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Khulisani Foundation Interim Report





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1. Executive Summary

The Khulisani Leadership in Agriculture program is a 6-month Agri-SETA accredited initiative aimed at equipping young adults in Raphuthi, Thabazimbi (Limpopo) with practical agricultural skills, income-generating opportunities and sustainable livelihood strategies. Given the high youth unemployment rate and the lack of post-matric educational opportunities in the area, this program serves as a critical intervention for economic upliftment and food security. With Mamba's support, we have trained young students in two foundational SETA-accredited unit standards:

- **Apply Elementary Farm Layout & Infrastructure Planning** – Optimising land use through infrastructure layout for efficient, sustainable farming.
- **Plant Propagation** – Seedling production to ensure reliable, cost-effective plant variety and availability from the beginning of the farming process.

While leadership and psychosocial support elements are both present and essential in the program, the primary focus remains on practical agricultural training and employability. This interim report highlights our progress, challenges, financial overview and next steps.

2. Program Objectives

The goal of our program is to train 40 young adults between the ages of 18 and 35, in leadership through agriculture. This skills transfer program aims to activate sustainable livelihoods for these potential leaders who become change agents of the community in which they live.

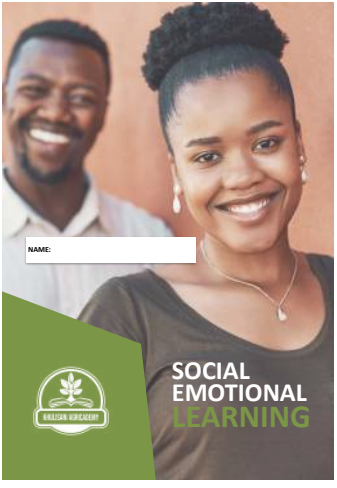
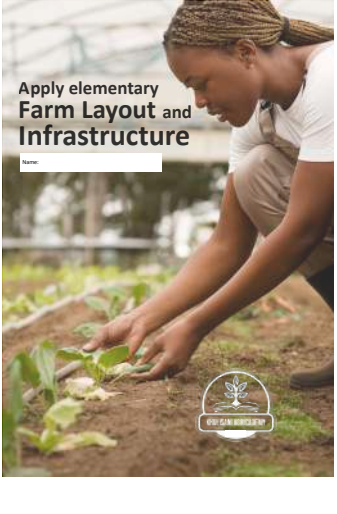

Our objectives are to:

- Develop practical agricultural skills among students
- Enhance youth leadership and community engagement
- Promote sustainable livelihoods that ensure food security
- Increase employability and entrepreneurial opportunities
- Support personal growth and empowerment
- Reduce youth unemployment within the community

