

REAP

RURAL EDUCATION ACCESS PROGRAMME

END OF YEAR PROGRESS REPORT **July – December 2007**



Accessing higher education for rural youth from poor communities



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REAP

Rural Education Access Programme

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PBO Exemption no: 930 002 334



REAP is an associated body of the Southern African Catholic Bishops' Conference



REAP is in partnership with the National Student Financial Aid Scheme (NSFAS)



REAP end of year progress report 2007

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I. INTRODUCTION

This report covers the period July to December 2007 and follows on from the 2007 mid-year report covering the period January to June. Previous REAP progress and annual reports are available on the REAP website at www.reap.org.za. The purpose of REAP progress reports is two fold. Narrative reports are an accountability mechanism for REAP partners and supporters as well as REAP's Board and the Southern African Catholic Bishops' Conference. Equally important, however, is the internal function of documentation and learning through reflection.

A number of student advisor accounts and student stories have been included in this report to share the very real human richness a programme like REAP encounters daily. Real names have not been used in this report other than for REAP graduates.

2. STUDENT PROFILE

REAP supported 361 students in the second semester of 2007, 179 females and 182 males. The REAP mid year report recorded 354 students on the Programme, 114 new & 240 continuing. Seven (7) additional students were taken on in the second semester:

- 6 new students registered at TUT for engineering in 2nd semester. These students all came from schools in Limpopo Province participating in a Kagiso Trust school development programme.
- A continuing student from WVSU needing assistance to complete one course to enable her to graduate in Hospitality Management.

Student Numbers

Gender	New	Continuing	Total
Male	63	119	182
Female	57	122	179
Total	120	241	361

Number of students by type HE Institutions

Gender	University	University of Technology	Total
Male	108	74	184
Female	104	75	179
Total	212	149	361

Details of the student profile for 2007 - origin, course of study, Higher Education (HE) institutions etc - were provided in the mid-year progress report (available at www.reap.org.za).

3. STUDENT SUPPORT

3.1 ENABLING ACCESS

NSFAS loans

R 1 609 440 of NSFAS loan funding was administered in 2007. REAP did not use its full allocation due to containing student intake in terms of the number of students REAP could provide access grant support to and maintaining a manageable cohort of students per student advisor. In retrospect, given the capacity constraints experienced in 2007, this was a useful decision! In addition more students than previous years acquired tuition bursaries during the year and therefore did not require loans.

Eighty-two (82) first year students received loans through REAP, four (4) of whom received second loans to top up the NSFAS loans they accessed through their institutions. For the seventy-eight (78) first years who received their full loans through REAP the average loan was R 17 320.

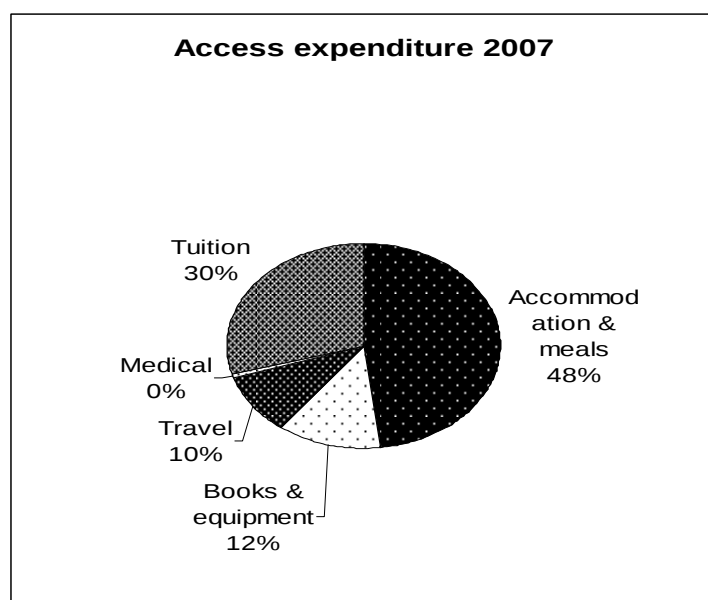
Other than top-up/second loans the minimum first year loan was R 7 440 and the maximum was R 42 500. This loan exceeded the general NSFAS maximum loan amount and REAP had to obtain special permission for this Rhodes student. There was only one other loan at the general maximum for NSFAS for 2007 – R 35 000.

Twenty-five (25) continuing students accessed loans through REAP, sixteen (16) of whom were second or top up loans. The average loan was R 10 339 with the smallest loan being R 2 604 and the largest being R 26 716.

A total of one hundred and seven (107) loans were administered in 2007. Students entering the Universities of Cape Town and Stellenbosch did not require REAP support to access NSFAS loans. These institutions formulate comprehensive packages of support for financially needy students selected to enter their institutions.

Access grants

R 2, 283 481 was spent during 2007 on 353 students to enable access and sustained study. Meal and accommodation allowances were paid monthly ensuring regular contact between student and student advisor. A system of email requests for allowances was very successfully put in place.



Comment - Access under-expenditure

Although REAP's 2007 overall expenditure was 95% of budget, there was a 22% under- expenditure in terms of the access payments budget. There are a number of possible reasons for this. More than the usual number of students received full cost bursaries during the year and did not need full access grants. Students receiving reasonable stipends during In-service Training (IST) did not require the full annual access grant. Students studying for one semester, or taking a limited number of courses in order to complete their studies, did not receive full access allocations. Monthly access payments were terminated for students who were excluded after the first semester due to weak academic performance or for failing to maintain their relationship with REAP.

Never the less REAP is committed to investigating and understanding this under-expenditure in order to address the issue, improve expenditure to budget for 2008 and planning for the 2009 budget. We will report on interventions and plans in the mid year report of 2008. REAP is committed to delivering the best possible developmental and sustained support for students on the Programme.

Comment - Emerging trends – Bursaries

Starting in 2006 and escalating in 2007 an increasing number of REAP students have acquired bursaries. These are acquired once students have registered and commenced their studies. They may be obtained in later years of study, dependent on good academic results or particular courses chosen for study, or in the first year of study, informed by good senior certificate results or a particular course of study. These bursaries are from state departments, provincial departments and the corporate sector. We believe they are in response to the skills shortages experienced by both the public and private sector and Corporate Social Investment (CSI) requirements. Some bursary providers are recognising that support for disadvantaged students is important to complement the financial support and enable success. Without REAP's access support, which facilitates entry into HE institutions and commencement of studies, these students would not be present to take up the bursaries on offer. We believe that the acquisition of a bursary is an early indicator of impact for REAP.

An early success

Phiso was recruited in 2006 from the Witbank area. His matric aggregate was M1680.

He secured a place to study at Rhodes University for a Bachelor of Commerce in Accounting. He consistently achieved averages of 70% or more for all his courses in his first year (2007). He totalled 5 distinctions and earned a place on the Dean's Academic

Merit list at the end of the year. He made the most of opportunities winning a cell phone in REAP's Women's Day competition with a poem about his mother. He also gained a R26 000 tuition bursary from the South African Institute of Race Relations. Towards the end of the year he became a residence sub-warden, which is a great achievement as this position is, in most cases, open for senior students. He is earning a salary as a sub-warden and has his own flat. He is now responsible for the wellbeing and discipline of his peers in the residence. For 2008 Allan Gray Fellowship Awards has offered him a full cost bursary, covering his tuition, residence, meals, books and a monthly stipend of R550. At the beginning of the year he contacted his student advisor and informed her of his Allan Gray award. He then said it would be unfair of him to ask for REAP assistance due to the above award. "Please offer assistance to another applicant as he or she may need REAP more than me".

