

2016 ANNUAL REPORT



Our Vision

Our Vision is to see hundreds of young rural South Africans equipped with the skills, qualifications, values and motivation necessary to effectively lead and serve their communities.

Our Mission

Our Mission is to offer talented and motivated young South Africans from marginalised rural areas the chance to study at high quality tertiary institutions and provide them with the support and guidance they need to graduate, sustain themselves and become the principled leaders of tomorrow.

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Western Cape Alumni at an event
held at Investec



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Chairman's Message



Brother Michael de Klerk



When reviewing the achievements of 2016, it is pleasing to note that REAP remains faithful to its core vision and mission as stated in this annual report. I am also grateful to our former Chair, Bishop Frank De Gouveia, for his wise and steady leadership of the Board over a 5-year period.

While it has been a tough and volatile year in the country's higher education sector, our work continues to be worthwhile and rewarding. The students under the care of REAP are deserving of our energy and compassion and we are thankful for the opportunity to have this responsibility entrusted to us. The major accomplishments for 2016 included an evaluation of the REAP programme, producing some research material on "bridging the gap between higher education and the workplace" and celebrating 15 years of the organisation's existence.

Higher education is a major factor that influences and determines the success of individuals and has a national and international impact. Many believe that it is central to the development of a nation. In the South African context, higher education can contribute significantly to the building of a united, peaceful, and democratic country. To this end, REAP welcomes and is appreciative of the ongoing financial support from the corporate sector in providing funds for access and support of the rural students on our programme.

Through REAP's support system, the drop-out rate of first year students is far less than the high and alarming drop-out rate experienced by some higher education institutes. The 2016 results of REAP's students were gratifying with 62% passing all their year-end subjects and 21% passing a majority of their subjects (including a major one) that enabled them to proceed to the next level. Seventy six of last year's students completed their studies to move on to graduation. The efforts of the student development advisors need to be applauded as they assist students to realise their academic potential.

REAP is blessed to have Board members who are active throughout its structures, volunteering their time and expertise when called upon. All share a commitment and passion for higher education. The management of REAP continues to demonstrate good faith in working with the Board and the relationship remains healthy.

It is worthwhile once more to contemplate the message of Pope Francis in a 2015 meeting with educators: "Our academic institutions are seedbeds, places full of possibility, fertile soil which we must care for, cultivate and protect. Fertile soil thirsting for life." The Pope also said that we would do well to ask ourselves: "What kind of world do we want to leave behind? What meaning or direction do we want to give to our lives? Why have we been put here? What is the purpose of our work and all our efforts?" (cf. *Laudato Si'*, 160). The 2016 programme review affirmed that the level of support being provided by REAP continues to be needed by our rural students. Our work enhances the chances of retention and throughput in their years of study. With the partnership of others we continue to serve and make a difference in a small way in spite of the many challenges that we face in the higher education environment.

Brother Michael de Klerk
Chairman

Director's Report

2016 was a very significant year for REAP, with the completion of a major programme review, investment in exciting new initiatives around work readiness and our alumni association, and celebrating our 15 year anniversary with a series of symposia.

All of this took place in a very volatile and dynamic external context with serious student unrest and major policy shifts at NSFAS (National Student Financial Aid Scheme) and in the higher education sector generally.



Russell Davies

Turbulent times

2016 saw the escalation of student protests on campus following the failure of the Presidential Commission on Fee Free Higher Education to release its report in September 2016 as initially scheduled. Some student leaders interpreted the extension of the deadline until July 2017 as a lack of good faith. The subsequent announcement by the Minister that the poor and missing middle would be exempt from fee increases in 2017 did little to pacify the growing anger and there was considerable disruption to the academic programme at most institutions as well as property damage and heavy securitisation. This meant that many classes were cancelled and examinations were delayed for some students, with a knock on effect in terms of disturbed preparation, increased anxiety and release of results.

REAP staff made every effort to support our students through this troubled period and in the main, academic performance was not unduly affected. We are aware that many institutions exercised considerable leniency in final examination assessment in light of the prevalent challenges.

Clearly the issues are as yet far from resolved and further unrest could break out at any time. REAP will continue to pro-actively monitor the situation and adapt our support accordingly.



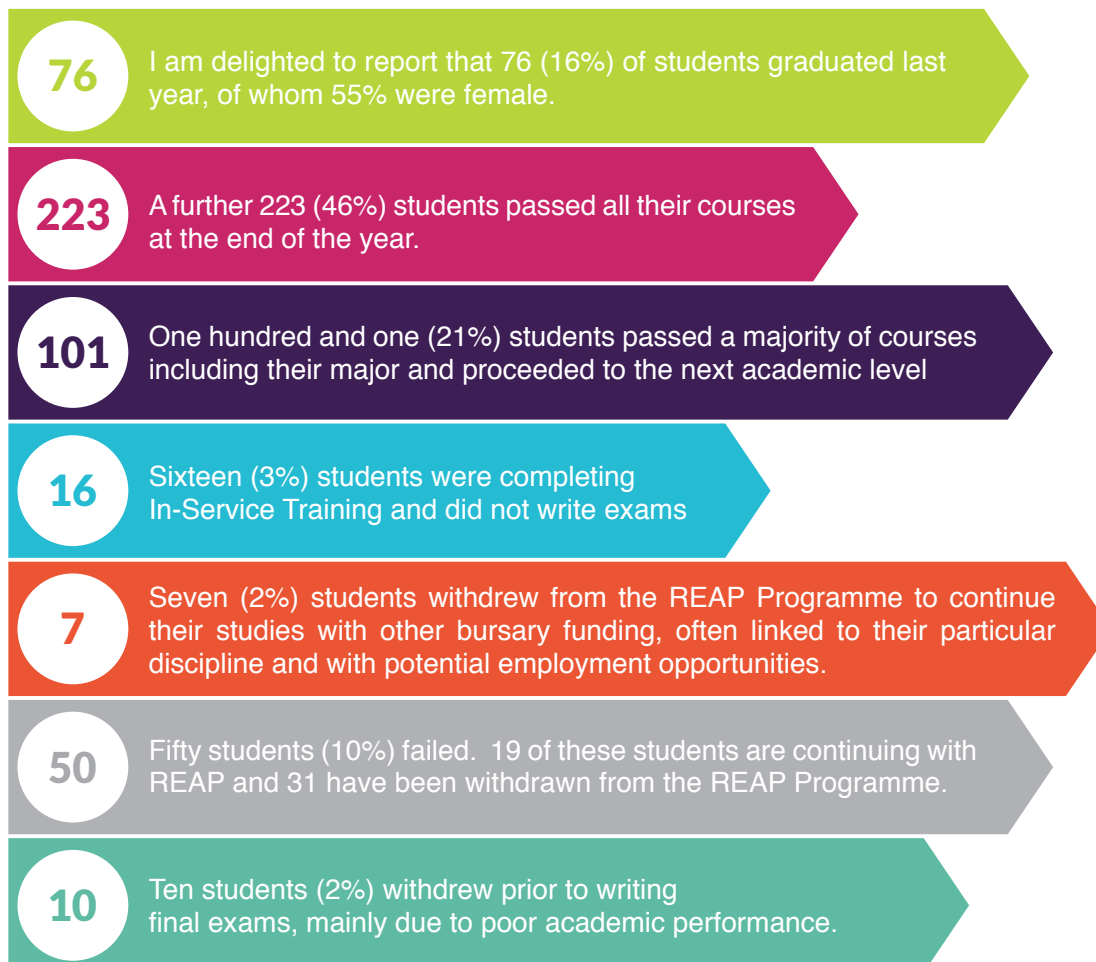
University Students
demanding to be heard



Student Protests
at the University of Cape Town

Student Performance

In 2016, REAP had a total of 483 students on the programme of whom 52% were female.



