

FINDINGS OF THE

"REAP 2012 intake cohort SURVEY:
Six years on"



Our Vision

To reduce rural poverty in South Africa by developing self-sustaining, ethically responsible graduates.

Our Mission

To offer motivated young South Africans from disadvantaged rural households the support and guidance they need to participate & succeed in higher education, sustain themselves and become ethically responsible and caring citizens.

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REAP Graduates from our 2012 Intake Cohort



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Tracking of 2012 REAP entrants

INTRODUCTION

This report tracks REAP's 2012 cohort of 264 students, both in terms of their study performance, but also their progress, particularly related to employment, post-study. The first part of the report was prepared by Meekness Lunga and focuses on the study performance of the 2012 cohort. It includes some questions from the tracking team which may warrant further exploration in the future. The second part was prepared by Penny Morrell and focuses on employment and further studies outcomes. Glenda Glover provided guidance and assistance throughout and Rochelle Tricoche carried out most of the telephone interviews and data recording.

PART 1 – STUDY OUTCOMES

The data is drawn from REAP's data base and further follow up phone calls with students who withdrew from the REAP programme to take up other funding.

1. OVERALL

The total intake in 2012 was 264 students- 143 (54%) males and 121 (46%) females.

147 graduated with REAP. An additional 11 students from the group of 19 consisting of those withdrawn for other funding (see table 2) went on to graduate without REAP. This means that in total there were 158 (60%) that graduated (80-Male; 78-Female).

Table 1: Overall breakdown by outcomes

Outcome	No. (%)	Male	Female
Graduates	147 (56%)	73	74
REAP Withdrawals	115 (43%)	68	47
Still studying	2 (.7%)	2	0
Total	264 (100%)	143	121

2. GRADUATION

- **Overall:** We know of 158 students have graduated so far, meaning that the overall graduation rate for this cohort is at least **60%**.
- **By gender:** 80 out of 143 males in this cohort graduated. The completion rate for males is therefore **56%**. For females the completion rate was **64%** as 78 out of 121 of them graduated. This is probably partly explainable by a higher proportion of male students in engineering where national throughput rates are very low.

¹ Compiled by Meekness Lunga, Penny Morrell and Glenda Glover

Question: Is the higher female graduation rate a consequence of course selection?

- To attempt to answer this question, females in engineering fare slightly worse than males but the important point here is that far more males select engineering, which probably informs the overall gender disaggregated performance. Males made up 77% of the engineering cohort.

Interestingly, there were more females than males registered for science courses and females performed better with a 65% graduation rate compared to a male graduation rate of 35%.

In the Commerce stream, the graduation rate for females is slightly higher (by 7%) than that of males, however there were more females than males enrolled in this stream.

- **By streams :** Completion rates by streams were as follows (see details on Table 3):

- Arts and humanities- 83%
- Commerce- 54%
- Engineering- 40%
- Management- 88%
- Science- 54%
- Built Environment-67%
- Education- 76%
- Law- 22%
- Medical- 55%
- Technology- 69%

The dismal graduation rate for law students, although the numbers are very small should inform very careful selection. We also suspect that weak performance in law is a pattern for REAP students over the years. The completion rates for engineering should inform both selection and academic support. Similarly, commerce and science completion rates indicate a possible need for academic support.

- **Diplomas vs degrees:** The completion rate for degrees was 56% (97 out of 173), while it was 67% (61 out of 91) for national diplomas. This clearly indicates a better chance of success in national diplomas or what now may now be called B Eng (Tech) for example.

3. WITHDRAWALS

The original number of students withdrawn for academic reasons (academic exclusion and poor academics) was **71**. Upon further investigation, it was found that an additional **14** students marked on the data base as 'withdrawn for non-compliance' and 'other' reasons had in fact underperformed academically and would most likely have been withdrawn for poor academics i at some stage.

Table 2: Breakdown of withdrawals

Reason for withdrawal	No.	Male	Female
Poor Academics	67	40	27
Academic exclusion	18	10	8
Other funding	19	11	8
Cancelled studies	9	5	4
Non-compliance	2	2	0
Total	115	68	47

This led to a rise in the number withdrawn for academic reasons to **85** students for the purposes of this report. **74%** of withdrawals were therefore due to academic reasons. This indicates that if REAP is to improve its graduation rate, academic support is a way forward to be explored.

4. PERFORMANCE OF STUDENTS IN RELATION TO STUDY STREAMS

4.1 Overall performance by streams

Table 3: Overall performance by study streams

Study streams	Total Intake no.	Graduates	%	Withdrawal for academic reasons	%	Other withdrawals (other funder, non-compliance, cancellation etc.)	%	Still studying	%
Arts and humanities	35	29	83%	5	14%	1	3%	0	
Built Environment	3	2	67%	1	33%	0		0	
Commerce	37	20	54%	16	43%	1	3%	0	
Education	25	19	76%	2	8%	4	16%	0	
Engineering	57	23	40%	24	42%	8	14%	2	4%
Law	9	2	22%	6	67%	1	11%	0	
Management	24	21	88%	1	4%	2	8%	0	
Medical	20	11	55%	8	40%	1	5%	0	
Science	41	22	54%	18	44%	1	2%	0	
Technology	13	9	69%	4	31%	0		0	
Total	264	158		85		19		2	

Commerce, engineering, science and law all have a graduation rate of 54% or substantially below. This highlights that these streams should be given attention. It suggests that REAP's initial exploration of academic support should focus on engineering students.

4.2 Course patterns and trends emerging within predominantly challenging streams

4.2.1 Engineering

- 23 out of 57 (40%) engineering students completed. The highest success rate by course for this stream was in the National Diploma in Civil Engineering stream where 86% of the students graduated.
- 24 out of 57 (42%) were withdrawn for academic reasons. There seems to be a fairly high rate of withdrawal in most engineering courses in both diplomas and degrees.
- The comparison of civil engineering degrees and diplomas is interesting.

Table 4: Engineering courses breakdown

Engineering Courses	Total intake (2012)	Grads	WD-academic	WD-other	Still studying
BEng Chemical Engineering	4	1 (25%)	1 (25%)	2 (50%)	
BEng Electrical Engineering	5	2 (40%)	3 (60%)		
B Eng Civil Engineering	4	1 (25%)	3 (75%)		
BSc Mining Engineering	2		1 (50%)		1 (50%)
BEng Industrial Engineering	1	1 (100%)			
BEng Mechanical Engineering	6		4 (67%)	1 (17%)	1 (17%)
ND Chemical Engineering	2		2 (100%)		
ND Civil Engineering	7	6 (86%)		1 (14%)	
ND Electrical Engineering	14	5 (36%)	5 (36%)	4 (29%)	
ND Mechanical Engineering	6	3 (50%)	3 (50%)		
ND Metallurgy Engineering	3	1 (33%)	2 (66%)		
ND Paper & Pulp Technology	1	1 (100%)			
Certificate in Engineering	1		1 (100%)		
Total	56	21	25	8	2

4.2.2 Commerce

- 20 out of 37 commerce students graduated (54%), while 16 out of 37 were withdrawn for academic reasons.
- A closer look at their courses of study (see table 5) revealed the following:
 - The majority of students (10 out of 12) who had enrolled for **commerce diplomas** completed their studies successfully, which indicates a definite higher success rate for diploma students
 - Both B Com **Accounting Science** students completed
 - There is a high drop-out rate in the **B Com General course**- 70% of those who enrolled for this course were withdrawn for academic reasons. A further drilling down of the data on the 10 B Com General students might be useful.
Question: Were students always B Com General or did they change from B Com Accounting when they could not make it?
Does this suggest that subject changes do not necessarily make a difference to completion?
 - 3 out of 3 B Com Economics students were withdrawn for academic reasons which is also concerning
 - Commercial national diplomas in specific areas as above appear to give students a fair chance of success

Table 5: Commerce courses breakdown

Commerce courses	Total intake	Graduates	WD-academic	WD-other
B Accounting/B Com Accounting	8	3(38%)	4(50%)	1(12%)
B Accounting Science	2	2(100%)		
B Com (General)	10	3(30%)	7(70%)	
B Com Finance	2	2(100%)		
B Com Economics	3	0	3(100%)	
ND Accounting	4	2(50%)	2(50%)	
ND Cost and Management Accounting	2	2(100%)		
ND Internal Auditing	3	3(100%)		
ND Retail Business Management	2	2(100%)		
ND Taxation	1	1(100%)		
Total	37	20	16	1

4.2.3 Science

Of the 41 students that enrolled for courses in the science stream, 22 (54%) completed their studies, while 18 (44%) were withdrawn for academic reasons.