3.2 ADVICE & COUNSELLING

Telephone counselling

An average of 192 pre-booked toll-free line telephone consultations took place per month in 2007. This activity is one of the major components of REAP's work. Student well-being and academic progress was monitored. Solutions to students' day to day problems were facilitated. Students were motivated and home trips and community service organised. Students were supported through difficult times – test failures and family problems. Some of the depth and richness of these engagements is captured in the student stories in this report.

Nomiso's challenge

Nomiso was a final year marketing student who was unable to access financial aid from her institution due to the administrative dysfunction at the institution. She approached several different sources at the institution in the hope that she would be able to access financial aid but due to the financial aid officer being unapproachable and a gatekeeper to Financial Aid she had to resort to requesting assistance from REAP in this regard. What really astounded the student advisor was the tenacity and persistence of the student. She refused to be discouraged by the stumbling blocks that she encountered, stayed positive and focused on completing her final year.

The August field trips

Student advisors travelled to HE institutions in Gauteng, Kwa Zulu Natal (KZN), Eastern Cape and Bloemfontein for face to face student engagement in August. Western Cape students were also visited on their campuses.

One-on-one and group engagements focused on:

- Student well-being
- Academic progress monitoring and planning remedial action where necessary
- Reviewing student finances
- Finalising outstanding National Student Financial Aid (NSFAS) loan applications
- Preparing students for 2008 REAP and loan applications
- Workshop organisation
- Community service feedback and follow up
- Follow up on peer support

Eighty-eight percent (88%) of students expected to attend August contact sessions attended. It is often not feasible for students undertaking in-service training to attend contact sessions as they are not on campus.

Contact sessions are taxing on student advisors. REAP students often carry unfair burdens as the student advisor accounts below illustrate. Sharman Wickham, leading the research team for the REAP project to define the factors that enable success for disadvantaged students, referred to later in the report, says that all students have problems but it is the number of difficulties, the intensity of difficulties and the simultaneous nature of problems that disadvantage poor students.

Family pressures

Mane, a second year B.Com Agriculture student at University of Pretoria has been struggling to cope academically due to family concerns. Mane's mother is ill back at home. She is suffering from severe diabetes and has been in and out of hospital. What worries Mane is the fact that her elder brothers are married and have families (even though they still take care of their mother).

Mane is very close to her mother and would like to give her mother more emotional and moral support until she has recovered. She is frustrated by the distance, being in Pretoria, far away from home, which is near Qwaqwa. The last time she went home she realized how ill her mother was but her condition stabilized only to worsen when Mane got back to university. The student broke into tears as she shared the news with me and to some extent I also felt emotional. The result of this stressful situation also had a negative impact on Mane's academic progress. She failed some courses and was placed on conditional status, so that she could go for extra academic support. At the end of our meeting I could say that she felt better having shared with me but also being reassured that her mother will get better, as she is receiving treatment and also support from other family members. It was also important for me to encourage Mane that at times she needs to visit a counsellor at the Student Support if she does not have support from her friends at the institution.

Liam, a B.Ed senior student at University of North West has been struggling with multiple issues. This is a story of a student who is determined to succeed in his studies despite the distractions along the way. Liam comes from Mahemsvlei, a farm far outside Klerksdorp. His family depends on subsistence farming and also seasonal farm work in the surrounding areas. The student is poor to the extent that he has to drink water should he run out of his food monies. Nonetheless, the REAP support he receives sustains him and, in his words, gives him motivation and reason to survive. Liam went to see an optometrist as he had an eye problem. REAP helped in paying for the doctor and making sure that the student wrote his exams. The doctor found that the student did not only have an eye problem, but also suffered from a severe depression. The report from the doctor also stated that the student should go for a brain scan in a bigger hospital such as Baragwanath. The student was very worried about his progress, having all these disruptions, and was also worried about how he would cover the medical expenses. He was feeling down and out but fortunately the doctor in Vanderbylpark assured the student that he would organize as best as possible cost effective if not free services for the student. In short, the student received free medical treatment and was able to write some of his final exams. The student shared with me his determination to succeed while also taking care of his health and routine checks as prescribed by the doctor. For me this was a sad story to listen to especially when the student gave me details and I was out of words and also could not imagine who would help the student, as it was a very serious issue.

Group sessions enabled students to connect with other REAP students – first years with seniors and students studying in similar streams. Information and experiences were shared in these sessions. A start was made to setting up a “buddy system” on Eastern Cape campuses to promote a network of REAP students.

3.3 INSTITUTIONAL LIAISON

Student advisors engaged with institutional staff during these visits, meeting financial aid officers, student counsellors, personnel in student development programmes and student support services. Building and sustaining these relationships is vital to enable referrals. In many cases institutional staff are better placed to provide support services and REAP student advisors play an important role in steering students to the services available to them on campus. One Johannesburg institutional student counsellor identified lack of confidence in English as one of the reasons student support services were not used. He said that service providers are English speaking in a system that is very unfriendly to a person who is not articulate enough to express their needs. Student counselling services vary from campus to campus. Services may have a clinical focus and might not be perceived as user friendly for the likes of REAP students. At the Nelson Mandela Metropolitan University (NMMU) the student advisor embarked on an intensive discussion with staff at Student Counselling, the Writing Centre, and the Centre for Learning and Teaching to explore the concept of a REAP student development programme delivered in partnership with institutional services.

Institutional challenges

- A strike at Tshwane University of Technology prevented meetings with personnel in August.
- Rhodes University regards REAP's registration payments as a bursary which reduces the NSFAS loan amount but is not taken off the standard expected family contribution (EFC) of R 2000. Many REAP student families are simply not able to make any contribution to fee costs. REAP is in dialogue with Rhodes management regarding waiving the EFC and residence deposits for REAP students.
- Fort Hare students struggle with access to computers. The ratio is 33 students for one computer. Consequently students have difficulty completing their assignments and meeting deadlines. The nearest stationery store is in East London and students only received NSFAS loans for 30% of their tuition fees due to the huge need and wide distribution of Fort Hare's NSFAS allocation.
- Students complain of the quality of meals on many campuses. The cost of food from commercial outlets on campuses, where students can use their meal cards, is also high.

Walter Sisulu University

WSU consists of the Butterworth (ex- Eastern Cape Technikon), Berlin/East London (ex- Border Technikon) and Mthatha (ex UNITRA) campuses.

Walter Sisulu University (WSU) is fraught with a range of challenges. Financial Aid at the institution was unable to provide full NSFAS loans as their allocation was exhausted. Upgrades to IT systems resulted in students knowing their June results only in September. Non-reconciled fee accounts made determining required loans difficult. Students reported lecturers not attending lectures and Cost Accounting students were without a lecturer for a period during the academic year. Student counselling services are not available on most campuses. There is no intra- or internet service and there are no Telkom (public telephone) services making it very difficult for students to communicate with REAP. Maybe consequent to these factors, students are wary of engaging with staff, asking questions and asserting their rights. REAP is currently supporting only continuing students at WSU.

Intolerance of diversity

At the University of Free State (a dual medium institution – Afrikaans & English) REAP (black) students say that it is difficult to walk around campus at night without being harassed or accosted. Male students find hostel conditions untenable due to intimidation. They struggle with the timing of English lectures and tutorials. English tutorials may finish late in the evening making attendance for students off campus very difficult. Since the majority of academic staff lecture in Afrikaans, students find it difficult to understand and engage with the lecturers. They note the support given to Afrikaans speaking students.

At Nelson Mandela Metropolitan University students have also raised the lack of integration, subtle racism and diversity concerns.

The preservation of culture and tradition cannot be a noble aspiration if that cultural practice or tradition oppresses another person or group, whether that group be black or female.

