winners of Funding	Metropolitan, Marketing team, Agri Enterprises, Announce Winners Metropolitan Guest Speaker	Metropolitan Life
13:00 – 14:00	Final lunch and departure	Project Closed	Agri Enterprises / Metropolitan

4. Participants

The following participants completed the Collective Shapers program.

Group 1

No	First Name	Last Name	ID Number	C	NYC
1	Mojalefa Jeffrey	Takalo	930117 5576 084	C	
2	Thabisho Grace	Matlala	951112 0194 086	C	
3	Ndoma Benjamin	Nkanyane	880619 5823 085	C	
4	Hulisani Thakhani	Takalani	940701 5572 082	C	
5	Motswele Ruth	Maboya	980713 0088 080	C	
6	Mampa Peter	Mashaphu	930518 6044 081	C	
7	Mahlogonolo Hendrieta	Mabead	881214 0640 087		NYC
8	Edward	Mogopa	920303 3550 081		NYC
9	Maphate	Rakoma	941225 0512 082		NYC
10	Phetolo	Modiba	950724 5166 082		NYC

Group 2

No	First Names	Surname	ID Number	C	NYC
1	Mphashe Albert	Thaba	920601 6256 087	C	
2	Makgwale Rinkie	Mailula	980123 0801 088	C	
3	Samson	Machete	940303 5920 088	C	
4	Makwete Salome	Ratsoma	010615 0776 081	C	
5	Phophi Surprise	Mabunda	900525 0838 083	C	
6	Mahlogonolo Hendrieta	Mabead	881214 0640 087	C	

Note: The participants who were not found Competent in the assessments were allowed to appeal for re-assessment. No appeals were received, and the participants were only issued certificates acknowledging attendance in the program.

*C – Competent

*NYC – Not Yet Competent

5. Evaluation report

Kirkpatrick's 4 levels of evaluation methodology were followed to determine the effectiveness of the training program.

This includes the four levels of evaluation being.

1. **Reaction** – to measure the degree how favorable the trainees reacted to the training
2. **Learning** – to measure the degree of increased knowledge and skills obtained
3. **Behaviour** – to establish if the trainees have applied what they were taught during training
4. **Results** – to establish how the course content impacted the project's vision and goals

5.1 Evaluation outcomes

5.1.1. Reaction

Evaluation category	Agri Enterprises / i3A - Centered	Learner centered
Program Objectives	<ul style="list-style-type: none"> - Offering qualifications on principles never seen or considered before. - To understand and fulfill the exact needs of metropolitan as Client. - To offer SAQA qualifications aligned to business management and horticulture on NQF Level 4. - To develop a life-changing training and information experience for the participants. 	<ul style="list-style-type: none"> - Efficiency drivers had the biggest impact on 11/13 on the participants. - The bigger picture was clearly understood by 12/13 participants and declared that it was helpful - 10/13 indicated that the training was well organized and presented
Program expectations	<ul style="list-style-type: none"> - Participants to successfully understand the objective of the training program. - Create a better understanding of the self, as well as the understanding of how life works in the mind of each participant - Participants to achieve a competent level in business planning, financial record keeping, understanding statutory institutions, leadership skills, and using the business canvas as a pitch towards project funding. - Curriculum outcomes are based on industry and client expectations. - Participants were selected to apply the newfound knowledge and skills in becoming agripreneurs and leaders as Collective Shapers in the Agri-industry of Limpopo Provinces. 	<ul style="list-style-type: none"> - 2/13 of participants felt that the audience should be better researched before the content is created. - 12/13 indicated that mental wellness as an efficiency driver had the biggest impact on their lives. - 11/13 indicated that the Bookkeeping unit opened a new understanding of financial recording. - 4/13 Indicated a focus on poultry production would have added more value - 3/13 candidates could not reach the expected level of competence in the development of a business plan and presenting the business canvas.
Course structure and material	<ul style="list-style-type: none"> - A clear picture of the structure of the program - To sustain the training plan and program - A logical sequence of program enrollment - Good quality study and support materials according to client and industry standards 	<ul style="list-style-type: none"> - 12/13 participants indicated a clear understanding of the structure of the program - 13/13 felt that the training plan was sustained - 13/13 felt that the logical sequence of the program made sense - 13/13 indicated above 90% satisfaction with the quality of the material

		<ul style="list-style-type: none"> - 13/13 indicated between 90-1000% satisfaction with the quality of material - No changes in the quality of material were suggested
Content relevance	<ul style="list-style-type: none"> - 100% participant satisfaction on: - Quality of content - Relevance of content - User-friendliness of content - The academic level of content - To cover 100% of the expected aspects of the Mentorship Program. 	<ul style="list-style-type: none"> - Evaluation score: - 13/13 above 90% - 12/13 above 90% - 13/13 above 90% - 12/13 above 80% - 12/13 felt 100% was achieved
Educational practitioners' knowledge, delivery, and style	<ul style="list-style-type: none"> - A graduated practitioner with practical knowledge of the program curriculum - A training methodology conducive to the learning process. - The use of PowerPoint and Audio-Visual material as training aids. - A practitioner style that is exciting to enhance a learning atmosphere - Classes are presented through a participation method of interaction. - Participants to easily register and conduct online training and assessment. 	<ul style="list-style-type: none"> - 12/13 of the learners indicated that the training methodology was conducive - 13/13 Learners found the PowerPoint and Videos interesting and useful - 13/13 of the learners found the practitioner's style of presentation good and engaging - 13/13 found the facilitators well prepared and subject matter experts
Assessment	<ul style="list-style-type: none"> - Individual Assessment Portfolio completed as part of the POE during the weeks between classes - All Portfolio's to be done as individual own work, within the students' declaration of authenticity without any plagiarism - Assessment to be completed within the principles of validity, reliability, equitability, explicitly and transparency, providing support and efficiency to the learner. 	<ul style="list-style-type: none"> - 3/13 candidates did not complete the assessment portfolio's up to standard. - The assessments were found to be within the principles of validity, reliability, equitability, explicitly and transparency, providing support and efficiency to the learner. - One of the assessments was costly since it required a business plan to be printed - The assessment prompted the application and internalization of knowledge - The PoE's were helpful and met the expectation