Table 6 gives a breakdown of their outcomes by course of study, revealing the following trends:

- 64% of those enrolled for the general BSc. Degree were withdrawn for academic reasons
- Out of 9 students enrolled for science diplomas, 8 completed their studies, which again points to high success rate in the diplomas compared to the degrees

Table 6: Science courses breakdown

Science courses	Total intake	Graduates	WD-academic	WD-other
Bachelor of Science (General)	11	4(36%)	7(64%)	
BSc. (Biology/biological science/Biochemistry)	7	3(43%)	4(57%)	
BSc. Chemistry and Physics	2	0	2(100%)	
BSc. Computational Mathematics	1	1(100%)		
BSc Environmental Science	5	2(40%)	2(40%)	1(20%)
BSc (Geology/Geography)	3	2(67%)	1(33%)	
BSc Mathematical Science/Industrial Maths	3	2(67%)	1(33%)	
ND Analytical Chemistry	2	2(100%)		
ND Biotechnology	3	3(100%)		
ND Environmental Health	2	2(100%)		
ND Maritime Study	2	1 (50%)	1(50%)	
Total	41	22	18	1

4.3 Diplomas and degrees comparison

Table 7: Comparison of National Diplomas and Degree's in relation to study streams

Study streams	Total Intake no.	No. enrolled for Degrees	Graduated	Withdrawn for academic reasons	Withdrawn for other reasons	Still studying	No. enrolled for National diplomas	Graduated	Withdrawn for academic reasons	Withdrawn for other reasons
Arts and humanities	35	33	28	4	1	0	2	1	1	0
Built Environment	3	1	1	0	0	0	2	1	1	0
Commerce	37	25	10	15	0	0	12	10	1	1
Education	25	25	19	2	4	0	0	0	0	0
Engineering	57	23	9	8	4	2	34	14	16	4
Law	9	9	2	6	1	0	0	0	0	0
Management	24	1	0	0	1	0	23	21	1	1
Medical	20	15	8	7	0	0	5	3	1	1
Science	41	32	14	17	1	0	9	8	1	0
Technology	13	9	6	3	0	0	4	3	1	0
Total	264	173	97	62	12	2	91	61	23	7

- Completion in engineering qualifications remains a challenge for both diploma and degree students.
- Arts and humanities degrees perform well but in the spheres of commerce, science and technology, diplomats fare considerably better.
- 23 of the management entrants were diploma students- it would be interesting to see how many of them found employment.

Question: While the fear is that diplomats may not have the same employment opportunities as graduates, it may be that diplomats in engineering, science and commerce are finding employment?

4.4 Courses and gender comparison

Table 8: Comparison of performance by gender in relation to study streams

Stream	Total intake	Males	Grads	Withdrawals (academic)	Withdrawals (other)	Still studying	Females	Grads	Withdrawals (academic)	Withdrawals (other)
Arts and humanities	35	19	16 (84%)	3 (16%)			16	13 (81%)	2 (13%)	1 (6%)
Built Environment	3	3	2 (67%)	1 (33%)						
Commerce	37	14	7 (50%)	6 (43%)	1 (7%)		23	13 (57%)	10 (43%)	
Education	25	10	7 (70%)	1 (10%)	2 (20%)		15	12 (80%)	1 (7%)	2 (13%)
Engineering	57	44	18 (41%)	18 (41%)	6 (14%)	2 (4%)	13	5 (38%)	6 (46%)	2 (15%)
Law	9	4	1 (25%)	2 (50%)	1 (25%)		5	1 (20%)	4 (80%)	
Management	24	11	10 (91%)		1 (9%)		13	11 (85%)	1 (7%)	1 (7%)
Medical	20	9	5 (56%)	4 (44%)			11	6 (55%)	4 (36%)	1 (9%)
Science	41	18	7 (39%)	11 (61%)			23	15 (65%)	7 (30%)	1 (4%)
Technology	13	11	7 (64%)	4 (36%)			2	2 (100%)		
Total	264	143	80 (56%)	50 (35%)	11 (8%)	2 (1%)	121	78 (64%)	35 (29%)	8 (7%)

- Both males and females performed well in the arts and humanities streams.
- Females in engineering fare slightly worse than males but the important point here is that far more males select engineering, which probably informs the overall gender disaggregated performance. Males made up 77% of the engineering cohort.
- Interestingly, there were more females than males registered for science courses and females performed better with a 65% graduation rate compared to a male graduation rate of 35%. This trend is repeated in technology, but the numbers are smaller.

5. PERFORMANCE OF STUDENTS IN RELATION TO HEIs

Key:

	HEI's REAP will no longer recruit from with good or reasonable success rate		HEI's REAP will no longer recruit from with dismal success rate		HEI's identified for continued support
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Table 9: Student outcomes in relation to institutions of study

HEI	Total intake	Graduates	% of total intake	Withdrawals-academic	% of total intake	Withdrawals other	% of total intake	Still studying
Cape Peninsula University of Technology	28	17	61%	5	18%	6	21%	0
Durban University of Technology	45	36	80%	7	16%	2	4%	
Nelson Mandela University	20	16	80%	3	15%	1	5%	
North West University	7	6	86%	1	14%	0	0%	
Rhodes University	6	1	17%	5	83%	0	0%	
Sefako Makgatho Health Sciences University	4	3	75%	1	25%	0	0%	
Stellenbosch University	2	0	0%	1	50%	1	50%	
Tshwane University of Technology	6	4	67%	2	33%	0	0%	
University of Cape Town	3	2	67%	1	33%	0	0%	
University of Johannesburg	33	15	45%	15	45%	2	6%	1
University of Kwazulu Natal	60	38	63%	17	28%	5	8%	
University of Pretoria	7	2	29%	5	71%	0	0%	
University of the Free State	5	1	20%	3	60%	1	20%	
University of the Western Cape	15	6	40%	9	60%	0	0%	
University of the Witwatersrand	23	11	48%	10	43%	1	4%	1
Total	264	158	0	85	0	19	0	2

- Table 9 provides interesting information in terms of REAP's identification of universities to work at in the future. While figures for Rhodes, Stellenbosch and Pretoria are dismal, figures for the North West, University of Cape Town and to a lesser degree the University of Witwatersrand show a reasonable success rate. While the University of Witwatersrand's success rate is only 48%, the major factor is the performance of engineering students.
- Of the universities identified for future REAP support, the University of Johannesburg (a comprehensive university) shows a 45% completion rate, University of Western Cape has a 40% completion and University of Free State only a 20% completion rate. There was no intake into CUT in 2012.
- Provincially:
 - I. The University of Kwazulu Natal in KZN shows a 60% completion rate against an 80% completion rate at DUT.
 - II. In the Western Cape, the University of Cape Town has the highest completion rate (although a small number of students) of 67%, followed closely by CPUT (61%). UWC on the other hand drags at 40%.
 - III. In Gauteng, the University of Johannesburg returns a 45% graduation rate.
 - IV. In the Eastern Cape NMU is solid at 80% (comprehensive institution) while RU (small numbers) is at a low success rate of 17%.

6. TIME TAKEN TO COMPLETE STUDIES

Table 10: Breakdown of completion time by study streams

Time taken to complete studies								
Stream	No. of grads	Min time (3 year courses)	Min time (longer courses)	Total min time grads	Minimum (3 years) + 1 year	Minimum (3 years) + 2 or more years	Minimum (longer courses) + 1 or more years	Total additional time grads
Arts and humanities	29	17	5	22	5	2		7
Built Environment	2		1	1		1		1
Commerce	20	12	2	14	5		1	6
Education	19		17	17			2	2
Engineering	23	1	2	3	8	8	4	20
Law	2		2	2				0
Management	21	14		14	5	1	1	7
Medical	11	1	5	6	3		2	5
Science	22	13	3	16	5		1	6
Technology	9	5		5	4			4
Total	158	63	37	100	35	12	11	58

- 63% of graduates completed in minimum time. The other 37% required longer.
 - In most courses one additional year was sufficient, however engineering students demonstrate a need for two or more extra years. Of the 23 Engineering graduates, only 3 completed in minimum time. The other 20 required up to 2 or more years to complete.

7. STUDENTS THAT CHANGED COURSES

Student	Gender	Initial course	New course	Outcome
A	F	BA	BCom	Withdrawn-poor academics
B	M	BEng Electrical Engineering	ND Chemical Engineering	Withdrawn-poor academics
C	M	BSc Civil Engineering	ND Building Management	Still Studying
D	M	ND Metallurgy Engineering	ND Mining Engineering	Moved to another funder and then graduated
E	M	BSc	B Information Science	Gradated
F	F	BSc Eng Mechanical Engineering	BSc Eng Industrial Engineering	Graduated

The data available indicated that 6 students from the 2012 intake cohort had changed courses. There were no trends that justify allowing or disallowing course changes that emerged.