As with the student concerns recorded later in this report REAP seeks ways of combating the individual and institutional challenges faced by REAP students. Top up NSFAS loans are processed from REAP's NSFAS loan allocation. Cell phone communication arrangements are made. Peer support is fostered and meal allowances are provided. But, REAP has a bigger responsibility in documenting the myriad of difficulties that poor HE students encounter that are likely to impact on their academic success.

3.4 OTHER SERVICE PROVIDERS

In some instances during August field trips, especially where new student advisors were taking over, introductory meetings were held with external service providers such as doctors, St John's Ambulance Eye Clinics, student accommodation providers and workshop facilitators.

3.5 WORKSHOPS

Second semester workshops

Institution locations	Month	Topic	Notes
E Cape institutions	August	Motivation	
Nelson Mandela	October	Preparation for exams	
	September	Study methods	
Western Cape institutions	August	Motivation	
	October	Work preparation	Senior students
Bloemfontein	August	Work preparation	
	October	Work preparation	Senior students
Kwa Zulu Natal	October	Work preparation	
Tshwane Uni. of Tech.	August	Cultural diversity	
Johannesburg	August	Motivation & goal setting	

Attendance at workshops was patchy with the first years the main participants. REAP was challenged by high staff turnover in 2007 (referred to in more detail later in the report) and the workshop programme suffered to some degree as new staff slowly found their feet. This was addressed at a strategic planning session in December where the framework for a re-worked student support and development programme was introduced.

Motivation

Hector Motaung facilitated motivation and goal setting workshops around the country for REAP students. REAP's new student advisors observed the following:

Motivation workshop

The students were de-motivated because many of them did not do so well in their June exams. This workshop gave them a few tips on how to improve their studies by starting with their attitude and implementing the AGPAPS principles (**A** → Attitude, **G** → Goal, **P** → Practice, **A** → Associations, **P** → Perseverance & **S** → Sacrifice). Students at first appeared to be tense. However, the experience and excellent facilitation skills demonstrated by the facilitator ignited reaction, and interaction amongst the students. Students were given an opportunity to present their own ideas and this gave them an opportunity to develop themselves. Some of them were presenting for the first time. They all looked petrified but I was impressed with how they handled themselves. As much as they were nervous, they took the challenge with enthusiasm. Healthy debate, interaction and engagement with the facilitator and amongst the students became very apparent. The facilitator was able to identify with the students, they shared common life experiences and the facilitator used exploration and probing techniques to involve the students in the workshop. The energetic facilitation style, the common culture and shared language can be regarded as factors that elicited positive response from the students. - *Jhb Student Advisor*

Work preparation

A programme of three intense work preparation workshops was delivered in three national locations during early October. Thirty-eight (38) senior students attended these one day workshops facilitated by Lynn Hill-De Wet. Ms de Wet has regularly assisted REAP with employee selection. The workshop consisted of two components - self awareness and technical aspects.

Self awareness was linked to the six identified employability bands which international research has shown are the generic competencies that future employers seek - responsibility, adaptability, teamwork, problem-solving, communication skills (oral, written and visual) and information processing. This component was also linked to personal attributes interrogated in the selection interview as well as those required for job and life success - self belief and a positive self image, tools to develop self esteem, goal-directedness, proactive model vs. reactive model and opportunity thinking vs. obstacle thinking.

The technical component covered: the employability model, the professional Curriculum Vitae, the professional cover letter, competency based interviewing (typical questions and listening skills), and the interviewer's expectations from the interviewee (dress code, body language and ethics of the ideal employee)

The Kwa Zulu Natal students found this workshop particularly challenging. They struggled with language and appeared less confident than other students.

3.6 HIV & AIDS

Workshops/ group sessions

Location	Topic
Tshwane/ Pretoria	Prevention and Care
Durban	De-stigmatizing and caring

The Pretoria workshop was facilitated by a REAP first year B Sc student. He sought to interact with his first year peers by providing information and encouraging sharing of views on care and prevention. Student advisors attending the workshop observed that:

- Students do not openly talk about HIV and AIDS.
- Stereotypes and taboo still exists in relation to being infected or affected by HIV and AIDS.
- Talking about sex is a closed subject for some rural students
- Students receive different messages as to what to do and to how to prevent the spread of AIDS.

Based on visits to students in KZN in March and May and telephone sessions with students through the first half of the year, the student advisor for KZN identified that a lot of students reported that someone close to them was sick and that they were constantly worried about the situation at home, which affected their studies. The purpose of the workshop held in August in Durban was to open a platform for students to talk about their experiences of HIV and AIDS, how it has affected them or their families and also to share how to handle situations with empathy. The student advisor herself had to deal with loss during the year.

Losing a student

Just after the Easter vacation the student discovered that she was HIV positive. She decided not to return to the institution and therefore REAP could not support her because she had dropped out. The student was hospitalized. It was difficult to keep in contact with the student because she was in a deep rural area where there is no network. When I received the fee statements in October there was a note that the student was deceased. This was shocking. I finally got hold of her sister who confirmed that the student had passed away on 21 May 2007. As a student advisor I felt almost powerless. I feel that this student could have had a long healthy life if she had chosen to continue with her studies because the institution has a very good programme, from testing and vitamin supplements to ARV's and support groups.

Kanyisa, REAP's new student advisor in Gauteng, wrote the following accounts recording the impact of AIDS on students but also illuminating the strength of the young people supported by REAP and the reasons for choosing service careers.

Affected by AIDS

Miso is doing her fourth year in Bachelor of Nursing at Medunsa. Academically she is doing exceptionally well and yet she carries with her a predicament that would paralyze anyone from functioning optimally. Her sister who is 5 years old was born with HIV, and now has full blown AIDS. She mentioned that the child is very sick and she is not that positive about her health anymore even though she is on ARVs. She looked tired but she mentioned that her education is playing a huge role in the situation. The grandmother is taking care of the child, because the mother passed away a while ago. But she says she is able to remain on campus and press on with her studies because she is in a position to advise and make sure that they take the necessary steps to take care of the child. She went on to say that if she was not well informed about HIV through her studies, maybe she would not have been able to handle the situation as well as she has done.

What stood out for me was how easy it was for the students to open up. It's almost as if they have been waiting to unburden themselves, even if it meant just for a minute. Having a person who asks a simple question like "how are things at home?" presents an opportunity to just share one's troubles with someone who cares. Individual consultations brought a realization that these young people do not just deal with poverty, language barriers, social divisions, academic challenges, environmental challenges; their challenges are a whole lot more holistic. They have to deal with themselves, their dreams, their studies, their acceptance and adaptation in a strange environment with strange people, but they carry their family problems with them wherever they go.

The second student who also stood out for me was **Sisano** who is doing a social work degree at the University of Pretoria. He has a very mature perception about certain aspects of life, but he indicated that he has not always been like that. Life has thrown a few misfortunes towards him and as much as he was bitten quite hard by those moments, he has drawn strengths from them, and he has become a much better person than before. When one encounters Sisano for the first time, the first thing that comes to mind is that he is definitely an arts student. When I saw him, immediately I had a jazz musician in mind. I certainly did not think that he would be studying towards being a social worker. The incongruence brought inquisitiveness on my side, which made me ask "why did you choose the field of study that you are in?". The primary reason was his mother. His mom was diagnosed with HIV and she has a history of drug abuse. He said that before his mother was diagnosed, he was very quiet and he kept to himself most of the time and detested being around people. However, when his mom started to open up about her status and she used to have talks in the community, he would accompany her. As time went on, as much as the situation was a sad one for him, he soon realized that he loved working with people as opposed to his previous conviction. He then decided to pursue his studies in social work. He said that a sad part of his life has helped him grow into a better person. I looked at this young man and I just thought of what we tend to forget when we are faced with adversities, in Xhosa we have an adage that says "**Indlovu ayisindwa ngumboko wayo**". This means that an elephant never finds its trunk

heavy. In more sophisticated terms, it means "Every test that you have experienced is the kind that normally comes to people. But God keeps his promise, and will not allow you to be tested beyond your power to remain firm, at the time you are put to the test, he will give you the strength to endure it, and so provide you with a way out". Needless to say as our conversation carried on, it came to light that he is also a musician and that he belongs to a band and he is a guitarist. I smiled to myself when he said this because this was my first impression of him. He is convinced that what he has chosen to study is exactly where he wants to be and that he could not have chosen a better career.