Programme evaluation

As outlined in the 2015 Annual Report, REAP commissioned a major externally driven programme review in 2015, led by Penny Morrell (Independent Evaluator) and working in close collaboration with Glenda Glover (REAP Special Projects Officer). This was a very thorough and rigorous process involving intensive engagement with students, staff, board members, recruitment volunteers and other external stakeholders throughout 2015 and 2016. A full report on this process and its key outcomes is set out on Page 8.

JP Morgan employability project

With the generous support of the JP Morgan Chase Foundation in 2016, REAP was able to make substantial strides in the strengthening of linkages between education and employment in our programme. A full report on this exciting initiative is on Page 12.

REAP Symposia & 15 year anniversary celebrations



Penny Morrell
Independent Evaluator,
presenting her findings



Dr Andrew Hartnack
Sustainable Livelihoods
Foundation, presenting his
research findings



Final Year students and their SDA's
at REAP's 15 Year Celebrations and
Awards Ceremony in Cape Town

During the month of October we held 3 full day events in Cape Town, Johannesburg and Durban, bringing together 4 main agenda:

- + Sharing key practice related findings from the external programme review led by Penny Morrell which are of interest to the wider sector;
- + Sharing key findings from Dr. Andrew Hartnack's report on the post-graduation employment experience of REAP alumni;
- + Presenting awards to our final year students about to graduate;
- + Celebrating 15 years of REAP.

We also featured a presentation by our Head of Programme Kanyisa Diamond, feeding back on her Masters research into the professional attributes and qualities required of student support practitioners. We utilised local experts as respondents to the various presentations.

The events were attended by a range of academic and student support services personnel from the various local higher education institutions, other bursary providers, donors, board members, recruitment volunteers, alumni and other friends of REAP.

Opening of a REAP office at Nelson Mandela Metropolitan University (NMMU)

Aside from the various issues identified in the programme review, a significant programmatic development for REAP in 2016 was the placement of Vatiswa Mangxola, our most experienced Student Development Advisor, on campus at Nelson Mandela Metropolitan University in Port Elizabeth. Vatiswa originally hails from the Eastern Cape and her new office is located alongside NMMU Student Support services practitioners. She works in close collaboration with them as she supports our NMMU students as well as students at Rhodes University. We are closely monitoring this new model of support with a view to possible replication in the Free State.



Kanyisa Diamond
Head of Programme,
presenting her
findings



Vatiswa Mangxola,
Senior SDA with her
Eastern Cape first
year students.

Recruitment & Selection

The external programme review highlighted various aspects of the recruitment & selection function where efficiencies could be made. These mainly focused on compliance with deadlines, minimising the number of applications submitted which did not meet REAP's basic selection criteria, maximising objectivity and consistency in the interview process and offering enhanced career guidance to learners. Accordingly we brought our 24 key recruitment volunteers to Cape Town in early July to share the findings from the review, agree on ways forward and also introduce our new Recruitment & Selection manager Mandy Padayachee.

We also trialled the recruitment of 16 new students directly from UWC and UKZN. By and large this went well and will be extended in the future. 2016 was also notable in that REAP staff played a much more active and comprehensive role in the student interview process. This is a development which will continue in 2017 and beyond.

Governance

We were sad to bid farewell to Bishop Frank de Gouveia who had served faithfully as Board chairman since 2011. His place as Chair was ably taken by Brother Michael de Klerk who has been a Board and Board Executive committee member since 2012. Bishop Adam Musialek, from the diocese of De Aar, joined the Board in 2016 by appointment of SACBC. In August we said farewell and thanks to Aubrey Chabedi who has served as the Regional Representatives delegate since 2012. His place was taken by Placid Manemela from Polokwane, who was elected by the Reps at our national meeting in June.



Volunteer Recruiters, Anita Ben (left) and Nomangezi Saliwa (right) with REAP Alumnus, Asavela Vika (middle) at the meeting in Sea Point



Twenty Four of our key volunteer recruiters came together in Sea Point in July last year



REAP Director, Russell Davies presenting volunteer recruiter Boitumelo Motabogi with an appreciation award.



REAP Director, Russell Davies (left) presenting volunteer recruiter, Fr. Andrew Ogbu (Rustenburg) with an appreciation award.

Looking ahead

2017 emerges as a very challenging year for REAP in several respects:

- + The rollout of the NSFAS Student Centred model means we will no longer receive a 20% advance on our bursary allocation and we will be reliant on NSFAS and the various HEIs to manage student meal, book and private accommodation payments. We anticipate that this will not be a smooth transition. It also fundamentally shifts the relationship between the REAP Student Development Advisor and the student.
- + At the time of writing NSFAS has imposed caps of R76,000 on the funding of any individual student from their bursary allocation. Up until now REAP could allocate full cost bursaries. This leaves a significant shortfall at higher fee charging institutions such as Wits, UCT, UP, SU and RU, which needs to be picked up either by the HEI or by REAP through its donors. Negotiations are ongoing to try and find a solution to this problem.
- + Our two largest 2016 donors (Absa and DG Murray Trust) have discontinued their support from 2017. Whilst we were given ample notice, this leaves a significant gap in our budget. The JP Morgan funding for employability projects also comes to an end in April 2017. Fortunately two of our longest standing donors (OMT and FNB) have increased their support, going a long way to bridging that gap. I am also pleased to announce a new funding partnership with Santam.
- + Our long serving Head of Programme Kanyisa Diamond left us at the end of 2016 to take up a new role at Old Mutual. We thank her for nine years of skilled and dedicated service – and I am pleased to advise that she has agreed to join the REAP Board, thereby continuing her association and retaining her expertise and organisational knowledge. However she also leaves quite a gap in senior leadership and experience. Nonetheless I am delighted to advise that Ms. Salisha Lauton has now joined us as the new Head of Programme.

I have no doubt that we will rise to these challenges and adapt to a fast changing and volatile landscape. Major focus areas for 2017 are:

- + Understanding, dealing with and monitoring implications of rollout of NSFAS Student Centred Model
- + Considering how we impact the sector more broadly
- + Developing internal leadership potential
- + Further integration with HEI services
- + Strengthen and expand our recruitment networks in Free State, Northern Cape & Mpumalanga
- + Instigate a pilot project offering support to NSFAS funded students, testing whether how the REAP support model (or at least a lighter version) holds up where there is no financial relationship with the student. This may become very strategically important if there is ultimately universal free higher education for the poor and REAP's funding role becomes redundant.
- + Capitalising on employability curricula / employer networks / alumni association

In closing I, as always, want to extend my sincere thanks to our dedicated staff, Board members, recruitment volunteers, donors and institutional partners. We will again join hands in partnership to serve and empower our students in 2017.