Of the six student that changed courses:

Two have been withdrawn for poor academics:

- **BA to BCom-** After passing all her subjects with an average of 65% in first year, one female student studying at UWC changed from a Bachelor of Arts degree to a BCom in 2nd year. She managed to pass 8/9 subjects in her first year of BCom with an average of 52%. The student was already struggling because some of her subjects were passed on the 2nd attempt. In her 2nd year of BCom she then failed dismally with an average of 29% and was academically excluded from the HEI.
- **BEng (Electrical) to ND (Chemical Eng)** - A male student from UJ struggled in the first year of an Electrical Engineering degree but managed to pass 4/8 subjects. He then switched to a National Diploma in Chemical Engineering in the 2nd year but performed dismally (passed 2/6) and was also excluded from the institution.

Three have graduated:

- **ND Metallurgy to ND Mining Engineering-** After 2 years studying a ND in Metallurgy, a male student from UJ changed to a ND Mining Engineering. He was credited with some of his modules. He then moved to another funder in the year 2014 and has completed his studies successfully at the end of 2017 without REAP.
- **B Computer Science to B Information Science-** A male student from UP was academically excluded by his faculty at the end of his first year in B Computer Science. He changed to the B Information Science programme and managed to pass and graduate in minimum time for the new course. He completed at the end of 2015.
- **BSc. Mechanical to BSc. Industrial Engineering-** A female student from WITS switched from mechanical to Industrial engineering in her 3rd year at university, she steadily progressed through the new course and finally completed in 2016, meaning that she took 5 years to complete her studies.

One is still studying

- **BSc Civil Engineering to ND Building Management-** A male student from UJ failed first year dismally and changed to a diploma. He is still studying and expected to complete at the end of 2018. He would have taken 7 years in total!

8. REASONS FOR WITHDRAWAL

115 students were withdrawn. Of this withdrawal group, 16 (5%) were for other funding.

By far the majority of withdrawals (74%) was due to weak academic performance.

Table 11: Withdrawal reasons

Reason for withdrawal	No.	Male	Female
Poor Academics	67	40	27
Academic exclusion	18	10	8
Other funding	19	11	8
Cancelled studies	9	5	4
Non-compliance	2	2	0
Total	115	68	47

8.1 Students withdrawn for academic reasons by streams

85 students (32% of cohort) were withdrawn for academic reasons (poor performance and academic exclusion). In total 43% of students were withdrawn from REAP prior to completion.

Although law numbers are small, withdrawals were particularly high in this stream. In the engineering, science, commerce and medical streams, withdrawals ranged from 40-44%.

What follows is a breakdown of this group in terms of courses of study, as well as year of withdrawal.

Table 12: Stream breakdown for students withdrawn for academic reasons

Stream	Total intake	No. withdrawn for academic reasons	% of total stream intake
Engineering	57	24	42%
Science	41	18	44%
Commerce	37	16	43%
Medical	20	8	40%
Law	9	6	67%
Arts and Humanities	35	5	14%
Technology	13	4	31%
Education	25	2	8%
Management	24	1	4%
Built environment	3	1	33%
Total	264	85	32%

8.1.1 Engineering

24 Engineering students were withdrawn for academic reasons. Table 13 provides a breakdown in terms of their courses of study, as well as the time of withdrawal:

11 of the 24 withdrawals in engineering (46%) were withdrawn in their 3rd or subsequent years of studying.

Given the cost incurred, it might be worth exploring whether these students should have been withdrawn earlier, in particular the B Chemical Engineering student who was withdrawn in their 6th year and the 4th year withdrawal of a B Eng Mechanical Engineering student. Or, alternatively, whether these students should have continued to receive support till graduation, if this was a likely possibility.

Table 13: Breakdown of engineering withdrawals for academic reasons

Engineering Courses	Year of withdrawal	No. of students	% of 24
BEng Electrical Engineering	Year 1	2	13%
	Year 3	1	
BEng Chemical Engineering	Year 6	1	4%
B Eng Civil Engineering	Year 1	2	13%
	Year 2	1	
BSc Agricultural Engineering	Year 1	1	4%
BSc Mining Engineering	Year 1	1	4%
BEng Mechanical Engineering	Year 3	2	17%
	Year 4	2	
ND Chemical Engineering	Year 2	1	8%
	Year 3	1	
ND Electrical Engineering	Year 1	1	21%
	Year 2	2	
	Year 3	2	
ND Mechanical Engineering	Year 3	1	13%
ND Metallurgy Engineering	Year 1	1	8%
	Year 3	1	
Certificate in Engineering	Year 1	1	4%
Total		24	

8.1.2 Commerce

18 students from the commerce stream were withdrawn. Only 2 students from this stream were withdrawn as a result of opting for other funding, the rest (16 students) were withdrawn for poor academics and/or academic exclusion; 14 out of the 16 were enrolled for degrees, while 2 were National Diploma students. See breakdown of their courses and year of withdrawal on table 14.

Similar to engineering, in commerce 50% of the withdrawals are withdrawn in year 3 or later. This too begs the question of whether a withdrawal decision could have been made earlier.

Table 14: Breakdown of commerce withdrawals for academic reasons

Course	Year of withdrawal	No. of students	% of 16
ND Accounting	Year 2	1	13%
	Year 4	1	
BCom Economics	Year 1	1	19%
	Year 2	1	
	Year 3	1	
BCom Accounting	Year 1	1	25%
	Year 2	2	
	Year 3	2	
BCom	Year 1	3	43%
	Year 3	1	
	Year 4	3	
Total		16	100%

8.1.3 Law

7 students studying Law were withdrawn. One of them was enrolled for a BA in Law while the rest were enrolled for the LLB degree. In terms of reasons for withdrawal, 1 withdrew to take up another funding opportunity, while the remaining 6 students were withdrawn as a result of poor academic performance. We have not been able to get hold of the student who withdrew for other funding so her completion status is unknown. See the year of withdrawal breakdown on table 15.

Table 15: Law stream breakdown by year of withdrawal

Withdrawal year	No. of students
Year 1	2
Year 2	1
Year 4	2
Year 5	1
Total	6

8.1.4 Medical

In the Medical stream, 10 students were withdrawn, 1 opted for another funder, while another cancelled his studies to study Medicine in Cuba. The remaining 8 students were withdrawn as a result of poor academic performance. The 8 are explored in relation to courses of study, as well as withdrawal year on table 16.

Table 16: Breakdown of medical withdrawals for academic reasons

Course	Year of withdrawal	No. of students	% of 8
B Pharmacy	Year 2	1	25%
	Year 6	1	
B Tech Podiatry	Year 2	1	13%
ND Emergency Medical Care	Year 4	1	13%
B Optometry	Year 3	1	13%
MBCHB	Year 3	1	13%
B Soc. Sci. Nursing	Year 1	1	25%
	Year 2	1	

50% of the withdrawals were done in year 3 or later, begging the question of whether earlier withdrawals might have been appropriate. Of interest is a B Pharmacy student withdrawn after 6 years of a 4 year course, and the ND emergency medical care withdrawn in their extra year. There were 3 MBCHB students in the cohort, of which 2 graduated and 1 was withdrawn.

PART 2 – FURTHER STUDIES AND EMPLOYMENT

This section comprises an analysis of the responses to a questionnaire regarding their further studies and employment. It complements the findings presented in Part 1 based on data from REAP's Devman database as well as follow-up phone calls with students who withdrew for other funding. Where helpful, findings from part 1 have been juxtaposed here with the survey findings.

9. Methodology

Of the 264 REAP students who entered university in 2012, a total of 183 (69,3%) were successfully contacted between March and June 2018 - and all answered the survey questions over the telephone. An additional five were contacted but declined to respond.²

Of the 81 who were not contactable:

- the records of 27 students could not be found in the REAP archives;
- 38 were not contactable through their relatives/ acquaintances/ friends; and
- 2 students were abroad and not responsive.

Methods to trace students, with various degrees of success, included:

- sending emails to 53 students which produced 7 responses;
- sending messages through LinkedIn to 21 students, which produced 1 response;
- tagging 12 students in the Facebook posting - which produced 2 responses.

The contact details for 9 students (including those accessed through LinkedIn and Facebook) were received after the study ended, so were not included in the study.