3.7 STUDENT ISSUES AND CONCERNS

Some of the issues raised by students in engagement with their student advisor during the second semester included:

- Campus life challenges – peer pressure, noisy residences
- The need for motivation, specially after June examinations and vacation
- Dealing with failure was difficult and the feelings of hopelessness were expressed by the students
- Time management was a critical challenge as the students reported that they spent much time doing the social rounds and procrastinated with getting their academic work done – especially challenging for first years
- Lecturers not always arriving for lectures (WSU)
- Feelings of stigmatization associated with attending Student Counselling – students felt it indicated that they were not coping with their studies
- Feelings of stigmatization associated with being on Foundation or Extended Programme and not a truly first year student
- Difficulty with English and communication
- Quality of meals
- Engineering students at Tshwane University of Technology (TUT) found Applied Mechanics difficult
- Anxiety about outstanding balances and being able to get results after the final exams in November
- Challenges of job hunting and having to return to a rural home after completing examinations in November.
- A host of concerns around family and home

Some of these issues are common and were addressed by REAP, in partnership with student support services, through workshops and group sessions (e.g. time management and motivation). REAP hopes to reduce the negativity associated seeking support by integrating student counselling sessions into the student development programme. REAP will also promote vacation work and volunteerism for students to develop personal portfolios and address employment issues during the final year.

Student advisors recorded:

- Anxiety at examination time and fear of failure including stress and anxiety for final year students as they realized how important the final exams were and how success or failure would impact on their plans for 2008.

- Students' inability to analyse their fee statements and unawareness of the services that they are paying for
- Students entering on extended programmes appear to fare more successfully academically than those students going into the mainstream.

Student advisors have also engaged with students wanting to change courses. REAP requests career assessments, undertaken by student counselling, prior to approving course changes and when assessing whether to continue to support students whose academic performance is weak.

4. COMMUNITY SERVICE

A sample of REAP students recorded 62% of students having undertaken community service by August 2007. Student advisors experienced both enthusiasm for community service from students and a casual attitude from some senior students who saw it as a REAP chore rather than a step in their own development. Many students used their recent Higher Education experience to inform Grade 11 and 12 learners at their previous schools. Others volunteered at clinics and libraries. Student advisors, conscious of the developmental potential of community service, encouraged senior students to find an activity that was closely related to their field of study. A Bio-Technology student at the Vaal University of Technology worked in a laboratory during the June holidays. This brought him closer to his dream of working with samples in a science laboratory and motivated him. A small number of students opted for participation in ongoing community service projects in their university locales and became involved with volunteering their time once a week for orphanages, AIDS shelters and other projects.

Monitoring of community service during the second half of the year led to this issue being addressed at the REAP strategic planning session in early December. Student advisors are aware that community service can contribute to the students' development and enhance their prospects of employment. Planning for community service is important and this will be built into the re-worked student support and development programme that forms part of the contract between REAP and the student.

Eleje is a Civil Engineering student at Central University of Technology (CUT). 2007 was his first year and he achieved excellent results from the beginning. When he was at home for the June holidays, he was invited to his high school, where a teacher was on maternity leave, to teach grade 10, 11 and grade 12 for a couple of weeks. He says he enjoyed this very much, not only because it shows that he is well respected for his academic abilities, but he was happy to be given an opportunity to help others from his hometown and try to inspire them. Eleje shows a lot of maturity for an 18 year old student.

5. STUDENT PERFORMANCE

5.1 GRADUATES

A list of 2007 REAP graduates (who completed their studies in 2007 and will graduate early in 2008) is provided at the end of this report. Where information on employment is known to REAP this has been included.

- 56 REAP students completed their studies, seven (7) others are waiting for the completion of practicals, supplementary examinations etc
- Graduates came from all 9 provinces of South Africa and a range of HE institutions.
- 36 students completed their studies in minimum time
- 4 graduates needed an extra 6 months (one semester)
- 16 graduates needed an extra year (2 students spent a year trying to secure in service training)
- 36 students achieved National Diplomas
- 20 students will receive degrees
- Qualifications were obtained in the following fields: engineering, accounting and commerce, science, human and health sciences, law, building, tourism and sport.
- 12 have registered for post graduate studies
- At least 22 had secured employment at the time of writing this report

Through with flying colours

Caudilia Karolus, from Saron in the southern Cape completed her ND Biotechnology programme at the Cape Peninsula University of Technology (CPUT) in minimum time obtaining 14 distinctions from 16 courses.

Graduates (completed studies during or at end of 2007)

Qualification	No. of graduates			Institutions
	M	F	Total	
ND Biomedical Technology	3	2	5	DUT, CUT, TUT, CPUT
ND Internal Auditing		2	2	VUT, CPUT
ND Retail Business Mgmt	1		1	VUT
ND Cost & Management Acc	1	3	4	VUT, WSU, CPUT
ND Environmental Health	1	1	2	DUT, CUT
ND Travel Management	1		1	CUT
ND Office Management & Technology		4	4	CUT, VUT, CPUT
ND Accounting	1	2	3	TUT, UJ, DUT
ND Civil Engineering	1		1	VUT
ND Radiography	1	1	2	CUT, DUT
ND Sport Management		1	1	DUT
ND Human Resource Management		1	1	DUT
ND Electrical Engineering	1	1	2	CUT, VUT
ND Metallurgy Engineering	1		1	UJ
ND Building	2		2	WSU, CPUT
ND Information Technology	1	1	2	CPUT, DUT
ND Management		1	1	NMMU
BA Language & Culture		1	1	US
BA Social Dynamics		1	1	US
B Accounts	1	3	4	UFS
B Admin	1		1	UFS
B Soc Science	1	2	3	UP, UKZN
B Sc		1	1	UKZN
B Sc Chemical Science	1	1	2	UWC
LLB	3		3	Wits, UWC, Venda
B Social Work		1	1	UKZN
B Commerce (Finance)	1		1	UWC
B Cur (Nursing)		1	1	UL
B Commerce		1	1	UKZN
BA Social Dynamics		1	1	US
BA (Language & Culture)		1	1	US
B Economics		1	1	UKZN
Totals	23	33	56	

- Six (6) of the graduates recorded above completed their courses in June 2007, four (4) commerce students (3 at VUT & 1 at TUT) and 2 Electrical Engineering (CUT & VUT) students.
- A further seventeen (17) REAP students were expected to complete their studies by the end of 2007. Some of the reasons for this short-fall are:
 - o 1 student failed all his courses
 - o 1 student is awaiting results of supplementary examination at the end March (Visagie)
 - o 1 student will complete her in-service training at the end of February and is likely to graduate (Memela)
 - o 1 student is awaiting the re-mark of a supplementary examination
 - o 2 students doing in-service training could not be contacted for their final results
 - o 2 students await the final results of outstanding courses
 - o 9 did not obtain sufficient credits to graduate and will have to register in 2007 for the outstanding courses.