<p>Practical application</p>	<ul style="list-style-type: none"> - Participants were selected through a procurement process to have a basic level of practical knowledge and experience in business management and horticultural processes - Participants will acquire the basic equipment to exercise and practice practical techniques from what was demonstrated in theory through Presentations and Audio Visuals, and visits to commercial farming units. 	<ul style="list-style-type: none"> - 8/13 participants indicated they did not understand the objectives of the program well enough during the application and procurement process. - The practical implementation of knowledge through obtaining land and equipment was not well evaluated as part of the post-evaluation questionnaire.
<p>Business Planning</p>	<ul style="list-style-type: none"> - Each participant to clearly understand the need to develop a business plan and how the plan will become a valuable tool in the future of the participants' business application. - The business plan is to be a platform of departure to be further developed through a mentoring and support process - Each participant to develop an original business canvass according to practical guidelines provided in the training manual - The business plan to be bankable to obtain further funding from external funding institutions and government aid programs 	<ul style="list-style-type: none"> - At training closure, 10/13 submitted their business plan assignments and presentations - 1/13 of participants indicated that the business plan and canvas had an immediate impact on their business, receiving funding from Seda.
<p>Training and Accommodation facilities</p>	<ul style="list-style-type: none"> - Classroom facilities that are conducive to training regarding space, lighting, training aids, electricity, and noise. - Own accommodation facilities that are safe, comfortable with facilities to study after hours 	<ul style="list-style-type: none"> - 12/13 participants found the classroom facilities conducive to training. - The lack of Wi-Fi was a challenge for external communication and completion of online assignments

5.1.2. Learning

Evaluation category	i3A - Centered	Learner centered
Training material provided in time	All training material is to be available to all participants before the start of any training session	100% of the learners indicated that the material was provided in time
Quality of training material	<ul style="list-style-type: none"> - Course material to include all academic outcomes and criteria as expected by the SAQA Qualification provided - Additional practical information not covered by the Qualification Outcomes to be added 	12/13 learners scored above 90% 1/13 Learners scored between 70-80%
The layout of the training material	Material to be professionally designed and printed and bound for easy content reference	12/13 learners scored 100% 1 Learner scored above 80%
Relevance of training material	Training material to be relevant according to the Specify Outcomes and Assessment Criteria, in line with modern industry practices	12/13 learners answered YES 1 Learner Answered NO
User-friendliness	<ul style="list-style-type: none"> - Material to be written in English and printed in a friendly reading font size. - The English language is industry-related, but still easy to read in a general context. 	12/13 learners scored 100% 1 Learner scored above 80%
Level of information	Information to be provided on NQF Level 4, but still in the context of user-friendliness and easy to understand	12/13 learners scored above 90% 1 Learner scored between 70-80%
Practical training outcomes	<ul style="list-style-type: none"> - All possible practical processes to be described in theory with the use of text, photos, demonstrations, and audio-visual material - Well-presented business cases within the requirements of financial institutions. 	11/13 Learners indicated that practical outcomes were clearly described and demonstrated through theoretical means

5.1.3. Behaviour

Evaluation category	i3A - Centered	Learner centered
Application of training outcomes in a farming business	All training outcomes to be applied to become successful commercial farmers and Collective Shapers	This outcome of the program is to be evaluated after a period of 3-months

5.1.4. Results

Evaluation category	i3A - Centered	Learner centered
The training outcomes impacted the Metropolitan Collective Shapers Project Vision and Goals	The training to contribute successfully to a successful outcome of establishing Polokwane youth members as Collective Shapers.	A significant impact of the program still requires time to be visible since the intended outcomes can only be evaluated after at least one production season. Nevertheless, necessary skills that will aid the farms to increase the level of production have been transferred.

6. Academic /Assessment results

Reference

Annexure D: Individual assessment report of participants

7. Critical discussion and recommendations

- The vetting process in selecting candidates was a challenge. Applicants will always expect access to money through stipends, allowances, accommodation, and meals.
- During the vetting process, the objectives and benefits of the program should be better communicated.
- Participants are to sign a clear contract regarding participation, attendance, and submission of assignments and be held to this agreement. Too many participants were absent due to work-related conditions.
- The educational level of participants must be more clearly stated as part of the application process.
- Expectation management is a crucial part of the induction process and needs to be managed by Metropolitan as the project initiator.
- There must be a clear policy on the involvement of other commercial mentors and businesses regarding the use of their brands, participation in the brand promotions, and especially professional compensation for accommodation, and professional time. During the first industry week, such mentors were willing to contribute professional time, but after a better understanding that the exercise was not to the benefit of Agri Enterprises as a commodity group, they withdrew from the second round.
- Challenges from learners regarding transport and accommodation need to be managed before time.
- Metropolitan to consider using the concept of life insurance to create wealth within one generation, whereby policy installments are generated through small-scale crop and vegetable production.

8. Conclusion

Agri Enterprises (Pty) Ltd, and the International Agricultural Academy for Africa (Pty) Ltd, through this report, believe to have reached all the outcomes of the contract with Metropolitan Life.

We sincerely hope that the Metropolitan Marketing and Management teams were satisfied with our service delivered and that we will have through this contract a long and sustainable business relationship in the future towards the development of more Collective Shapers.



Johann Stassen
Director: Academics
6 April 2022