9.1 Data quality

The data needed considerable cleaning as quite a few answers were inconsistent or incomplete. If telephone interviewing is used again, the interviewer should be given the Devman data on each respondent so she can identify anomalies as they arise.

Also as Google surveys does not allow the interviewer to go backwards or see what was answered before, inconsistencies were not picked up during the interview.

Tables and pie charts

Some pie charts generated by Google have been included in this report for visual impression - but they do not always tally exactly with the tables, which reflect the data after it has been cleaned.

9.2 Analysis

While correlations between various questions have been presented here (e.g. location and occupation, to ascertain if there is higher unemployment in rural areas), others can be produced if needs be.

² One had graduated, one had withdrawn as they had obtained other funding while REAP had withdrawn support for the other three for academic reasons.

10. Significant findings

- At least two thirds of the 2012 cohort who had been supported by REAP to some extent had graduated.
- Nearly three quarters of the respondents had obtained employment.
- The same proportions of diplomates and graduates obtained employment.
- A similar proportion of respondents were employed in the public and private sectors. There was not a predominance in the private sector as may be assumed.
- The private and public sectors absorbed a similar proportion of diplomates and graduates.
- The respondents' starting incomes were lower than may be expected (though they could include some internships).

11. PROFILE OF RESPONDENTS

11.1 Gender

Men and women were relatively equally represented, with 48% of the respondents being women (88 of the 183) and 52% (or 95 respondents) being men.

This mirrors the total intake of 264 students – of which 121 (46%) were women and 143 (54%) were men.

11.2 Location and place of residence³

Two thirds (66%) of the respondents are living in either KwaZulu-Natal (38%) or Gauteng (28%).

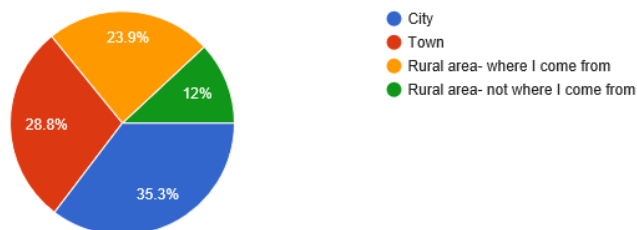
Table 17:
Respondents' places of residence – by province

	Total		Rural area – where they are from	Rural area – not where they are from	Town	City
	n = 183	% of 183				
KwaZulu-Natal	70	38%	28	9	15	18
Gauteng	51	28%	0	2	19	30
Western Cape	21	11%	0	6	9	6
Eastern Cape	10	5%	2	0	4	4
North West	8	4%	4	1	1	2
Free State	7	4%	3	0	2	2
Limpopo	7	4%	4	2	1	0
Mpumalanga	6	3%	3	2	1	0
Northern Cape	3	2%	0	0	1	2
TOTAL	183		44	22	53	64
Proportion of total			24%	12%	29%	35%

³ Questions 1.2 and 1.3

1.3. How would you describe your current place of residence (choose one below)

184 responses



The highest proportion of respondents who are living in the rural areas from where they came are from **KwaZulu-Natal**:

- of all the KwaZulu-Natal respondents, just over a third (40% - 28 of 70 respondents) are in the rural area from where they came; and
- nearly two thirds (64%) of all of those who are back in their home rural areas are from KwaZulu-Natal.

Nearly half of those in cities are in **Gauteng** (47% - 30 of 64) - and of the 51 Gauteng respondents, 59% are in cities. Only two are in the rural areas. Notably only three of the 2012 cohort originated from Gauteng – which means that large numbers have migrated to the towns and cities in this province.

In the other provinces, respondents are relatively evenly distributed across locations.

12. OUTCOMES OF UNIVERSITY STUDY

Respondents were asked whether they had completed their undergraduate studies (with or without REAP's support); whether they had dropped out of university i.e. never completed their undergraduate qualification at all – or whether they were still studying.⁴

Skewed data

An analysis of the respondents to the survey – given in Table 18 below – shows that a higher proportion of those who had completed their qualification with REAP responded to the survey - namely 81% of all REAP graduates in the 2012 cohort. This is much higher than the 55% of those who did not complete a degree with REAP who responded to the survey. This skews the survey findings considerably – as a much higher proportion of the survey respondents completed their qualification than the REAP data shows.

⁴

Question 1.4.

Table 18: Respondents' outcomes - as a proportion of the total 2012 cohort

DEVMAN		SURVEY RESPONSES									
		Completed WITH REAP		Completed WITHOUT REAP		Dropped out		Still studying		No survey response	
			% of Devman		% of Devman		% of Devman		% of Devman		% of Devman
GRADUATED - WITH REAP	= 149	119	80%	0	0%	0	0%	1	1%	29	19%
REAP SUPPORT WITHDRAWN:	=115	0	0%	28	24%	10	9%	25	22%	52	45%
Other funding	19	0	0%	11	58%	0	0%	2	10%	6	31%
Cancelled studies	17	0	0%	4	23%	1	6%	2	12%	10	59%
Academic exclusion	18	0	0%	3	17%	1	5%	5	28%	9	50%
Poor academics	53	0	0%	8	15%	8	15%	15	28%	22	41%
Support suspended	2	0	0%	0	0%	0	0%	1	50%	1	50%
Non-compliance	5	0	0%	1	20%	0	0%	0	0%	4	80%
Other	1	0	0%	1	100%	0	0%	0	0%	0	0%
TOTALS	264	119	45%	28	11%	10	4%	26	10%	81	30%

Throughput

We can nonetheless develop an idea of the throughput of this cohort.

- The REAP database shows that **55,7%** (147 of 264 students) graduated **with REAP's support**. This is the minimum completion rate.
- An additional 28 respondents completed their degrees, however – but without REAP's support. (As noted, this is under-reported as only 55% of those not completing with REAP had responded to the survey.)

Thus at least 175 of the 2012 cohort completed a qualification – which is a **66% throughput**.

12.1 Qualifications completed without REAP

The survey asked the 28 respondents who had completed their qualifications without REAP's ultimate assistance, what qualification they had obtained.⁵

12.1.1 Reason for discontinuation of REAP support

Although not asked in the survey, a correlation with the REAP database gives the reasons for these 28 respondents not completing their qualifications with REAP. They are as follows:

- 11 of the 28 left for other funding (so it is not unexpected that they completed their qualification);
- 2 cancelled their studies; while
- 13 were excluded by either by REAP (9) or the university(4) based on poor academic performance.
- 1 was excluded as they had not followed REAP's rules ('non-compliance'); and
- 1 had 'other reasons'.

(Of the 11 who left for other funding, 6 completed an engineering qualification.)

12.1.2 Qualifications obtained without REAP's ultimate support

The qualifications completed by 27 of the 28⁶ survey respondents without REAP's ultimate assistance are as follows:

- Eleven people completed degrees while 16 completed diplomas.
- Eleven qualifications were in engineering - nine diplomas and two degrees .

⁵ Questions 2.1 – 2.3.

⁶ The outcome of one respondent is unknown.

**Table 19:
Degrees and diplomas completed without REAP's ultimate support**

Qualification	University
DEGREES	
BSoc Sc	not named
BA Psychology	UJ
BA Psychology	UJ
BEd (Senior SET aids)	NMU
BEd	UKZN
BEd	CUT
BEd (SET EMS)	CUT
B Comm Accounting Science	UNISA
BSc Computer Science and Mathematics	North West
BSc Chemical Engineering	UKZN
BSc Chemical Engineering	DUT
Qualification	University
DIPLOMAS	
National Diploma in Accounting	UJ
National Diploma in Travel & Tourism	DUT
National Diploma in Film and TV production	CT Varsity
National Diploma in Paramedics	n/a
National Diploma in Building Sciences and Quantity Surveying	TUT
National Diploma in Operations Technology	
National Diploma in Operations Management	CPUT
National Diploma in Engineering	UJ
National Diploma in Mechanical Engineering	UJ
National Diploma in Mechanical Engineering	CUT
National Diploma in Mechanical Engineering	UJ
National Diploma in Industrial Engineering	VUT
National Diploma in Mining Engineering	UJ
National Diploma in Engineering Metallurgy	UJ
National Diploma in Electrical Engineering	TUT
National diploma in Electrical Engineering	DUT
Not named	Not named

12.2 Break before /during completing undergraduate qualifications

Respondents were asked if they had taken 'a break from studying before completing your undergraduate studies'. The wording of this question is ambiguous – as it could mean a gap before or during studying their undergraduate degrees. Apparently the purpose of the question was to ascertain if the length they took to complete their degree (e.g. five years for a three-year degree) included a period during their studies when they took some time off.