Comment – completing outstanding courses

Occasionally REAP has agreed to support senior students in need of one or two courses to obtain their qualification, to study through UNISA. In the majority of cases this has not proved successful. It seems that course content between the original contact institution and UNISA might vary too widely for students to manage this route to completion of studies.

Rural employment secured

Julie-Ann Visagie¹, a final year Social Work student at UWC worked in Belville, as a pre and post-test counsellor in the HIVAIDS clinic. She also formed a support group for her patients. She received an early offer of employment as a Social Worker in Vredendal, a rural town in the Western Cape. Listening to Julie talk demonstrates how passionate she is about the work that she does.

5.2 PASSES AND PROGRESS

Three hundred and forty-one (341) students sat for their examinations in 2007. Eighty-four percent (83,5%), two hundred and eighty five (285), of these students passed 50% (half) or more of their courses and will either continue with their studies or graduate. The results of 10 in-service training students are still unknown.

- Overall pass rate: 83,5% (285/341)²
- First years pass rate: 82% (98/119)
- Continuing students: 84% (187/222)
- University/degree: 81,8% (171/209)
- University of technology/national diploma: 86% (114/132)
- Female students: 87% (150/172)
- Male students: 79,8% (135/169)
- **184 students (54%) passed all their courses**
- **61 first years (51%) passed all courses**
- **123 continuing students (55%) passed all courses**

Passed 50% (half) and more of courses taken

Study level	Female		Male		Sub-totals		TOTALS
	Univ	Tech	Univ	Tech	Univ	Tech	
New	31	17	28	22	59	39	98
Continuing	61	41	51	34	112	75	187
Total	92	58	79	56	171	114	285
	150		135		285		

¹ Real names have been used for graduates
The total number of students who wrote examinations in 2007

All courses passed

Study level	Female		Male		Sub-total		TOTALS
	Univ	Tech	Univ	Tech	Univ	Tech	
New	16	13	17	15	33	28	61
Continuing	38	31	29	25	67	56	123
Total	54	44	46	40	100	84	184
	98		86		184		

Steaming ahead

Keleli commenced his National Diploma in Engineering at the Central University of Technology (CUT) in the Free State at the start of 2007. His student advisor observed his confidence and focus on studies from the beginning. He obtained a government department bursary during the year but has stayed on the Programme and has been selected as a mentor for new REAP students at CUT in 2008. His results for the year were impressive. He passed all twelve modules of study and earned six distinctions, including two for maths!

5.3 IN-SERVICE TRAINING

15 students did in-service training during 2007. Five (5) completed at the end of 2007 and will graduate. Ten (10) results were unknown at time of writing the report.

5.4 FAILURESFailed more than 50% (half) of courses

Study level	Female		Male		Total		TOTALS
	Univ	Tech	Univ	Tech	Univ	Tech	
New	4	4	12	1	16	5	21
Continuing	8	6	14	7	22	13	35
Total	12	10	26	8	38	18	56
	22		34		56		

Thirty-four (34) of the 56 students recorded above failed both semesters.

One reason for failure

In August the KZN student advisor tried to understand why a second year ND Electrical Engineering student passed only one of five courses in the first semester. The student was refused financial aid due to poor academic performance and REAP sought the assistance of the student counselling service at Mangosutho Technikon. Following this the student emailed his student advisor:

Hi Wendy,

I write to tell you and staff of REAP why I failed my first semester of 2007.

I had problem at home. My grand mother moved to stay with us last year, November 2006, and she was suffering from stroke. Things became very bad since my father earns less money and he had to bring food to the table and also buy things to clean my grand mother and some traditional herbs. Now the family was starving and as the elder son I had to find job to help my father to support the family. Luckily I found the job at SPAR in Pheonix and things at home became a little bit better. This job gave me no time to attend classes. I would come only to write the tests, since my working hours were 10:00 to 20:30. My mother is not very well person and she was the one who was taking care of the house and cleaning of my grand mother. Unfortunately my grand mother passed away late July of 2007.

I am telling you this so that you know why I failed and that I was not playing around.

5.6 WITHDRAWALS

A total of nine (9) students withdrew from their studies during 2007. Three (3) students withdrew during the first semester for reasons of death, poor health and one student did not register. Six (6) students withdrew after June - two (2) did not register, 2 had other funding, and 2 made no contact with REAP.

2007 withdrawals

Reason	No	Institution		Study level		
		Degree	Diploma	Year 1	Year 2	Year 3
Medical	1		1		1	
Death	1		1	1		
Did not Register	3	1	2		1	2
Other Funding	2	2			2	
No Contact	2		2			2
	9	3	6	1	4	4

5.7 PERFORMANCE MONITORING AND CONDITIONAL STATUS

More than 65 students were put onto conditional status for the second semester. While the majority were first years there were a number of senior students as well. Students were put

on conditional status if they had failed more than half of their courses or if they had failed major courses. This was a more comprehensive approach than previous years seeking to signal and plan remedial action early. Students are given targets to achieve which will return them to ordinary status with REAP. If these targets are missed exclusion is likely. A number of students put on conditional status for the first semester were re-instated for the second semester having passed all their courses or met their targets.

6. RECRUITMENT AND SELECTION

REAP regional representatives (volunteers) attending the training workshop in May (reported on in the mid year report) returned to their home areas with 2500 application forms for 2008. In addition 6 “new” individuals and projects from KZN and the Western Cape joined in the recruitment process bringing applicants from a maths and science project in the Midlands of KZN and the Margate area of KZN, as well as from the Citrusdal and Greyton areas of the Western Cape. Some 75 or more (it is difficult to keep track of all the wonderful volunteer involvement) REAP regional representatives and committee members distributed forms, engaged with grade 12 learners and later interviewed short-listed students.

The recruitment and selection process was hampered by the mid-year teacher strike. Learners were not at school in June & July making it difficult for regional representatives to engage with them and distribute and collect application forms. However, during September and October 792 application forms were returned to REAP, processed and rated by student advisors in the REAP offices. Given that REAP had a number of new inexperienced staff and in many cases mid-year results were not available, due to the teacher strike, selection decisions were done collectively enabling exchange, discussion and joint decision making. Shortlists were returned to regional representatives for them to interview applicants during October and November and interview reports were returned to REAP offices for final short-listing in December.

A total of 512 applicants were short-listed for interviews.

- 490 (96%) applicants attended the selection interviews
- 22 (4%) applicants did not attend selection interviews
- 121 new students were accepted by REAP at the start of 2008 – 64 males and 57 females
- Although more females were interviewed, more males were finally accepted by REAP for support in 2008.

REAP has not had to refuse programme entry to students with good senior certificate results. We believe the reason for many short listed applicants not reaching the final stage of selection is that they do not obtain study places due to late applications, lack of follow through of applications and inadequate matriculation results or not meeting institutional entrance requirements.

Provincial breakdown and number of interviews

Province	No of Regions	Interview Points	No of students interviewed		
			M	F	Total
Kwazulu Natal	6	8	62	70	132
Free State	3	3	13	14	27
Eastern Cape	4	5	49	48	97
Gauteng & North West	4	3	18	9	27
Mpumalanga & Limpopo	3	3	46	68	114
Western Cape	2	4	19	14	33
Northern Cape	2	3	14	29	43
Total	24	29	229	261	490

A full schedule of interviews and locations is provided at the end of this report.