Russell Davies
Director

External programme review & rethink



Glenda Glover, REAP Special Projects Officer (left) and Penny Morrell, Independent Evaluator (right)

This review of REAP, undertaken from July 2015 to July 2016, was led by Penny Morrell (Independent Evaluator) and working in close collaboration with Glenda Glover (REAP Special Projects Officer). They were tasked with addressing four questions:

01

In which ways does the support to students offered by REAP make a substantive and demonstrable difference to student retention, academic performance, employability and general formation? If so how and what are the most critical [and unique] elements [that should not be lost]?

02

Could this support be delivered with a 'lighter touch', more cost effectively and sustainably? Are there duplications with support already being offered by HEIs? Is there potential to make more use of on-line modalities?

03

Could this kind of support be delivered at systems/institutional level and reach more students?

04

Is access to higher education for rural students a problem in the same way it was in 2001 when REAP was formed? What are the implications for our recruitment and selection processes?

The review comprised a range of enquiries – using self-administered survey questionnaires, focus groups discussions and key informant interviews from which 'thick descriptions' were developed. Ideas were tested and developed in working sessions with various REAP staff and the findings were presented in detail to the REAP Board and senior leadership team. They were also shared with a range of interested external stakeholders at the 3 symposia in October 2016 – conducted in Cape Town, Johannesburg and Durban.

Does REAP make a difference?

- + REAP students, both past and present, testify that REAP makes an important difference to them, without which they may well not have stayed the course. That being said, about 40% of students do not stay with REAP for the duration of their degrees – with about 28% losing REAP's support due to poor academic performance. While REAP constantly applies its mind to how this could be reduced (especially through recruitment and selection and support) a throughput rate of (conservatively) 54% to around 65% of all students is better than the national averages reported by the Council on Higher Education for black African and Coloured students.

- + Finding baseline data on throughput and retention which is sufficiently comparable to REAP's student profile is not simple, however. Even comparing the Council on Higher Education's data for 2006 and 2008 intakes with REAP's 2010 and 2011 student cohort is unsatisfactory, given confounding variables. Comparisons with bursary organisations are also undermined by a range of variables including different student profiles (income, origins, matric marks etc), and different choices of universities, year of entry etc.
- + While comparisons are not easy, then, REAP is nonetheless encouraged to pursue the collation and analysis of its own cohort data to provide insights into improving its practices – as well as to showcase its successes.

Access

- + While some financially disadvantaged rural youth are making their way to university without the help of organisations like REAP, access continues to be a challenge for others. REAP should therefore continue to recruit students from rural areas, as facilitating access is central to the organisation's endeavours and character.
- + There have been significant inefficiencies in REAP's recruitment and selection function, however, proposals to overhaul some internal systems and focus on working with the more productive voluntary REAP representatives (reps) are being implemented and relationships with partner organisations are being revitalised.
- + As REAP cannot offer a sufficiently comprehensive career guidance service, reps are encouraged to distribute other organisations' career information and, where the internet is available, to help learners access websites.

- + SDAs will again participate in selection interviews in order to improve them – but this is not a 'lighter touch'.
- + From 2017, REAP will recruit students directly from universities to offer support to vulnerable rural students who have made their way there.

REAP students and the importance of 'accompaniment'

- + Young people from financially disadvantaged rural households face challenges peculiar to their background, which other financially disadvantaged youth may not experience. They also bring valuable resources from their backgrounds, however, which REAP seeks to work with in nurturing confident and able citizens and graduates.
- + As a development organisation, REAP's model of support and development is characterised by the 'accompaniment' of students. Undertaken through face-to-face and telephonic contact as well as through group events like workshops, this work is labour intensive.
- + Evidence from REAP students clearly shows that REAP makes a difference to them – particularly with regard to academic monitoring but also to their developing into confident, independent, accountable people. Social desirability bias aside, the overall sense is that REAP adds significant value to their ability to survive and succeed.
- + As academic mentoring is highly prized by students and is not offered uniformly by universities, this should not be jeopardised as it makes a difference to retention and throughput.
- + None of REAP's core services currently being offered to students can be withdrawn without undermining the positive effects on students – particularly given the over-extended university services coping with increasing student numbers.

‘Lightening the touch’

- + As a development organisation, REAP’s provision of services is ‘heavier’ than most bursary organisations. Not only does it support these particularly vulnerable students from their first year at university and throughout their degrees, but it prioritises a focus on development.
- + What can be ‘lightened’ however, is the frequency of SDAs’ individual sessions with students, particularly after the first 18 months – replacing face-to-face with telephonic sessions, and using group events like workshops. SDAs will continue to be available for ad hoc contact, however.
- + Each SDA supports between 40 and 50 students. While this could be increased to 60 where conditions are optimal, the extended range of services offered by SDAs – including the imminent development work occasioned by the employability project – does not bode well for taking on larger numbers.
- + While SDAs are utilising the student services offered by universities, they could work more systematically with these resources and relationships to optimise their use.
- + An expanded use of on-line / social media for improving administration and communications is supported, with the proviso that it does not simply increase contact, but improves it.
- + A re-energising of the buddy programme will improve support for newly-arrived students, but will not necessarily produce a lighter touch.

Increasing reach

- + Slightly more students could be reached if REAP prioritises affordable universities over more expensive ones – and ways of doing this are proposed. This would also reduce the additional funding needed to cover extra costs.
- + In addition REAP could consider offering – or be paid to offer – its support and development initiatives to students funded by NSFAS (and other funders) as a way of expanding REAP’s reach at relatively low cost.



MEET OUR GRADUATES

Anam Witbooi

graduated with a Degree in Pharmacy from Rhodes University and subsequently secured work at a public hospital in East London as an Intern Pharmacist. As a senior student, she volunteered to serve as a REAP peer buddy and a pharmacy mentor to first years at Rhodes and her leadership qualities have been demonstrated over the years. She volunteered at her former high school and spoke to grade 11 learners about university application and shared her personal experiences with them. We have no doubt that she will be an excellent pharmacist.

Costs

- + REAP's infrastructural expenses are reasonable at around 11% of the cost of running the whole programme.
- + While the unit cost per student has increased over the past five years, this seems attributable to bursary funding not keeping abreast with inflation, thus reducing the numbers of students REAP can support. In addition, SDAs are offering a wider and more intense range of services – like orientation, face-to-face contact, etc.

Final word

While proposals are made for shifts in some current practices, REAP is realising its mission to “offer talented and motivated young South Africans from marginalised rural areas the chance to study at high quality tertiary institutions and provide them with the support and guidance they need to graduate, sustain themselves and become the principled leaders of tomorrow”. It does so with integrity, commitment and attention that affirms it as a valued contributor in the student support/development sector. That being said as the needs of first generation students do not diminish, REAP might consider extending its reach with a view to making a difference to larger numbers of young financially disadvantaged South Africans from rural areas. In doing so – and in simply continuing to offer its current services – the organisation will need to navigate its way in increasingly contested and constrained times in higher education.