In order to ascertain how each respondent had understood the question, we would need to correlate these survey answers with a report from Devman identifying those who had a gap between school and university – and then assume that those who had come straight from school and took time off did so during their degree – thus extending the duration of their degree. This can be pursued if thought to be interesting.

As it is, 20 respondents said they had taken a break 'before completing their undergraduate qualification' - most (12) of whom had taken off a year, while five had taken off two years or more.

Seven of the 20 had completed their qualification without REAP while 13 say they are still studying.

Table 20:
Duration of breaks taken while completing their undergraduate qualification

Duration	Number of respondents
less than a year	3
1 year	12
2 years	4
More than 2 years	1

12.3 Further studies

Questions 3.1 to 3.4 asked the respondents if they had enrolled for any further studies after their first qualification – the implication being that they had completed their first degree.⁷

79 respondents (43% of all respondents) were enrolled for further studies – about a third of whom (34%) were doing a Bachelor's degree and another third (38%) an honours degree or postgraduate diploma. 19% were doing a Masters.

⁷ The answers to this question initially included subsequent undergraduate enrolments (without REAP's support) by those who had dropped out. We have tried to exclude these and report only second/additional qualifications here.

Table 21:
Further studies – level of qualification

	No of respondents (n = 79)	% of 79
Certificate	3	4%
Diploma	3	4%
Bachelors degree	27	34%
Honours degree or postgraduate diploma	30	38%
Masters degree	15	19%
Unknown	1	1%

The most popular field was Education (22% of those doing further study) followed by Technology, Engineering & Science (16%, 15% and 14% respectively).

Masters degrees tended to be in Science and Technology (11 of the 15).

Table 22:
Further studies – by stream and qualification type

	Certi- ficate	Diploma	Bachelors degree	Hons / postgrad dip	Masters degree	Un- known	TOTAL	
	(n = 3)	(n = 3)	(n = 27)	(n = 30)	(n = 15)	n = 1	n = 79	% of 79
Education	1		2	13	1		17	22%
Technology			8		5		13	16%
Engineering		1	9	2			12	15%
Commerce	1	1	3	6			11	14%
Science				3	6		9	11%
Arts & Humanities			2	5	1		8	10%
Medical / health sciences		1	2	1	1		5	6%
Law	1				1		2	3%
Built environment			1				1	1%
Management						1	1	1%

UNISA and UKZN were the main hosts of these students - each having 15 continuing students – followed by UJ with 12.

Table23:
Further studies – by university and qualification type

	Certificate	Diploma	Bachelors degree	Hons degree /postgrad dip	Masters degree	Un-known	TOTAL
	(n = 3)	(n = 3)	(n = 27)	(n =30)	(n = 15)	n = 1	n = 79
UKZN	1		3	8	3		15
UNISA	1		4	10			15
UJ			4	5	3		12
DUT		1	2	1	2		6
NMU		1	3	2			6
Wits			1	1	3		5
CUT			4				4
CPUT		1	2		1		4
NWU				2	2		4
TUT			3				3
SU				1			1
UWC					1		1
Rhodes							
SMU							
UCT							
UP							
UFS							
	Certificate	Diploma	Bachelors degree	Hons degree /postgrad dip	Masters degree	Un-known	TOTAL
Other:							
SA Wildlife college	1						1
IMAS			1				1
IBTC						1	1
Total	3	3	27	30	15	1	= 79

13. EMPLOYMENT

13.1 Current employment situation

Question 4.1 asked how the respondents would describe their 'current employment situation'.

- Nearly three quarters (72%) of respondents were working, 84% of these full-time.
- A third (36%) were studying, two thirds of whom (68%) were doing so full-time.
- The majority of those studying (81%) were doing postgraduate qualifications.
- Just over half (54%) of those studying were also working (2 of 12 undergrads and 33 of 53 postgrads).
- 12% (22 respondents) described themselves as unemployed.
- Three people were doing **voluntary work**.

Table 24:
Respondents' current employment situations

	Total		Full-time	Part-time
	n = 183	% of 183		
Earning an income	131	72%	111	21
Permanently employed	49	27%	48	1
Contract	70	38%	59	11
Casual/part-time	9	5%	1	8
Self-employed	3	2%	2	1
Studying	65	36%	44	21
Undergraduate student	12	7%	10	2
Postgraduate student	53	29%	34	19
Unemployed	22	12%	22	0
Voluntary work	3	2%	0	3

Note: As some respondents are engaged in more than one occupation (e.g. studying and working) there are more responses than respondents.

13.2 Gender and employment

There are no marked differences in gender regarding the occupations of respondents. Similar proportions are earning an income, studying, and are unemployed.

Table 25:
Respondents' employment situations - by gender

	Total		Men		Women	
	n = 183	% of 183	n = 95	% of 95	n = 88	% of 88
Earning an income	132	72%	69	73%	62	70%
Permanently employed	49	27%	24	25%	25	28%
Contract	70	39%	40	42%	30	34%
Casual/part-time	9	5%	3	3%	6	7%
Self-employed	3	2%	2	2%	1	1%
Studying	65	36%	33	35%	32	36%
Undergraduate student	12	7%	7	7%	5	6%
Postgraduate student	53	29%	26	27%	27	30%
Unemployed	22	12%	11	12%	11	12%
Voluntary work	3	2%	1	1%	2	2%

(See the interim report on the why more men did not succeed – e.g. there are 4 more men doing high-risk degrees like engineering.)

13.3 Location and employment

As seen in tables 29 to 29 below,

- a greater proportion of the respondents in **rural areas are unemployed** (24%)- compared the towns (6%) and cities (5%); and mirroring this,
- there are **lower rates of employment in rural areas** (62%) than in the towns (83%) and cities (72%).

Whether those who are unemployed in the rural areas are at home as they cannot afford to stay in urban areas to look for work – or they are seeking work in rural areas - is unknown.

In addition, a higher proportion of people in the cities are **studying** (46%) than those in towns (30%) and rural areas (29%).

Table 26:
Overview: Location and employment

	Cities		Towns		Rural areas	
	(n=65)	% of 65	(n=53)	% of 53	(n = 66)	% of 66
Earning an income	47	72%	44	83%	41	62%
Studying	30	46%	16	30%	19	29%
Unemployed	3	5%	3	6%	16	24%

Note: As respondents could choose more than one occupation, the responses exceed the number of respondents.

Urban areas

A slightly higher proportion of respondents in towns were employed than those in cities (83% compared with 72%) – but more respondents in the cities were studying (46% compared with 30%).

About half (23 of the 40) postgraduate students in urban areas were also working, while one of the six undergraduate students was also doing so.

Table 27:
Respondents' locations in cities and towns – by occupation

	Total	% of all in cities & towns (n = 118)	Cities (n=65)	Towns (n=53)
Earning an income	91	77%	47 (72%)	44 (83%)
Permanently employed	35	30%	18	17
Contract	46	39%	22	24
Casual/part-time	7	6%	6	1
Self-employed	3	3%	1	2
Studying	46	39%	30 (46%)	16 (30%)
Undergraduate student	6	5%	4	2
Postgraduate student	40	34%	26	14
Unemployed	6	5%	3	3
Voluntary work	1	1%	0	1
No response	4	3%	2	2

Note: As respondents could choose more than one occupation, the responses exceed the number of respondents.

Rural areas

A higher proportion of unemployed respondents were in rural areas from where they are from than other rural areas (32% compared with 9%) - suggesting that some respondents may go home when they do not have work or are needed at home and cannot find work.

Only a half who were at home were employed (50%) compared with 81% in other rural areas.

Two thirds (6 of 9) of those in their home rural area are doing both postgraduate studies and working, while all four of those from other rural areas are doing so.

Of the two doing voluntary work, one is also employed.

Table 28:
Respondents' locations in rural areas – by occupation

	Total	% of those in rural areas (n = 66)	Rural area – where they are from (n = 44)	Rural area – not where they are from (n = 22)
Earning an income	41	62%	23 (50%)	18 (81%)
Permanently employed	14	21%	6	8
Contract	25	38%	16	9
Casual/part-time	2	3%	1	1
Self-employed	0	0%	0	0
Studying	19	29%	13	6
Undergraduate student	6	9%	4	2
Postgraduate student	13	20%	9	4
Unemployed	16	24%	14 (32%)	2 (9%)
Voluntary work	2	3%	1	1
No response	9		8	1

Note: As respondents could choose more than one occupation, the responses exceed the number of respondents.