Volunteer contribution

It is estimated that at least 58, probably many more, volunteers (REAP regional representatives and committee members) conducted interviews. A very rough and conservative estimate of the time dedicated to application form distribution and collection and advising and interviewing applicants indicates that upwards of 500 hours was given to the Programme by diocesan workers, religious personnel, educators, NGO workers, retirees and others. Valued at R100 per hour this would make a contribution of R 50 000! REAP does provide very modest travel and communication reimbursement.

STUDY GUIDANCE

REAP has always been aware of students making poor study choices and this impacting on their academic performance. REAP has struggled to find an appropriate response to the need for career guidance. Following the May regional representative meeting a pilot project was commenced with two regions (Southern Cape and Kroonstad). The intention was to provide pre-application forms to Grade 11 learners to enable engagement with these learners and provide some guidance for appropriate course selection prior to their final application to REAP. Completed pre-application forms were received only from the Southern Cape. Unfortunately learners' results did not accompany these forms, as had been requested. In addition a large number of forms were received from two or three schools. It appeared that forms had been freely handed out without selective targeted distribution. These two factors made it difficult for REAP to provide the intended feedback. What has become known, within REAP as the grade 11 project was further explored at the strategic planning session in December. Potential partners have been explored and plans are afoot to take it forward in 2008. It is relevant to note however that REAP is unable to deliver any kind of comprehensive response to this nationwide challenge.

7. RESEARCH PROJECT

Factors that enable success for disadvantaged Higher Education students

A research project into the factors that enable, and hinder, success for disadvantaged rural students was commenced in May 2007. REAP commissioned Research and Academic Development to undertake this research. An external reference group was established and engaged with the research team in December. Interviews with staff and selected students were undertaken at five institutions (UJ, UWC, DUT, NMMU, and UFS) during the period. The final report is expected to be released in June and will be shared widely within the sector. This project is supported by Irish Aid. Irish Aid has been a major supporter of REAP since the programme's inception in 2001. They have been true partners with REAP in seeking to address the challenges of entrenched disadvantage in South Africa. 2008 will be the last year that REAP receives Irish Aid as their re-orientated strategic direction takes them into partnership with the Limpopo Province in term of health and education at a school level. REAP shall be enormously sad at the termination of this longstanding and mutually respected relationship.

8. REAP – THE ORGANISATION

We were very pleased to welcome Lynette Harding back following extended sick leave in mid-October. Lynette is now working part time in a support and coaching capacity. Clairissa Arendse is currently filling the programme coordinator role. Much time was, and will continue to be, spent on induction, training, coaching and mentoring of new staff members. Training sessions were mostly in-house and addressed programme implementation but two staff members did attend external Excel training. A REAP organogram is included at the end of this report. REAP has increased the number of student advisors and bolstered senior management capacity.

A three day long strategic planning session took place in early December. The primary foci were building a new REAP team, given staff turnover, and improving programme implementation. Task groups prepared theme papers prior to the session, and the following programme components were addressed:

- Selection
- Contracting with students
- the student support and development programme
- study guidance for grade 11's
- community service
- the 2008 budget

Time was spent exploring REAP's vision, mission, ethos and culture and team building games.

External facilitator comments on REAP strategic planning

Conductor Ben Zander's irrepressible enthusiasm, demonstrated in the DVD "Living on One Buttock", set the tone for the workshop. It struck a chord with the REAP team, reconnecting people with the importance of relationship - with oneself and with others - what it means to contribute, and the desire to reach beyond apparent limits.

Since the last strategic planning workshop in October 2006, the REAP team has grown from eight to fourteen. This workshop was an opportunity to bring the fresh perspectives of newcomers to bear on the experience and combined wisdom of longer serving team members, particularly in terms of the perennial task of reviewing and strengthening the Programme. The changes REAP has experienced over the past year and the prospect of ongoing change made it important to work towards establishing a common sense of purpose, identity, organisational culture and of strategy.

All organisations have tensions. If held with clarity and integrity, these give shape to the organisation. In REAP's case, there is a long-held tension about the limits to serving students. What can reasonably be expected from them, in return? To what extent are they responsible for their own success? At the 2005 strategic planning workshop, this was discussed in light of the risk of creating dependency. In 2006, there was a clear move towards recognising and rewarding evidence of students' determination to build on what REAP offers them. During the current workshop, the tension crystallised around the issue of community service. There was a distinct shift towards each student taking ownership of their own development.

9. CONCLUSION

At the time of writing this report, REAP has been informed that it will receive an Impulelelo Innovation Public – Private Partnership Award. We are convinced that student support is extremely worthwhile and will not only enable sustained study and enhance success, but will contribute to the development of confident, well-rounded, independent and community conscious professionals. The REAP team is driven by the ethos of *a community serving humanity*. We seek to pass this ethos on to students on the programme through our daily interactions.

Thanks go to all our funding partners for their loyal and generous support and the REAP Board members for their voluntary and wise guidance.

Abbreviations

CSI	Corporate Social Responsibility
CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DUT	Durban University of Technology
HE	Higher Education
IST	In-service Training
KZN	Kwa Zulu Natal province
ND	National Diploma
NMMU	Nelson Mandela Metropolitan University
NSFAS	National Student Financial Aid Scheme
REAP	Rural Education Access Programme
TUT	Tshwane University of Technology
UFS	University of Free State
UKZN	University of Kwa Zulu Natal
UL	University of Limpopo
UNW	University of North West
UP	University of Pretoria
US	University of Stellenbosch
UWC	University of Western Cape
VUT	Vaal University of Technology
Wits	University of Witwatersrand
WSU	Walter Sisulu University

REAP graduates - 2007

NAME	GENDER	PROV	ORIGIN	COURSE	INST	DURATION	STATUS
BHEBE, SAMUEL	M	NW	MODDERSPRUIT	ND BIOMEDICAL TECHNOLOGY	TUT	3 min	Employed Pretoria East Hosp
BHENGU, PHINDILE	F	KZ	WARTBURG	ND ENVIRONMENTAL HEALTH	MANGOSUTHO	3 min	
CLOETE, ROZANNE	F	NC	OKIEP	ND OFFICE MANAGEMENT & TECHNOLOGY	CPUT	3 min	Temporary employment at Media 24
DE WEE, TASWILL	M	WP	PIKETBURG	LLB	UWC	4 min	
GUMEDE, SAMKELISIWE	F	KZ	KWANGWANASE	ND RADIOGRAPHY	DUT	3 min	Employed at Ngwenezane Hospital, Empangeni – community service
HASKUT, ANDREA	F	NC	KOMMAGAS	ND INTERNAL AUDITING	CPUT	3 min	Job hunting
HLOBELO, JONAS	M	FS	BOTSHABELO	B ACCOUNTS	UFS	4 (min + 1)	Employed trainee manager
HLUNGWANI, LUCAS	M	LP	GIYANI	LLB	UNIV VENDA	4 min	
HOYI, MAKGOTSO	F	FS	WELKOM	B ACCOUNTS	UFS	3 min	Post grad studies – B Com (Hons) Accounting – UFS
JALI, NOMVELISO	F	EC	LIBODE	B ECONOMICS	UKZN	4 (min + 1)	Learnership at ABSA
JANTJIES, FIONA	F	NC	STEINKOPF	ND COST + MANAGEMENT ACCOUNTS	CPUT	3 min	Employed as trainee accountant, Levendal Associates
KAKAZA, BANDLAKAZI	F	EC	MQANDULI	B COMM	UKZN	4 (min + 1)	Post grad studies Supply Management