MEET OUR GRADUATES

Daniel Canham

graduated with a BCur Degree from Nelson Mandela Metropole University. He was a REAP Peer Buddy for two consecutive years. He is also a young entrepreneur in the field of branding. His way of giving back to the community is to mentor young boxers from his home town and to encourage them to continue with their studies.



MEET OUR GRADUATES

Anathi Ndlamla

graduated with a National Diploma in Civil Engineering from Nelson Mandela Metropole University. She completed her In-service training at Transnet and is currently pursuing her Btech studies whilst working full time at SGM construction company based at Port St Johns in the Eastern Cape.

JP Morgan Employability Project

Dr. Andrew Hartnack researched and reported on post-graduation experiences of REAP alumni in seeking and attaining employment



Apart from the alumni, the research team also sought to engage a range of HR practitioners at key relevant employers to solicit their observations regarding the recruitment and performance of graduates from previously disadvantaged backgrounds, particularly from rural areas. Questions of interest for this cohort included:

- + Quality of written applications, CVs, interview performance;
- + Identification of deficits at time of recruitment;
- + Assessments of how graduates perform once in the workplace and identification of deficits in preparation that could be addressed pre-graduation.

This project had four main dimensions:

01

The publication of a report by Dr. Andrew Hartnack on the post-graduation experiences of REAP alumni in seeking and attaining employment. Entitled 'Success & Struggle', it analyses and reports on data obtained from 276 former REAP students regarding:

- + Their family background and study histories / choices, and the pre-existing challenges they faced before embarking on their career path;
- + Their employment/un-employment histories and the journeys they experienced between graduation / leaving their studies and finding their current employment;
- + Their experiences in trying to secure employment and the challenges they faced in identifying and accessing suitable employment;
- + Their experiences, challenges, and barriers within the workplace;
- + Metrics around salary, full / part-time employment, length of time securing employment, retention / mobility;
- + Their suggestions as to how they could have been better prepared.



Zweli Gwebityala,
Project Leader
of the JP Morgan
Employability Project



Anthony Muteti
from Sustainable
Livelihoods
Foundation doing a
phone interview.

02

Development of work readiness resource materials

Expert consultants were engaged by REAP to collate a series of materials addressing competencies and behavioural traits identified as necessary for graduates seeking to enter a contemporary professional workplace. The materials embraced both 'soft' and 'hard' skills and have now been loaded on to an interactive online portal. They will be utilised by the programme team both in one on one sessions with students but also in workshops and career fairs. Students will also be able to engage with materials individually in self-directed learning.



Alumni Co-Ordinator, Meekness Lunga,
with two of REAP's alumni



Gauteng Alumni



Alumni in Port Elizabeth, with Head of
Programme, Kanyisa Diamond (far left) and
Senior SDA, Vatiswa Mangxola (far right)

03

Cultivation of employer linkages

Significant time and energy has been devoted to the cultivation of a network of employer relationships with a view to facilitating vacation placements for our students and employment for our graduates. Many of these contacts have come through the South African Graduate Employers Association. Currently we have around 50 employers, mainly large national corporations, in the network.

04

REAP Alumni Association

2016 marked the formal launch of the REAP Alumni Association with gatherings in Johannesburg, Cape Town, Durban and Port Elizabeth; quarterly newsletters, social media platforms, referrals to employment opportunities and alumni participation in REAP events such as the symposia, awards ceremonies and workshops. Currently we have around 520 alumni on the database. Our hope is that this network will consolidate and grow in effectiveness. Alumni have the potential to give back in so many ways and also to connect with each other for mutual advantage.



KwaZulu Natal Alumni



Mihloti Mkhabela
(REAP alumnus)



Snowy Mabilu
(REAP alumnus)

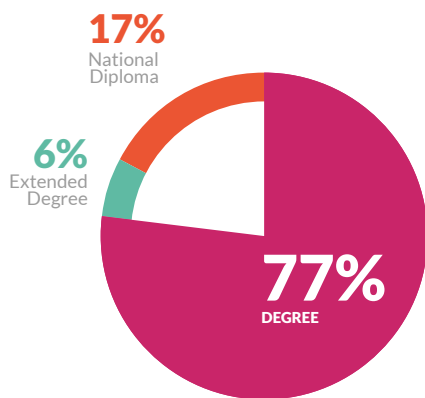
Student Profile and Results Analysis

Numbers

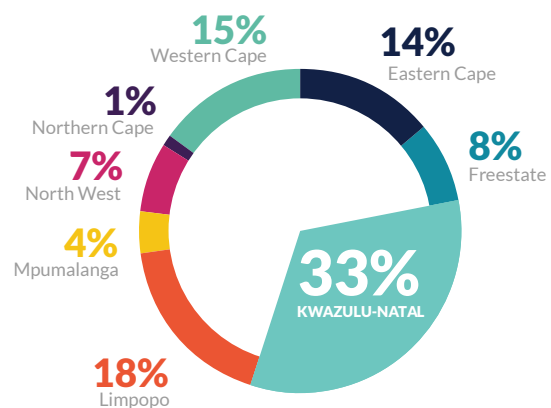
REAP supported 483 Higher Education students in 2016 of whom 161 were first years. The total number of students was slightly higher than in 2015.

The gender split was 52% female and 48% male; a slightly higher percentage of female students than in 2015 and for the first time, a majority of females on the programme.

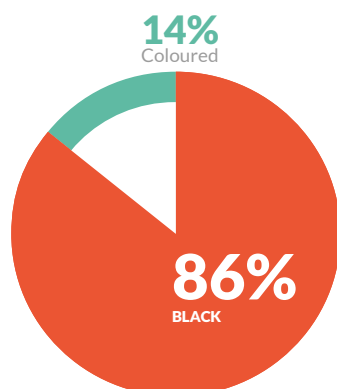
77% of students were studying towards a degree (6% more than in 2015) whilst 17% were studying towards a national diploma. (6% less than in 2015). 6% of students were studying towards extended degrees (the same as in 2015)



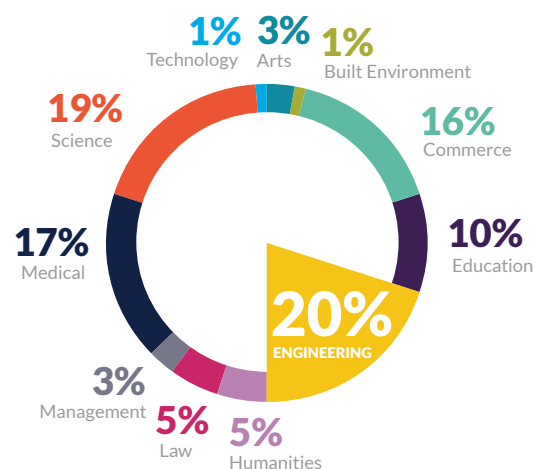
Students
by type of qualification



Provincial
origins of students



Students
by race



Students
by stream of study



MEET OUR GRADUATES



Halalisani Ngobese

graduated with a Bachelor's degree in Science Genetics and Biochemistry from the University of KwaZulu Natal. Whilst seeking employment, she is volunteering at Northdale Hospital.