13.4 Time taken to obtain employment

Asked how long it took them to get their first job, just over a half (53%) of the respondents did so in under three months. Notably two thirds of those in permanent employment (67%) obtained work this quickly.

About a quarter (22%) of those working took six months to a year to secure employment. (The findings in relation to those studying are unclear. See the note below the table.)

Table 29:
Period respondents took to obtain their first employment⁸

	TOTAL	Less than 3 months	3 - 6 months	6 months – 1 year	More than 1 year	n/a
Permanently employed	49	33	7	7	2	0
Contract	70	27	9	20	14	0
Casual/part-time	9	7	1	1	0	0
Self-employed	3	2	0	1	0	0
Total of those employed	131	69 (53%)	17 (13%)	29 (22%)	16 (12%)	0 (0%)
Unemployed	22	8	1	5	2	6
Studying	65	32	7	10	3	13
Total	218	109	25	44	21	19

Note: 32 of the 65 respondents who are studying are also employed in some way, so their responses may well have been in relation to their employment (as the question implies) rather than their studies. The other 33 respondents (who are only studying) should have said 'n/a' as the question applies to finding employment but only 13 did so. Perhaps they had been employed and then stopped to continue studying!

Those who said 'n/a' are either studying or are unemployed as the question does not apply to them. That being said 16 unemployed respondents – who are not doing anything else - did answer the question – again perhaps implying they had had employment prior to becoming employed.

⁸ Question 4.3

13.5 Duration and frequency of employment

Asked **how long they had been working** for their current employers - or for themselves if self-employed⁹ - most (46 respondents) had been working for under 6 months; this is followed by 37 who had been with their current employers over two years.

Table 30:
Duration of current employment

	TOTAL	under 6 months	6 months – 1 year	1 – 2 years	over 2 years	no response
Permanently employed	49	11	4	16	18	0
Contract	70	32	10	13	16	0
Casual/part-time	9	3	0	2	2	2
Self-employed	3	0	1	1	1	0
Total	131	46	15	32	37	2

In response to Question 4.4 which asked **how many times they had changed jobs**, most (40 respondents) had done so once, that is they were in their second job at the time of the survey.

(It is curious that no-one said they were still in their first job. It is also curious that 73 people said 'n/a' or did not respond at all. While some of these were studying or unemployed so 'n/a' is accurate, others were only employed so an answer was required. Could the wording of the options to choose from have been confusing?)

Table 31:
**Number of jobs that respondents have had
(and the number of times they have changed jobs)¹⁰**

	TOTAL	Never – they are still in their first job	Once – they are in their second job	Twice – they are in their third job	More than twice	n/a
Permanently employed	49	0	15	5	5	24
Contract	70	0	19	4	4	43
Casual/part-time	9	0	4	0	0	5
Self-employed	3	0	2	0	0	1
Total		0	40	9	9	73

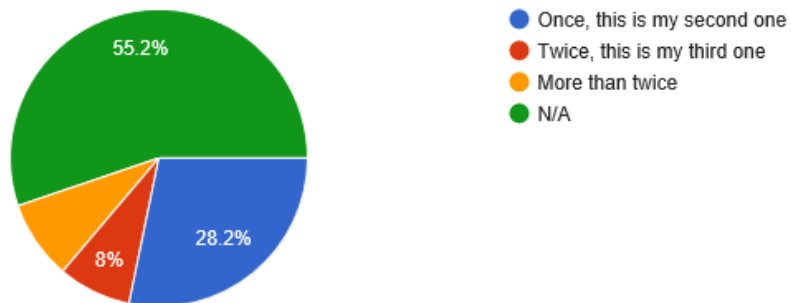
Note: As respondents could choose more than one occupation, the responses exceed the number of respondents.

⁹ Question 4.2

¹⁰ Question 4.4

4.4. How many times have you changed jobs since then?

163 responses



13.6 Sectors in which respondents are working

Most respondents work for the private sector and the public sector/government being 64 and 60 respondents respectively. Very few work in the not-for-profit sector (3) or were self-employed (3).

Similar numbers of respondents were employed permanently in the private and public sectors (27 and 22 respectively) and on contract (32 and 34 respectively). The same numbers were also employed casually in these sectors – being four in each.

Table 32:
Sectors in which respondents are working¹¹

		Not for profit	Private	Public sector/ gov	Self-employed	No response
Permanently employed	49	0	27	22	0	0
Contract	70	3	32	34	0	1
Casual/part-time	9	0	4	4	1	0
Self-employed	3	0	1	0	2	0
No response	1			1		
Total	132	3	64	60	3	1

Note: One respondent has a private sector job and is also self-employed

¹¹

Question 4.5

13.7 Monthly income

Of the 133 people working, 59% are earning R15,000 or less while 38% earn more than R15,000 a month.

- 17% of respondents earned less than R5,000 a month.
- Most (23%) earned between R5,000 and R10,000 a month.
- This was followed by 19% earning R10,001 – R15,000
- 17% earned monthly incomes in each of the next two brackets (R15,000 – R20,000 and R20,001 – R30,000).

Table 33:
Respondents' current monthly incomes¹²

	TOTAL	% of 133 (people working)	Perm employed	Contract	Casual/ part- time	Self- employed	Vol work
R1,000 – R2,500	8	6%		3	3		
R2,501 – R5,000	15	11%	3	11	1		
R5,000 – R10,000	31	23%	4	23	3	1	
R10,001 – R15,000	25	19%	10	14	1		
R15,000 – R20,000	23	17%	11	12			
R20,001 – R30,000	23	17%	19	4		1	
R30,001– R40,000	4	3%	2	1		1	
Over R40,000	1	1%		1			
No response	3	2%		1	1		1
Total (working people)	133		49	70	9	3	
n/a (students who are not working and unemployed)	50						
TOTAL	183						

¹²

Question 4.6

Those who work in the public sector are more highly paid than others. The highest earning person worked for the public sector (over R40,000 a month) – while a half (50%) of those in this sector earn between R15,000 and R30,000 a month. Only 29% of those in the private sector are in those salary brackets.

Half (47%) of those working in the private sector earn under R10,000 – while only a third (31%) in public sector employment are in this salary range.

Those working in not-for-profit sector all earn less than R15,000.

Table 34:
Correlation between the sectors in which respondents work
and the incomes they earn

	TOTAL	Not for profit	Private	Public	Self- employed	No response
R1,000 – R2,500	8		4	3		1
R2,501 – R5,000	15	1	8	6		
R5,000 – R10,000	31	1	18	11	1	
R10,001 – R15,000	25	1	14	10		
R15,000 – R20,000	23		10	13		
R20,001– R30,000	23		6	17		
R30,001– R40,000	4		3		1	
Over R40,000	1			1		
No response	3		1		1	1
Total (Working people)	133	3	64	61	3	2
n/a (unemployed – and students not working)	50					
TOTAL	183					

13.8 Qualifications, income and sector

In the tables below, we investigate correlations between qualifications (and types of qualifications) and the absorption in various sectors

An assumption is that those earning under R5,000 - and even R10,000 - a month may be doing internships or in-service training.

Diplomas and degrees

The same proportions of diplomates and graduates obtained employment – being 72% of each. The private and public sectors absorb a similar proportion of diplomates and graduates. Just over a third of those in the private sector (38%) have diplomas while a third (33%) in the public sector do. Similarly 62% and 67% who work in the private and public sector respectively have university degrees.

All those working in not-for-profit sector (3) and the two people who are self-employed have degrees.

Table 35:
Correlation between employment sectors, qualifications and incomes:
Diplomas and degrees

	TOTAL		Not for profit	Private		Public		Self- employd	No response
National diploma	= 44			24	38%	20	33%		
R1,000 – R5,000	6	14%		3	5%	3	5%		
R5,000 – R10,000	12	27%		7	11%	5	8%		
R10,001 – R15,000	9	20%		5	8%	4	7%		
R15,000 – R20,000	9	20%		5	8%	4	7%		
R20,001– R30,000	8	18%		4	6%	4	7%		
over R30,001					0%		0%		
Degree	= 86		3	39	62%	41	67%	2	1
R1,000 – R5,000	17	20%	1	9	14%	6	10%		1
R5,000 – R10,000	19	22%	1	11	17%	6	10%	1	
R10,001 – R15,000	16	19%	1	9	14%	6	10%		
R15,000 – R20,000	14	16%		5	8%	9	15%		
R20,001– R30,000	15	17%		2	3%	13	21%		
over R30,001	5	6%		3	5%	1	2%	1	
	130		3	63		61		2	1

Income

The starting incomes are not markedly different between diplomats and graduates:

- 41% diplomates earned under R10,000, while 42% of graduates did.
- 40% diplomates earned between R10,000 and R20,000, while 35% of graduates did.
- 18% diplomates earned between R20,000 and R30,000, while 17% of graduates did.
- No diplomates earned over R30,000 while 6% graduates did.