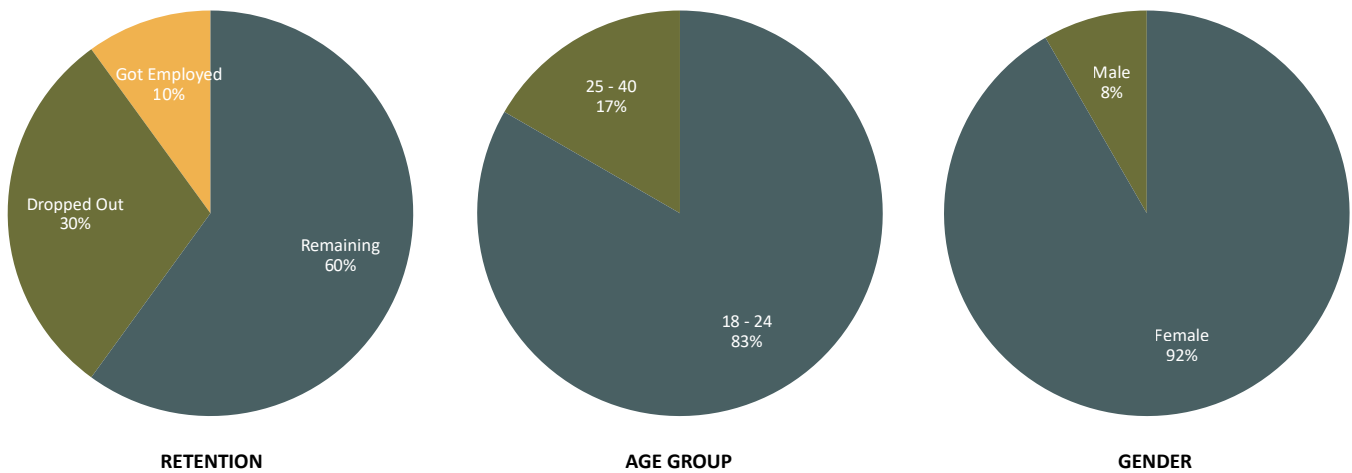
3. Pre-assessment

At the start of the program, students completed pre-assessments in agriculture, mental health and leadership. The agriculture assessment measured farming experience and knowledge of practices like land use. The mental health assessment gauged emotional resilience and stress levels. The leadership assessment evaluated self-perceived leadership, communication and decision-making skills. These baseline assessments helped tailor the program to individual needs, track progress and provide effective support in all growth areas.

4. Key Achievements

Modules	Description	Outcomes
	<p>Social Emotional Learning (SEL) Aligned to the Department of Education and Department of Social Development guidelines</p>	<ul style="list-style-type: none"> • 12 students participated in 2 psychosocial workshops focussing on self-awareness and self-management • Greater engagement and commitment to the program due to the psychosocial support received • Students have shown noticeable growth in self-confidence and leadership abilities, enabling them to take initiative and contribute meaningfully to group activities
	<p>Farm Layout and Infrastructure: NQF Level 1 SAQA ID: 116172 14</p>	<ul style="list-style-type: none"> • 8 students from the first group of 10 successfully attended training, completed assessments and all achieved competency • Students understand the need to strategically plan farm layouts and infrastructure to minimise environmental impact and promote the sustainable use of natural resources • Positive feedback from students indicates increased confidence in their ability to plan and manage agricultural projects
	<p>Plant Propagation NQF Level 4 SAQA ID: 116316</p>	<ul style="list-style-type: none"> • 12 students successfully attended training, completed assessments and all achieved competency • Practical application with students receiving guided facilitation on successfully starting and nurturing seedlings • Students learnt to assess and manage environmental factors in the propagation area for optimal conditions for seedling growth

5. Beneficiary Profile



6. Challenges and Lessons Learnt

- **Slow Recruitment & Program Adaptation** - Initial recruitment was slow, delaying the program's start. To keep momentum, we pivoted by splitting students into smaller groups so that training could begin while additional applications were processed. This flexible approach allowed for a staggered recruitment model, ensuring training progresses while still accommodating new applicants.
- **Inadequate Training Venue** - The venue provided was a church structure without desks and lacked proper ventilation; making it uncomfortable for long training sessions, especially in hot weather. We identified and secured a better-equipped learning space at the Tshepong Centre, which has improved training conditions and student engagement.
- **Student Retention** - Since the program does not offer stipends, some students have dropped out when they find temporary or low-paying jobs, prioritising short-term financial needs over training.
- **Communication Barriers** - Poor cellphone network coverage in the area means that students often do not receive messages on time. Additionally, limited access to mobile data makes it difficult for them to stay updated, requiring individual phone calls for important communication.
- **Weather-Related Disruptions** - Heavy rains have occasionally affected training sessions, requiring rescheduling. In these cases, we've had to adjust training schedules to help minimise disruptions.