Jane Shabangu

graduated with a BSc Degree in Industrial Engineering from the University of the Witwatersrand.



Kholosa Ngemntu

graduated with a Degree in Nursing from Nelson Mandela Metropole University. She obtained 3 distinctions.



Irwin Faulkner

graduated with a Bachelor of Education from NMMU. He attained 8 distinctions and is now teaching at a school in Port Elizabeth.



Ntando Magama

graduated with an LLB Degree from Nelson Mandela Metropole University. He obtained 3 distinctions. Ntando was a REAP peer buddy for 3 consecutive years and he was very passionate about assisting the REAP first years. He was a member of the university's debating society as well as of the law council at NMMU.

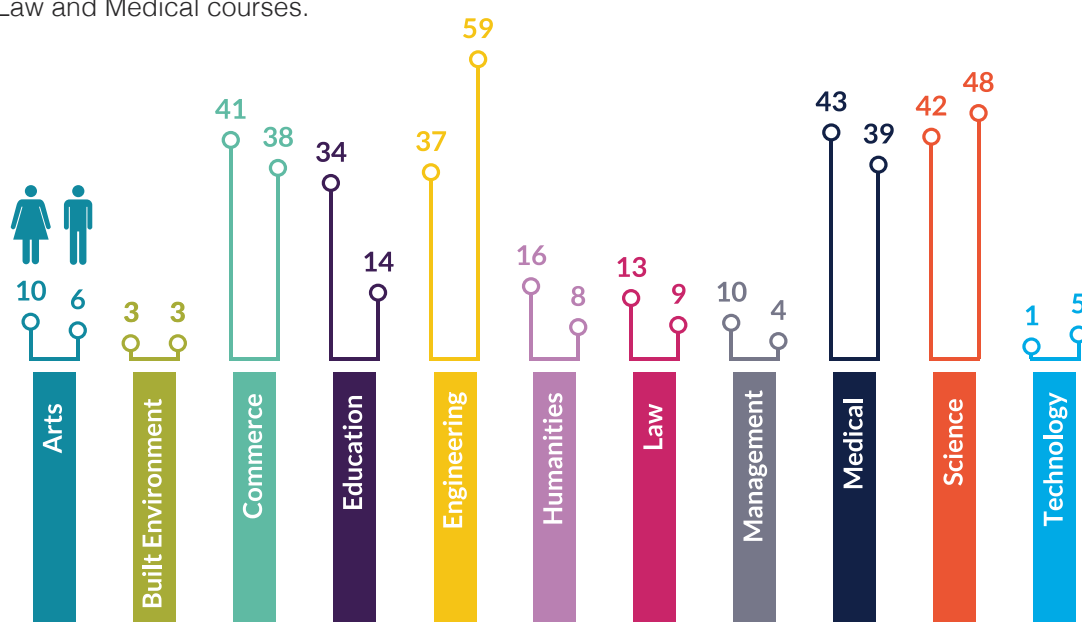
Extended Programmes

Universities place students in extended programmes when their APS (Admission Points Score) is lower than required for mainstream studies, or when other entrance assessments indicate risk or their early performance in the course indicates risk.

Extended programmes split the first year academic curricula over two years and add support modules. By far the majority of REAP students on extended programmes are in the Science stream, but there are a small number of students in Arts, Commerce, Engineering, Law and Medical courses.

REAP encourages students to take up extended programmes believing that this reduction in workload and additional support is preferable to repeating an academic year due to failure.

There was little difference in the type of qualification taken by males and females when taking into account the slightly higher number females on the programme. A total of 6% of students were on extended programmes in 2016.



Streams
of study by gender



MEET OUR GRADUATES

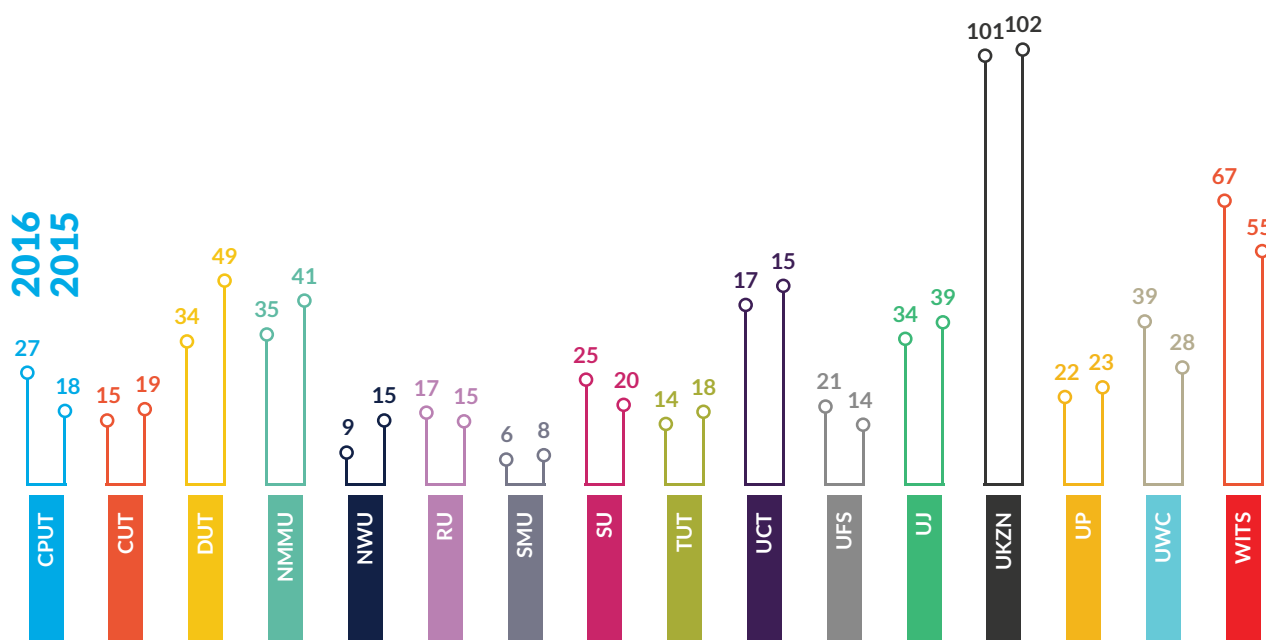
Mickyle Chennai Jooste

graduated with a Bachelor of Commerce (Accounting) from the University of the Western Cape. She is currently working at Brantex, doing sales analysis, planning and reporting. Mickyle writes to her Student Development Advisor: "Thank you for your endless support during the past four years. You were not only a student advisor but a friend who always had an ear to listen. Thank you for caring and believing in me. Also a big thank you to REAP. I am grateful that REAP believed in me and gave me the chance to study. There are no words to describe how thankful and proud I am to be a REAP student."