KAROLUS, CAUDELIA	F	WP	SARON	ND BIOMEDICAL TECHNOLOGY	CPUT	3 min	Internship at Paarl Laboratories
KHESWA, NONDUMISO	F	KZ	ESCOURT	B CUR	UL	4 min	Employed in Pretoria
KLEINBOOI, CHANTAL-LEE	F	WP	DYSEL DORP	BA	US	3 min	Post grad studies, US
LEKGAU, WILLIAM	M	LP	MNOSHUNG	B SOCIAL SCIENCE	UP	3 min	Job hunting
LOUW, FAITH	F	NW	JOUBERTON	ND COST + MANAGEMENT ACCOUNTS	VUT	3,5 (min + 6 months)	Jo hunting
LUSASA, MALIBONGWE	M	EC	UMTATA	ND BUILD	WSU	4 (min + 1)	Employed Coega
LUZIPHO, SIYABONGA	M	EC	ALICEDALE	ND MANAGEMENT	NMMU	4 (min + 1)	Employed as intern with Social Development in Grahamstown
MAKWELA, WILLIAM	M	LP	SOVENGA	LLB	WITS	5 (min + 1)	Job hunting
MANDOYI, GCOBISA	F	FS	MOTSE-THABONG	B ACCOUNTS	UFS	3 min	Post grad studies – B Com Hons Accounting UFS; funded by
MARUMO, OLEHILE	M	FS	HERTZOGVILLE	ND ELECTRIC ENGINEERING	CUT	4 (min + 1)	
MASOOA, SIBONGILE	F	FS	BETHLEHEM	B ACCOUNTS	UFS	4 (min + 1)	Job hunting
MATIASSE, MOHAU	M	FS	TROMPBURG	ND TRAVEL & TOURISM MANAGEMENT	CUT	4 (min + 1)	Job hunting
MATSOBE, MOTSOMI	M	NW	PAARDEKRAAL	ND ELECTRICAL ENGINEERING	VUT	4 (min + 1)	Employed at SABS, Pretoria
MAYEZA, MBALI	F	KZ	HIGHFLATS	ND BIOMEDICAL TECHNOLOGY	DUT	3 min	Doing her 18 month internship at King Edward Hosp
MGAWU, TABISA	F	EC	QUMBU	ND INTERNAL AUDITING	VUT	3 min	Job hunting

MJOLI, NAMHLA	F	KZ	UMZIMKULU	ND HUMAN RESOURCE MANAGEMENT	DUT	3 min	Awaiting response from Sisonke Municipality, Ixopo
MOEKETSI, PETRUS	M	FS	BOTSHABELO	B ADMIN	UFS	4 (min + 1)	Job hunting
MOFOKENG, TUMELO	M	FS	BETHLEHEM	ND BIOMEDICAL TECHNOLOGY	CUT	3 min	Internship @ Bethlehem laboratories
MOKGOKONG, LESIBA	M	LP	GA-MABOTJA	ND METALLURGY ENGINEERING	UJ	3 min	Employed Columbus Stainles
MOKHACHANE, NTLAMENG	F	EC	MATATIELE	ND RETAIL BUSINESS MANAGEMENT	VUT	3 min	Job hunting
MORABE, SHASHAPE	M	FS	TUMAHOLE	ND INTERNAL AUDITING	VUT	3,5 (min + 6 months)	Unable to contact
MOTHUPI, KELEBOGILE	F	FS	TWEESPRUIT	ND OFFICE MANAGEMENT & TECHNOLOGY	CUT	3 min	Employed SAPS
NDLOVU, CYNTHIA	F	KZ	DALTON	B SOCIAL WORK	UKZN	4 min	
NGOMANE, SIBONGILE	F	LP	MKHUHLU	ND OFFICE MANAGEMENT & TECHNOLOGY	VUT	4 (min + 1)	Job hunting
NGQONGWA, LUNDI	M	WP	ROBERTSON	B SC CHEMICAL SC	UWC	4 (min + 1)	Post grad studies – B Sc Chemistry Hons
NKWENKWE, ZIKHONA	F	EC	KING WILLIAMS TOWN	ND INFORMATION TECHNOLOGY	CPUT	3 min	Employed by the Foschini Group in Cape Town
NTWANEMIBANA, MFUNDISO	M	EC	PORT ST JOHN	ND COST + MANAGEMENT ACCOUNTING	WSU	3 min	
NZAMA, SINDISWE	F	KZ	DALTON	B SCIENCE	UKZN	3 min	Post grad studies B Sc Hons
PHILI, GABRIEL	M	KZ	PINETOWN	ND ACCOUNTING	DUT	3 min	Job hunting

RAKGETSI, KGOTLELELO	F	MP	GROBLERSDAL	ND COST + MANAGEMENT ACCOUNTING	VUT	3,5 (min + 6 months)	Part time employment in Groblersdal
RAMOLEKO MOLEBOHENG	F	FS	LADYBRAND	ND ENVIRONMENTAL HEALTH	CUT	3 min	Employed at Mantsopa Municipality in Ladybrand. Community Service
RAPOO, NTHABISENG	F	NW	LUKA	ND ACCOUNTING	TUT	3,5 (min + 6 months)	Job hunting
RATHIPE, MAMPULANE	F	EC	ALIWAL NORTH	ND ELECTRICAL ENGINEERING	CUT	4 (min + 1)	Employed at Sentec
SAAL. QUERIDA	F	NC	DE AAR	B A SOCIAL DYNAMICS	US	3 min	Post grad studies Hons Political Sc, US
SELEPE, ADELAIDE	F	GP	MAPOPANE	ND ACCOUNTING	UJ	4 (min + 1)	Employed Standard Bank
TAU, AARON	M	FS	BRANDFORT	ND RADIOGRAPHY	CUT	3 min	Community service at Ficksburg Hospital
THENA, YVONNIA	F	FS	TWEESPRUIT	ND OFFICE MANAGEMENT & TECHNOLOGY	CUT	3 min	Employed on contract basis at ABSA
TOM, THANSANQA	M	FS	TUMAHOLE	ND CIVIL ENGINEERING	VUT	4 (min + 1)	Employed Spoornet, Kimberley
VELEM, NDYEBO	M	EC	NTABETHEMBA	ND BUILDING	CPUT	3 min	Post grad – B Tech
WATERBOER, LOUWERY	M	NC	OKIEP	B COMM (FINANCE)	UWC	3 min	Post Grad – Honours UWC with funding from SETA
WEST, NATASHA	F	WP	HAWSTON	B SC CHEMICAL SC	UWC	3 min	Post grad studies B Sc Chemistry Hons at UWC
ZONDO, NOMUSA	F	KZ	NEWCASTLE	ND SPORTS ADMINISTRATION	DUT	3 min	Job hunting

ZULU, WANDILE	M	KZ	MADADENI	ND INFORMATION TECHNOLOGY	DUT	3 min	Post grad – B Tech, DUT
ZULU, ZAMAZULU	F	KZ	WARTBURG	B SOCIAL SCIENCE	UKZN	3 min	She has registered for part time post grad studies at UNISA. Has applied to the Municipality for employment

FINAL SELECTION INTERVIEWS FOR 2008 INTAKE

Province	Region	Interview Points	Shortlisted	No. of Students			
				Interviewed	Nonattendance		
				M	F	M	F
Kwazulu Natal	Dundee	Newcastle	37	17	12	4	4
	Durban	Escourt & Bergville	34	10	23	1	
		Greytown	7	5	2		
	Eshowe	Eshowe	16	7	7	1	1
	Kokstad	Kokstad	17	4	13		
		Margate	3	3	-		
	Mariannhill	Mariannhill	5	1	4		
	Ingwavuma	Ingwavuma	24	15	9		
TOTAL	6	8	143	62	70	6	5

Free State	Bethlehem	Bishops House	15	2	10	1	2
	Bloemfontein	ThabaNchu	12	8	4		
	Kroonstad	Khotsong, Bothasville	3	3	-		
	TOTAL	3	30	13	14	1	2