Engineering

The private sector employed 82% of the engineers – two thirds (64%) of whom were diplomates. This proportion was echoed in the public sector, with 60% of the five employed engineers being diplomates.

Table 36:
Correlation between employment sectors, qualifications and incomes:
Engineering

	TOTAL		Not for profit	Private		Public		Self-employed
National diploma	=17	62%		=14	64%	=3	60%	
R1,000 – R5,000	2	12%		2	14%			
R5,000 – R10,000	4	24%		3	21%	1	33%	
R10,001 – R15,000	3	18%		3	21%			
R15,000 – R20,000	6	35%		4	29%	2	66%	
R20,001– R30,000	2	12%		2	14%			
over R30,001		0%			0%			
Degree	=10	38%		=8	36%	=2	40%	
R1,000 – R5,000	2	20%		1	13%	1	50%	
R5,000 – R10,000	3	30%		3	38%			
R10,001 – R15,000	3	30%		2	25%	1	50%	
R15,000 – R20,000	2	20%		2	25%			
R20,001– R30,000		0%			0%			
over R30,001		0%			0%			
TOTAL	=27			=22	82%	=5	18%	

Income

The starting incomes are not markedly different between engineers working in the private and public sectors:

- 41% of engineers in the private sector earned under R10,000, while 40% of those in the public sector did.
- 50% of engineers in the private sector earned between R10,000 and R20,000, while 66% of those in the public sector did.
- 9% of engineers in the private sector earned between R20,000 and R30,000 (both being diplomates) - while no-one was employed at this level in the public sector.
- No-one earned over R30,000.

Science and Technology

A slightly higher proportion of people in the public than private sector were employed in the fields of science and technology – being 52% and 44% respectively.

Table 37:
Correlation between employment sectors, qualifications and incomes:
Science and Technology

	TOTAL		Not for profit	Private		Public		Self-employd
National diploma	=9			=5		=3		=1
R1,000 – R5,000		0%			0%		0%	
R5,000 – R10,000	=2	22%		1	20%	1	33%	
R10,001 – R15,000	=1	11%			0%	1	33%	
R15,000 – R20,000	=2	22%		1	20%	1	33%	
R20,001– R30,000	=1	11%		1	20%		0%	
over R30,001	=3	33%		2	40%		0%	1
Degree	=16			=6		=10		
R1,000 – R5,000	=6	60%		3	50%	3	30%	
R5,000 – R10,000	=3	30%		2	33%	1	10%	
R10,001 – R15,000	=2	20%			0%	2	20%	
R15,000 – R20,000	=3	30%		1	17%	2	20%	
R20,001– R30,000	=2	100%				2	100%	
over R30,001					0%			
TOTAL	=25			=11	44%	=13	52%	=1

Income

Starting salaries of those working in science and technology were better in the public sector than in the private sector (assuming that this was not simply an indication that the private sector was offering more internships/ in-service training than the public sector).

- 55% of those working in science and technology in the private sector earned under R10,000, while 38% of those in science and technology in the public sector did.
- 18% of those in the private sector earned between R10,000 and R20,000, while 46% of those in science and technology in the public sector did.
- 18% of those in the private sector earned between R20,000 and R30,000, while 15% of in science and technology in the public sector did.
- The only person earning over R30,000 was self-employed.

Those who did not complete a qualification

70% of the ten respondents who did not complete an undergraduate qualification and had dropped out of university obtained employment – albeit in the lower income ranges, with four of the seven earning under R5,000 a month.

Five worked in the private sector, while two were in the public sector.

Two had been enrolled for diplomas and eight for degrees.

Three had been doing Science and three Law; two had been doing Commerce and one each had been studying Technology and Management .

Table 38:
Occupations and incomes of respondents who did not complete a qualification

	TOTAL	Not for profit	Private	Public	Self-employed	No response
R1,000 – R2,500	1		1			
R2,501 – R5,000	3		1	2		
R5,000 – R10,000	1		1			
R10,001 – R15,000	1		1			
R15,000 – R20,000						
R20,001– R30,000						
R30,001– R40,000						
Over R40,000						
No response	1		1			
Total (Working people)	7					
Unemployed	2					
Studying full time	1					
TOTAL	10					

14. SENDING MONEY HOME

Question 5.1 and 5.2 asked about sending money home.

Three quarters of the respondents (77%) said they send money home, while 16% said they do not.

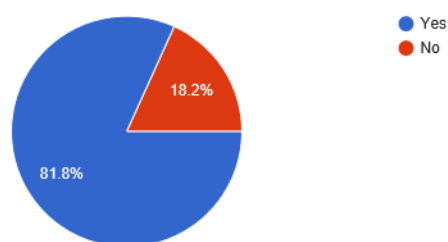
A slightly higher proportion of women do so – 80% compared with 74% of men.

Table 39:
Whether respondents send money home – by gender

	Total		Men		Women	
	n = 183	% of 183	n = 95	% of 95	n = 88	% of 88
Yes	141	77%	70	74%	71	80%
No	29	16%	19	20%	10	11%
No response	14	8%	6	6%	8	9%

5.1. Do you send money home?

170 responses



Of the 14 who did not respond to this question, 12 were unemployed, one was working part-time; one was a student. Perhaps there could have been options like 'No, as it is not necessary' and 'No as I am unable to do so'.

Table 40:
Frequency with which those who send money home do so – by gender

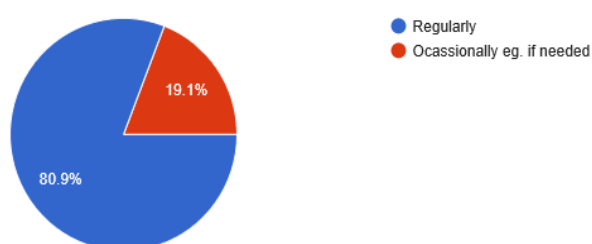
	Total		Men		women	
	n = 141	% of 141	n = 70	% of 70	n = 71	% of 71
Sends money home regularly	114	81%	56	80%	58	82%
Sends money home occasionally	27	19%	14	20%	13	18%

81% of those who send money home do so regularly while 19% do so only 'occasionally e.g. if needed'.

There is little difference in gender regarding the frequency with which they send money home.

5.2. If yes, how often?

141 responses



Occupation and sending money home

Of the 131 respondents earning an income, 81% send money home regularly while another 13% do so occasionally. Only 6% do not send money home at all.

Half of the students without employment send money home - 20% regularly and 30% occasionally.

Three unemployed people also send money home – two regularly and one occasionally.

Table 41:

The frequency with which respondents send money home – by occupation

	TOTAL	Sends money home regularly	Sends money home occasionally	Does not send money home	No response & n/a
Earning an income	131	106 (81%)	17 (13%)	8 (6%)	
Permanently employed	49	41 (84%)	6 (12%)	2 (4%)	
Contract	70	56 (80%)	10 (14%)	4 (6%)	
Casual/part-time	9	7 (78%)		2 (22%)	
Self-employed	3	2 (67%)	1 (33%)		
Unemployed	22	2 (9%)	1 (5%)	7 (31%)	12 (55%)
Studying	30*	6 (20%)	9 (30%)		15 (50%)
Total		114	27	15	27

** There are only students who are not earning an income.*

Income and sending money home

Most respondents (81% to 96%) earning between R5,000 and R30,000 a month send money home regularly. A third of those earning under R2 500 also do while 60% of those earning R2,500 – R5,000 do.

Table 42:
Incomes of respondents who are working
and the frequency of sending money home

	TOTAL	Sends money home regularly		Sends money home occasionally		Does not send money home	
R1,000 – R2,500	8	3	38%	1	13%	4	50%
R2,501 – R5,000	15	9	60%	4	27%	2	13%
R5,000 – R10,000	31	25	81%	5	16%	1	3%
R10,001 – R15,000	25	22	88%	2	8%	1	4%
R15,000 – R20,000	23	22	96%	1	4%		
R20,001– R30,000	23	20	87%	3	13%		
R30,001– R40,000	4	2	50%	1	25%	1	25%
Over R40,000	1	1	100%				
No response	3	2	66%				
Total (Working people)	133	106		17		9	
n/a (unemployed – and students not working)	50						
TOTAL	183						

15. COMMUNITY WORK

Relationship to rural areas

About a quarter (26%) of the respondents live in their rural community.¹³

Of those who do not live in a rural community, just under a half (42%) are respondents who return to rural areas occasionally while a third (32%) return regularly. One respondent does not return at all.