Higher Education Institutions

The largest cohort of students was at the University of KwaZulu Natal, followed by the University of the Witwatersrand, the University of the Western Cape, Nelson Mandela Metropole University, Durban University of Technology and the University of Johannesburg. The smallest cohorts were at Sefako Makgatho Health Sciences University (formerly the Health Sciences Campus of the University of Limpopo), University of the North West, Tswane University of Technology and Central University of Technology.

Male students remained predominant in Engineering (making up 61% of Engineering students) and Technology (with no Female students studying Technology) while there were almost equal female and male students studying Built Environment, Commerce, Medicine and Science. Females were in the majority in Arts, Education, Humanities, Law and Management.



Spread of REAP Students
by higher education institutions



MEET OUR GRADUATES

Tondani Raluswanga

graduated as a Bachelor of Science (Biological) from the University of the Witwatersrand in minimum time. She completed her REAP community service at Gondolikhethwa Christian School where she shared information on careers, bursaries and student life with grade 11 and 12 learners.

Student Performance

Graduates

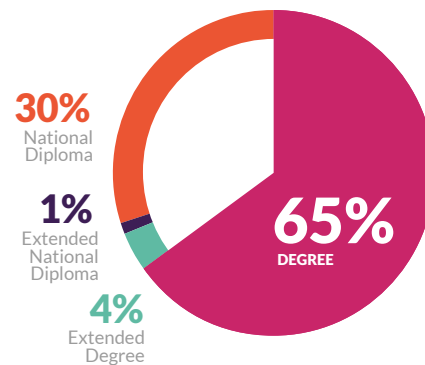
76

students successfully completed their studies in 2016.

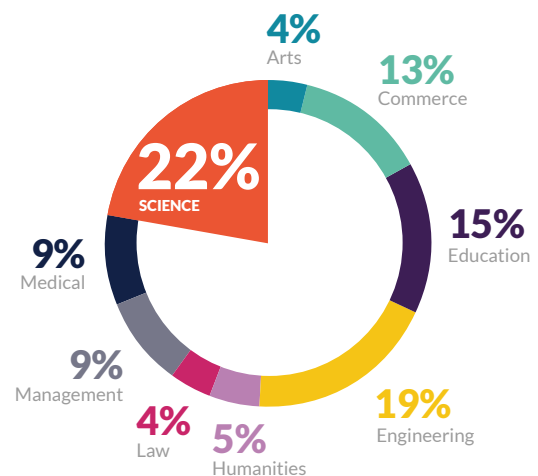
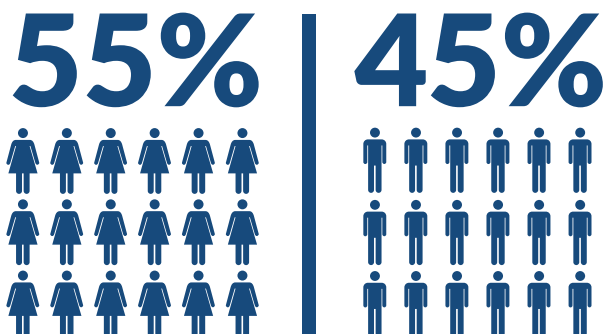
Of the 76 graduates, 49 were doing degree courses, 3 extended degrees, 23 national diplomas and 1 student was doing an extended national diploma.

The graduates came from the following study streams: Arts – 3, Commerce – 10, Education – 11, Engineering – 14, Humanities – 4, Law – 3, Management – 7, Medical – 7, Science – 17.

The Gender split was 55% female graduates and 45% male graduates. These figures include only the students who have remained with REAP for their entire undergraduate studies and were therefore active on REAP's database in 2016. It does not take account of students who left REAP during their undergraduate studies, often to take up other bursaries, and may therefore also have completed in 2016. Below are charts indicating the spread of disciplines, institution and type of qualification amongst the 2016 graduates:



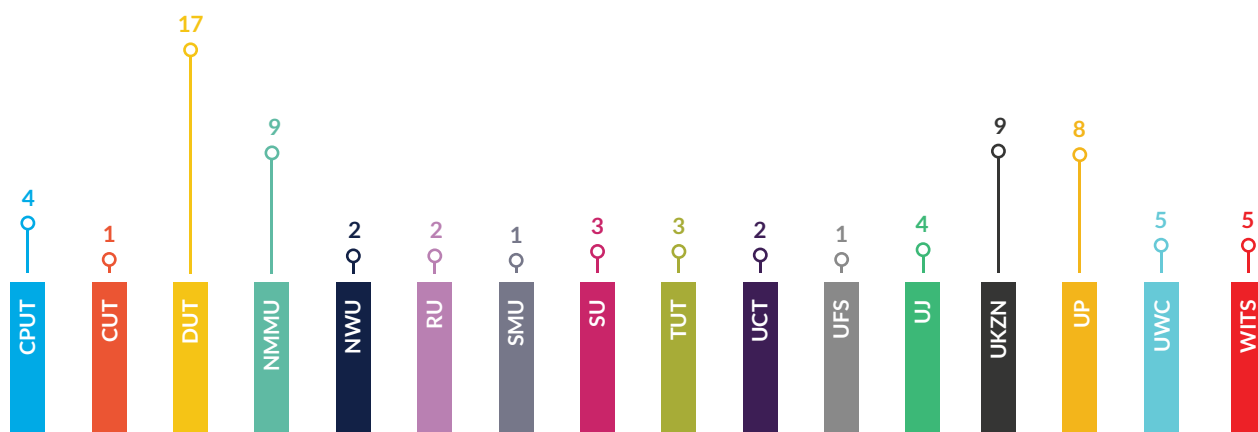
Graduates
by type of qualification



Graduates
by stream of study



Of the 76 graduates, 39 (51%) finished in minimum time. Twenty six students (34%) required one extra year. Of these 26 students, 1 was studying Arts, 3 – Commerce, 2 – Education, 8 – Engineering, 1 – Humanities, 2 – Management, 2 – Medical and 7 – Science. Eleven (14%) students required 2 extra years or more. Of these 11 students, 1 was studying Commerce, 6 – Engineering, 2 – Humanities and 2 – Management



Graduates by higher education institutions



MEET OUR GRADUATES

Jodecee Solomons

graduated as a Bachelor of Arts in Drama & Theatre Studies from Stellenbosch University. He will be pursuing an honours degree in Applied Theatre, also at Stellenbosch University. For his community service, Jodecee initiated a project to curb food shortage in the Cederberg municipality. He distributed food parcels and facilitated educational workshops. He says that he developed his leadership and problem solving skills through this activity. Jodecee was also involved in various campus societies including Operation Smile and the Maties Drama group. He will always be remembered for his energy and authenticity as well as his commitment in REAP programme activities.

2016 Cohort Results

REAP classifies results as follows:

Pass Student passes all courses registered for.

Proceed Student passes 50% or more of the courses registered for including majors.