Gauteng	Tshwane/ Pretoria	Winterveld	9	5	4		
		Maboloka	4	2	2		
	Jhb	Edumap	8	8	-		
		Tembisa *	6	3	3		
	TOTAL	2	27	18	9		

North West	Klerksdorp	Klerksdorp	10	5	5		
	Rustenburg	Rustenburg	6	2	4		
		Telephonic	3	1	-	2	-
	TOTAL	2	19	8	9	2	-

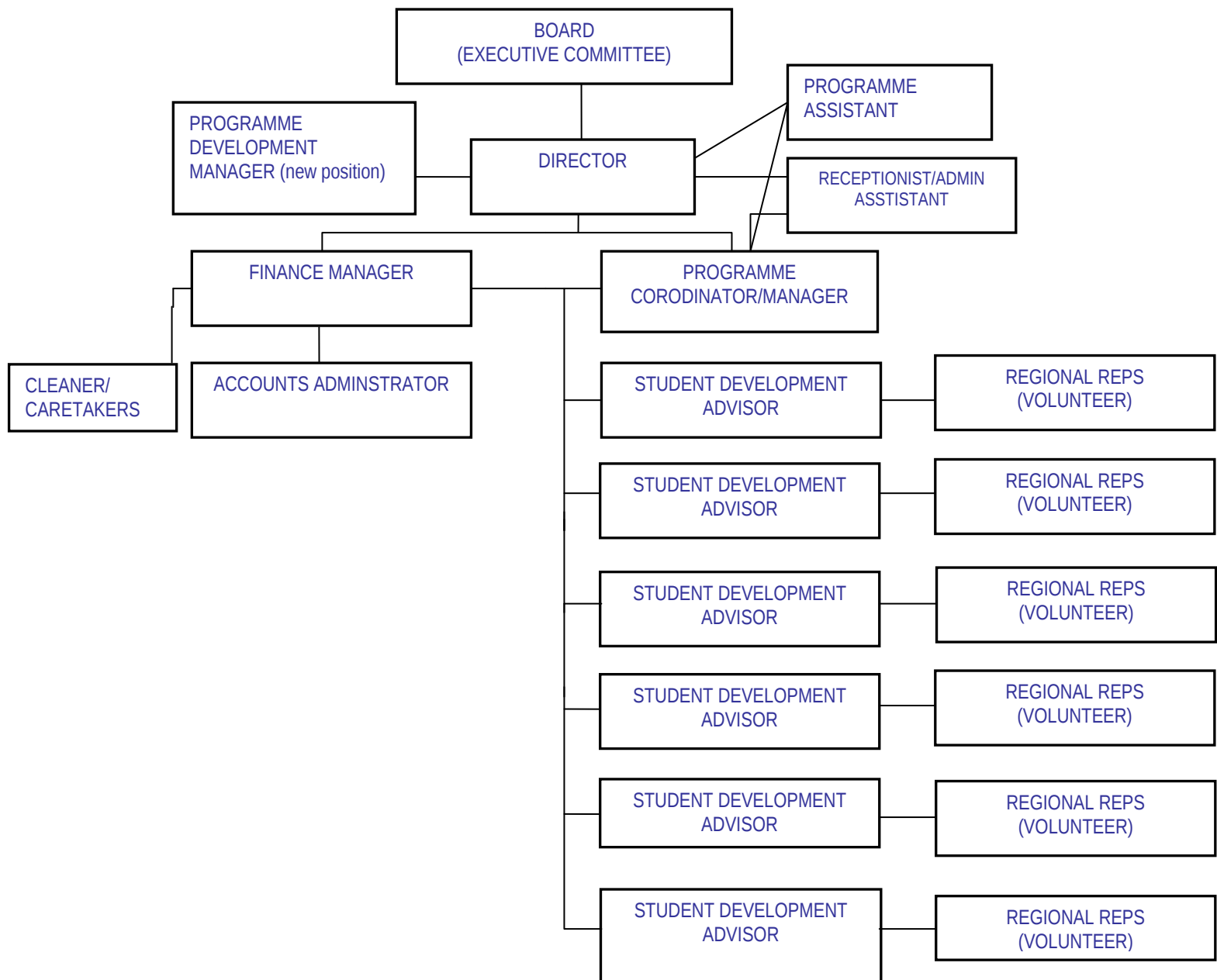
Eastern Cape	P. E	Port Elizabeth	3	3	-		
		Kingwilliams Town	29	10	19		
	Queenstown	Queenstown	13	6	7		
	Mthatha	Umtata	26	13	13		
	Aliwal North	Aliwal North	26	17	9		
	TOTAL	4	97	49	48		

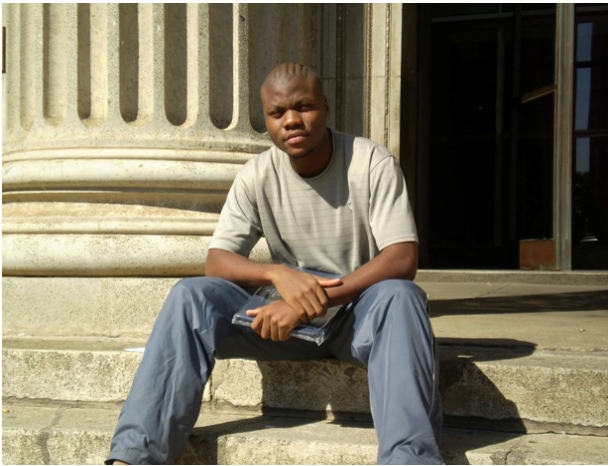
Mpumulanga & Limpopo	Witbank	St Paul's mission station – Luckua	16	7	9		
	Tzaneen	Tzaneen	61	26	31	1	3
	Polokwane	Polokwane	41	13	28		
	TOTAL	3	118	46	68	1	3

Western Cape							
	Oudtshoorn	Oudtshoorn	5	3	2		
		George	18	13	3	1	1
	Cape Town	Genadendal	5	-	5		
		Malmesbury	7	3	4		
TOTAL	2	4	35	19	14	1	1

Province	Region	Interview Points	No. of Students			
			Shortlisted F	Interviewed M	Nonattendance F	Nonattendance M
Northern Cape	Keimoes	Nababeep	20	6	14	
		Telephonic	2	1	1	
	Kimberley	Kimberley	21	7	14	
		TOTAL	43	14	29	

RURAL EDUCATION ACCESS PROGRAMME





Students from Gauteng, Eastern Cape and Free State



First year Cape Town students

Students with REAP in 2007 have been supported by:



Irish Aid



Dka Austria Horizont 3000, supported by funds deriving from the Austrian Development Corporation



FNB Bursary Programme



Anglo American Chairman's Fund



De Beers Fund

Oppenheimer Memorial Trust



Tania Ruth Leon Foundation *for the advancement of black South African women*



Jackson Foundation



Anglo Gold Ashanti Fund

The D G Murray Trust



Barloworld/PPC Cement



Anglo Vaal Industries Ltd



Deutsche Bank Africa Foundation



BoE Private Clients



Home Choice Development Trust



McCarthy Holdings

The Bishops' Lenten Appeal



and

Tydstroom Chickens (Pioneer Foods), guests at the wedding of Natalie and David Buckham, Rainbow Farms (Pty) Ltd, F C Carter Will Trust, Catherine Stone, Telkom Giving from the Heart Programme, Stighting Projecten Zuid-Afrika, and SSACI. REAP also provided support to students supported by Kagiso Trust.

Funds were also received from the Restitution Foundation  and Francisca de Reviera.