7. SWOT Analysis

Strengths

- Comprehensive and varied teaching models
- Successful training and assessments, with students demonstrating competency

Weaknesses

- Limited reach due to recruitment challenges
- Lack of stipend deters participation and affects recruitment and retention

Opportunities

- Potential to supply local feeding schemes and businesses with produce
- Addressing youth unemployment by developing entrepreneurship and leadership

Threats

- Economic instability and lack of local infrastructure (e.g. markets, transport) may limit outcomes
- Potential resistance may arise from reliance on feeding schemes over self-sufficiency

8. Monitoring and Evaluation Framework

Performance Indicator	Baseline Value	Target Value	Actual Value	Data Collection	Assigned Person	Monitoring Frequency	Data Source
Number of Students	10	20	12	Attendance register	Bianca Masina	After each event	Training records
Number of Contact Hours	40	80	60	Facilitator timesheet	Bianca Masina	After each contact session	Facilitator timesheet
Program Retention Rate	50%	65%	60%	Attendance register	Bianca Masina	At each phase of the project	Attendance records

9. Financial Overview

Funds have been carefully allocated to ensure maximum impact, prioritising essential training resources and program delivery. While minor adjustments were made to cover unforeseen transportation costs, these were managed efficiently without exceeding the budget. The program remains on track financially, with resources being used effectively to achieve its objectives.

No	Item	Initial Budget	1st Tranche	Actual Expense
1.	Tuition	R 150,000.00	R80 000,00	R 110,000.00
2.	Agronomy	R38 000,00	R20 000,00	R 8,171.00
3.	Uniforms	R24 800,00	R 0.00	R 0.00
4.	Excursion	R20 000,00	R 0.00	R 0.00
5.	M&E	R35 000,00	R25 000,00	R 17,500.00
6.	Transport	R84 000,00	R62 500,00	R 80,000.00
7.	Accommodation	R48 000,00	R20 000,00	R 0.00
8.	Meals	R48 000,00	R24 000,00	R 8,210.00
9.	Management	R89 560,00	R46 000,00	R 44,780.00
TOTAL				R 268,661.00

10. Future Goals and Plans

Building on the progress made, the program will continue to expand and enhance students' skills through additional training and practical experiences. The key next steps include:

9.1 Training in an additional unit standard "Fertilize Soil and Basic Plant Nutrition" to deepen students' understanding of soil health and sustainable farming practices.

9.2 Practical application in the tunnels at Naletsana Combined School, allowing students to apply their skills in a controlled and productive farming environment.

9.3 Engaging the second group of 20 students, ensuring broader reach and impact within the community.

9.4 An excursion to an agribusiness within the value chain, providing students with industry exposure and insights into potential career and business opportunities.

The successful implementation of this program creates an opportunity to reduce the community's reliance on external food assistance programs by empowering it to feed itself. This self-sufficiency will cultivate a sense of ownership, reducing dependency and ensuring that the community is better equipped to manage its own food security.

These next steps are crucial in deepening the program's impact by enhancing skills, encouraging self-sufficiency and strengthening connections between students and the broader agricultural sector, ultimately paving the way for this opportunity to be fully realised.

In the near future, we envision supporting students in establishing a community-based cooperative focused on food production, with the potential to supply the Mamba Cement plant and local businesses. This initiative will address local food security needs, create economic opportunities and contribute to the long-term sustainability of the agricultural sector and the broader community.

11. Acknowledgments

Mamba's support has enabled a tangible shift in agricultural education and economic potential in Raphuthi. This program is more than just skills training; it's about empowering youth, enhancing food security and creating pathways to employment and entrepreneurship. The first cohort taking steps toward empowerment represents a critical milestone and the inclusion of leadership and psychosocial support is key to their development.

While the core focus remains on practical, job-ready agricultural skills; we recognize the importance of building mental resilience and leadership capacity to develop well-rounded individuals. Leadership development and psychosocial support are essential, as they provide the foundation for students to grow not just as skilled farmers but as community leaders and resilient entrepreneurs. With continued investment, we can expand opportunities for Raphuthi's youth, strengthening both individual empowerment and rural agricultural resilience.

Warm Regards,



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