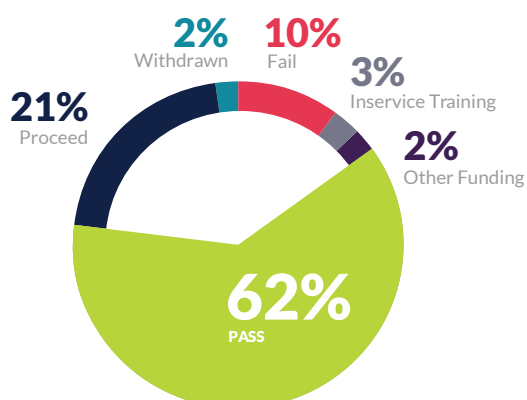
Fail Student fails more than 50% of courses registered for or a major

Withdrawn Students who withdrew from REAP during the year for a variety of reasons, from obtaining an alternative bursary, to academic exclusion.

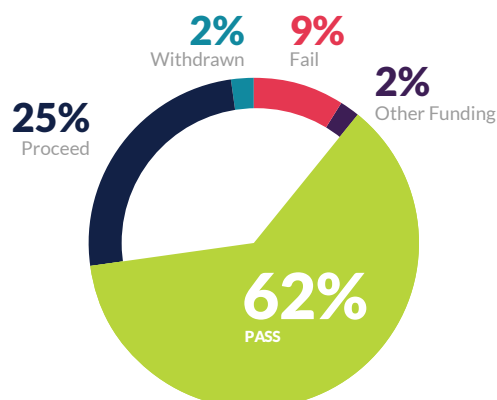
IST Students on in-service training who do not write exams.

If we combine the number of students who passed and proceeded in 2016, we can record a year-on-year throughput rate of 83%. Adding the 2% of students who withdrew from REAP because they obtained other bursaries, this is increased to 85%. If we add those students on in-service training (IST), our overall success rate for 2016 is 88%.

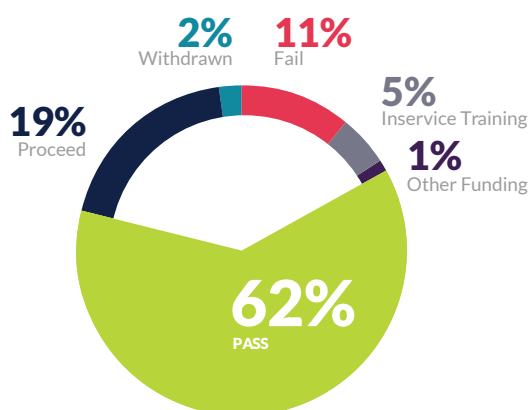
A higher pass rate was achieved (62%) in 2016 compared to 61% in 2015. Twenty One percent of students proceeded (3% less than in 2015). A further 10% failed or Withdrew, mainly due to academic reasons. Slightly less students were doing their In-Service training (3% in 2016 compared to 4% in 2015).



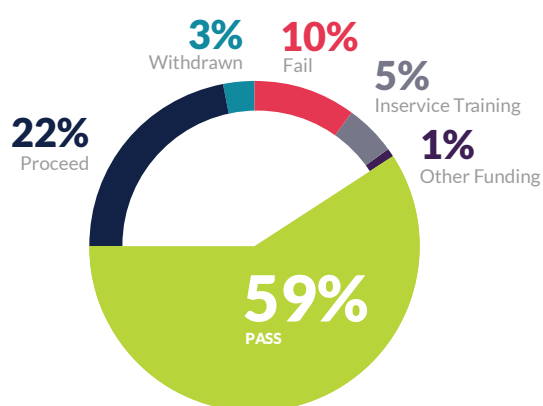
**Overall
results**



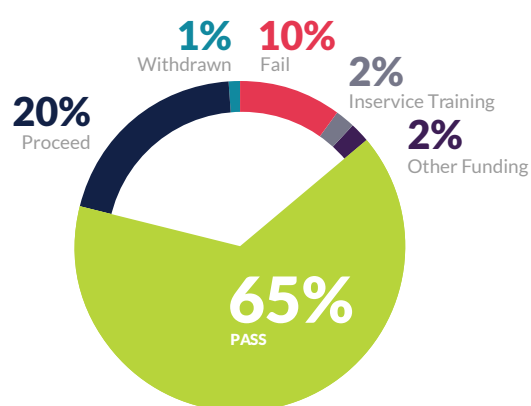
**First Year
performance**



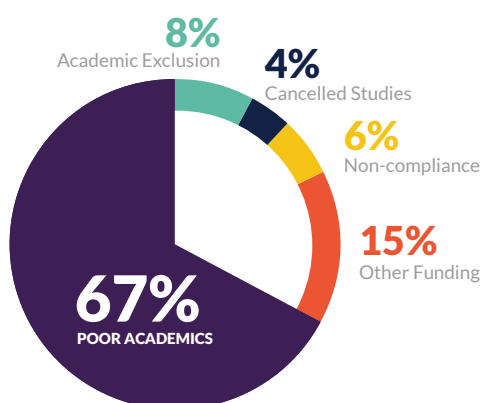
Continuing Students
performance



Male
performance - whole cohort



Female
performance - whole cohort



Student
withdrawals

Students not continuing with REAP

Besides the 76 graduates (16% of the total 2016 cohort), a further 48 students will not continue on the programme in 2017. Seven students (1% of the total cohort) obtained alternative bursaries, often linked to their particular discipline and with potential employment opportunities. The other 41 students will not continue, primarily due to weak academic performance. We are pleased to report that there was a significant reduction in withdrawals in 2016, namely 48 students as compared to 57 2015.

2016 Highlights in Numbers



REAP
turns 15



76
Graduates



551 Active
REAP Alumni



Orientation
Camps
for **161**
First Years



4 Career Fairs to
prepare final year
students for the
world of work



483
Active
Students
on our
programme



REAP'S 2016 Graduates

Cape Peninsula University of Technology

Madumbo, Cindy (F)
Bachelor of Education

Milton, Imogen (F)
Bachelor of Education

Mjwara, Luzuko (M)
ND Mechanical Engineering

Pantshwa, Siwamkele (M)
ND Chemical Engineering

Central University of Technology

Mnguni, Nonhlanhla (F)
ND Electrical Engineering

Durban University of Technology

Dubazana, Mphiliseni (M)
Bachelor of Education

Gamede, Thulane (M)
Bachelor of Education

Khambule, Bafana (M)
ND Electrical Engineering

Luswazi, Lindokuhle (M)
ND Maritime Study

Masondo, Senamile (F)
ND Internal Auditing

Mathenjwa, Thembisa (F)
ND Radiography

Memela, Lungelo (M)
ND Mechanical Engineering

Mtolo, Nonhlakanipho (F)
ND Human Resource Management

Ndabandaba, Duduzile (F)
ND Travel & Tourism

Nhlenyama, Lungile (F)
ND Travel & Tourism

Nsibande, Nomfundo (F)
ND Travel & Tourism

Sikhosana, Sanele (M)
ND Management

Sithole, Joyful (F)
ND Travel & Tourism

Xaba, Phumlani (M)
ND Electrical Engineering

Ximba, Bonisiwe (F)
ND Pulp & Paper Technology

Zikhali, Sicelinhlanhla (M)
ND Internal Auditing

Ziqubu, Nokuthula (F)
ND Biomedical Technology (*Extended Programme*)