There are not marked differences between men and women – though a slightly higher proportion of women than men live in rural communities - 30% compared with 21%.

¹³

As the question implies that this is about the rural community from which came, this seems to be about the nature of their ongoing relationships with 'home'.

Table 43:
Respondents' relationships to rural areas

	total		women		men	
	n = 183	% of 183	n = 88	% of 88	n = 95	% of 95
Lives in their rural community	47	26%	27	30%	20	21%
Returns to their rural community regularly	59	32%	22	25%	27	28%
Returns to their rural community occasionally	77	42%	39	44%	38	40%

Community work

Of those who live in their rural communities, most (41%) do not do community work – while 38% do so occasionally. 21% do so regularly.

Table 44:
Community work undertaken by respondents who live in their rural communities¹⁴

	n = 47	% of 47
I do community work regularly	10	21%
I do community work occasionally	18	38%
I do not do any community work	19	41%

The proportion of respondents who do community work and those who only return to visit their family is the same for those who return regularly and those who return occasionally. In both case about half do community work and the other half return to 'only visit' their families.

Table 45:
Community work undertaken by respondents who return to their rural community¹⁵

	Return regularly		Return occasionally	
	n = 59	% of 59	n = 77	% of 77
To do community work	30	51%	38	49%
Only to visit my family	29	49%	39	51%

¹⁴ Question 5.3

¹⁵ Question 5.3

Addendum 1: High level analysis of 2013-2015 cohorts

The tracking team felt that it would be useful to look at some statistics from the 2013, 2014 & 2015 intakes from Devman to compare them with those of the 2012 cohort to identify possible trends.

Overview

Year	Intake #	Grads	% graduates to date	WD	Still studying	% still studying with REAP
2013	149	66	44% (After 5 years)	71	12	8% (After 5 years)
2014	155	58	37% (after 4 years)	73	24	15 % (after 4 years)
2015	125	21	17% (After 3 years)	45	59	23% (After 3 years)

Question: If we add the 17% of the 2015 intake to those who are still studying and those who withdrew for other funding, we get 49%. Is this an indicator of a diminishing graduation rate? Compared to 2012, we know that 60% have graduated and 7% are still studying equalling a possible 67% graduation rate.

For 2013, if we add the 44% graduation rate to the 8% still studying and the 23% withdrew for other funding, we have a possible but unlikely graduation rate of 75%. Of course we do not know whether those still studying and those with other funding will in fact graduate.

Breakdown of withdrawal reasons

Year	Total #WD	Academic exclusion/poor academics	%	Other funding	%	Non compliance	%	Cancelled studies/ changed HEI	%	Other/support suspended	%
2013	71	44	62%	16	23%	2	3%	5	7%	4	6%
2014	73	44	60%	15	21%	2	3%	7	10%	5	7%
2015	45	28	62%	4	9%	7	16%	4	9%	2	4%

Again, weak academic performance is the primary reason for withdrawal. Withdrawals for other funding declined substantially in 2015, but interestingly non-compliance increases.

Engineering, Commerce and Law performance

Engineering									
Year	Intake #	Grads	%	WD-academics	%	WD-other	%	SS	%
2013	29	9	31%	13	45%	5	17%	2	7%
2014	37	6	16%	12	32%	11	30%	8	22%
2015	26	1	4%	9	35%	5	19%	11	42%

Unlike the 2014 and 2015 cohorts, completion stats for the year 2013 cohort give a good comparison to 2012 intake as the majority have a final outcome. 31% of the engineering intake completed, while 45% were withdrawn from REAP for academic reasons. This outcome is slightly worse than the 2012 outcome (40% graduation rate and 42% withdrawal rate for academics), although we know that 2 students are still studying so it may improve. All in all, it is clear that the graduation rate for engineering should be an area of major concern for REAP.

Commerce									
Year	Intake #	Grads	%	WD-academics	%	WD-other	%	SS	%
2013	14	8	57%	2	14%	4	29%	0	0%
2014	27	13	48%	8	30%	3	11%	3	11%
2015	20	6	30%	4	20%	4	20%	6	30%

In the commerce stream, the table above indicates a slightly higher but similar graduation rate for the 2013 cohort to that of 2012, however in 2013 only 14% were withdrawn for academic reasons as opposed to 43% in the 2012 intake group.

Law									
Year	Intake #	Grads	%	WD-academics	%	WD-other	%	SS	%
2013	9	3	33%	5	56%	0	0%	1	11%
2014	11	2	18%	5	45%	1	9%	3	27%
2015	5	0	0%	0	0%	1	20%	4	80%

The performance of law students remains dismal as seen in the graduation rates of the 2013 and 2014 cohorts again highlighting the general poor performance of Law students in the REAP programme.

National diplomas and degrees: comparison

Year	Total intake	No. enrolled for degrees (%)	Grads (%)	WD-academics (%)	WD-other (%)	Still studying (%)	No. enrolled for diplomas (%)	Grads (%)	WD-academics (%)	WD-other (%)	Still studying (%)
2013	149	115	44 (38%)	40 (35%)	22 (19%)	9 (8%)	34	22 (65%)	4 (12%)	5 (15%)	3 (9%)
2014	155	115	38 (33%)	39 (34%)	20 (17%)	18 (16%)	35	20 (57%)	5 (14%)	4 (11%)	6 (17%)
2015	125	108	14 (13%)	26 (24%)	14 (13%)	54 (50%)	17	7 (41%)	2 (12%)	3 (18%)	5 (29%)

Consistent with the 2012 intake, the graduation rates for diplomas are significantly higher for degrees and the withdrawal rates are significantly lower. What is interesting to note is the small number of the cohort that were studying for national diplomas diminishing right down to 14% of the cohort in 2015. This might explain the potential decline in graduation numbers explored in the overview section.

Performance by HEIs

HEI's highlighted below are those that REAP plans to recruit from. These figures provide a lot of food for thought as to students selected and support provided.

	2013							2014							2015						
HEI	Total intake	Grads	%	WD	%	SS	%	Total intake	Grads	%	WD	%	SS	%	Total intake	Grads	%	WD	%	SS	%
CPUT	7	7	100%		0%		0%	5	1	20%	3	60%	1	20%	3	0	0%	1	33%	2	67%
CUT	8	2	25%	4	50%	2	25%	8	3	38%	3	38%	2	25%	2	0	0%	1	50%	1	50%
DUT	10	8	80%	2	20%		0%	13	11	85%	1	8%	1	8%	5	3	60%	1	20%	1	20%
NMU	15	9	60%	6	40%		0%	14	4	29%	9	64%	1	7%	10	4	40%	1	10%	5	50%
NWU	6	2	33%	3	50%	1	17%	10	2	20%	6	60%	2	20%	1		0%	1	100%		0%
RU	7	3	43%	4	57%		0%	5	3	60%	1	20%	1	20%	4	0	0%	1	25%	3	75%
SMU	2		0%	2	100%		0%	3	1	33%	1	33%	1	33%	1		0%	1	100%		0%
SU	8	3	38%	5	63%		0%	7	4	57%	3	43%		0%	11	2	18%	7	64%	2	18%
TUT	5	3	60%	1	20%	1	20%	6	4	67%	1	17%	1	17%	2		0%		0%	2	100%
UCT	6	1	17%	5	83%		0%	3	2	67%	1	33%		0%	4		0%	1	25%	3	75%
UJ	6	3	50%	3	50%		0%	11	3	27%	8	73%		0%	12	2	17%	5	42%	5	42%
UKZN	25	7	28%	11	44%	7	28%	21	8	38%	7	33%	6	29%	29	6	21%	6	21%	17	59%
UP	15	6	40%	8	53%	1	7%	9	3	33%	5	56%	1	11%	6		0%	5	83%	1	17%
UFS	5	3	60%	2	40%		0%	8	2	25%	4	50%	2	25%	4		0%	2	50%	2	50%
UWC	10	6	60%	4	40%		0%	7	5	71%	1	14%	1	14%	9	2	22%	2	22%	5	56%
WITS	14	3	21%	11	79%		0%	20	4	20%	12	60%	4	20%	22	2	9%	10	45%	10	45%
Total	149	66	44%	71	48%	12	8%	150	60	40%	66	44%	24	16%	125	21	17%	45	36%	59	47%

*The original intake # was 155- 5 students accepted for this cohort withdrew before commencing studies at any particular HEI



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