Nelson Mandela Metropolitan University

Canham, Daniel (M)
B Cur (*Extended Programme*)

Faulkner, Irwin (M)
Bachelor of Education

Magama, Ntando (M)
LLB

Miles, Laurika (F)
Bachelor of Education

Msweli, Samukelisiwe (F)
ND Nature Conserve

Ndlamla, Anathi (F)
ND Civil Engineering

Ngemntu, Kholosa (F)
B Cur

Ntshalintshali, Simphiwe (M)
Bachelor of Arts (*Media & Communication*)

Retsha, Abongile (M)
ND Electrical Engineering

North West University

Dingalo, Thebe (M)
Bachelor of Science (*Physical & Chemical Sciences*)

Mosete, Ntombizodwa (F)
Bachelor of Science (*Chemistry & Mathematics*)

Rhodes University

Witbooi, Anam (F)
Bachelor of Pharmacy

Xoxo, Sinethemba (M)
Bachelor of Science (*Extended Programme*)

Sefako Makgatho Health Sciences University

Mthintso, Ziphozinhle (M)
Bachelor Dental Therapy

Stellenbosch University

Bennie, Lorenzo (M)
BSc Human Life/Biology

Solomons, Jodecee (M)
Bachelor of Arts (*Drama & Theatre Studies*)

Williams, Carly (F)
Bachelor of Arts (*Language & Culture*)

Tshwane University of Technology

Babe, Masego (F)
ND Animal Production

Magaga, Karabo (M)
ND Mechanical Engineering

Makgakga, Nthabiseng (F)
ND Civil Engineering

University of Cape Town

Matolengwe, Kahle (M)
Bachelor of Commerce (*Accounting*)

Mqhayi, Xolamzi (M)
BSc Geology

University of Johannesburg

Ndlovu, Phumelele (F)
Bachelor of Education

Nkalane, Vuyisile (F)
Btech Podiatry

Phala, Sharon (F)
Bachelor of Accounting

Ramahuma, Mapesu (F)
Bachelor of Commerce (*Accounting*)

University of Kwazulu Natal

Bhengu, Sindiswa (F)
Bachelor of Science

Maimela, Mpho (F)
Bachelor of Community Development

Mazibuko, Lungelo (M)
Bachelor of Commerce

Mdluli, Sandile (M)
Bachelor of Community Development

Mjadu, Een (M)
Bachelor of Engineering (Electrical)

Mthethwa, Simphiwe (M)
Bachelor of Engineering (Electrical)

Ngema, Lindokuhle (M)
BSc Life & Earth Science

Ngobese, Halalisani (F)
Bachelor of Science (*Extended Programme*)

Ngubane, Nonhlanhla (F)
BSc Geology

University of Pretoria

Khanye, Mpho (F)
Bachelor of Arts

Magwa, Qhamani (M)
Actuarial & Financial Maths

Makhubele, Rifumo (M)
Bachelor of Commerce

Malinga, Wilson (M)
Bachelor of Education

Maqeda, Nomsindisi (F)
Bachelor of Social Work

Masole, Nomvula (F)
Bachelor of Commerce (*Business Management*)

Mushasha, Rudzani (F)
BSc Biochemistry

Sehole, Manthamane (F)
BSc Geology

University of the Free State

Swartbooi, Brumilda (F)
Corporate and Marketing & Communication

University of the Western Cape

Faroa, Enrica (F)
Bachelor of Education

Isaacs, Woutrine (F)
Bachelor of Education

Jooste, Mickyle (F)
Bachelor of Commerce (*Accounting*)

Petoors, Darren (M)
LLB

Pietersen, Johein (M)
Bachelor of Education

University of the Witwatersrand

Mogonong, Buster (M)
BSc Geology

Mosiane, Lebogang (F)
BSc Biological Science

Raluswinga, Tondani (F)
BSc Biological Science

Shabangu, Jane (F)
Bachelor of Industrial Engineering

Thekiso, Joy (F)
LLB

REAP Board and Staff Members

2016 REAP Board Members

Bro. Michael de Klerk	Chair
Dr. Mary Nassimbeni	Vice-Chair
Janice Seland	Treasurer
Martin Mulcahy	Executive Committee
Bridgette Le Shauls	Executive Committee
Aubrey Chabedi	Regional Representatives nominee (<i>up to August 2016</i>)
Placid Manamela	Regional Representatives nominee (<i>from September 2016</i>)
Robyn Pritchard	Staff Representative
Dr. Bongi Bangeni	
Margie Keeton	
Dr. Natalie Leon	
Fr. Thomas Mthembeni Dlamini	CMM (<i>ACTS National Chaplain</i>)
Fr. Tseko Patrick Rakeketsi	CSS (<i>SACBC Nominee</i>)
Bishop Adam Musialek	SACBC Liaison Bishop
Russell Davies	Director

2016 REAP Staff

Head Office, Cape Town

Russell Davies	Director
Kanyisa Diamond	Head of Programme
Willem Schaap	Head of Operations
Nadeema Taliep	Finance Manager
Roger Wood	Acting Recruitment & Selection Manager (<i>up to May 2016</i>)
Mandy Padayachee	Recruitment & Selection Manager (<i>from June 2016</i>).
Glenda Glover	Programme Development, Research & Advocacy
Anél Wesson	Communications Manager
Fabian Goodwin	Programme and Data Administrator
Sherol Tafeni	Bookkeeper
Nicholas Gobha	Accounts Administrator
Tammy Abrahams	Senior Business Support Administrator
Tsitsi Rice	Receptionist / Programme Assistant
Florence Petersen	Recruitment & Selection Administrator
Ntombekhaya Tutu	Housekeeper
Keith Africa	Caretaker



REAP Staff at the
National Team Week

Western Cape and Eastern Cape Regional Team, Cape Town and NMMU

Portia Mnensa	Regional Co-Ordinator
Vatiswa Mangxola	Senior Student Development Advisor – EC
Robyn Pritchard	Senior Student Development Advisor UWC, Training Co-ordinator
Meekness Lunga	Student Development Advisor UCT, Alumni Co-Ordinator
Philani Ngesi	Student Development Advisor – CPUT & SU

Gauteng Regional Team, Johannesburg

Lorraine Gumede	Regional Manager
Mandisa Nene	Senior Student Development Advisor – Wits
Lilian Tamupa Dube	Student Development Advisor – UJ, NWU
Gracious Gomo	Student Development Advisor – UP, SMU, Wits
Nicholus Mohale	Student Development Advisor – UFS, CUT, TUT
Petunia Ralebona	Receptionist / Administrative Assistant

Kwazulu Natal Regional Team, Durban

Nombuso Dimba-Ndalen	Regional Manager
Pinky Mathonsi	Student Development Advisor – UKZN, DUT
Phila Mbambo	Student Development Advisor – UKZN
Phumlani Mnyango	Student Development Advisor – DUT
Zamansele Nsele	Student Development Advisor - UKZN (<i>maternity leave cover</i>)
Mabongi Mbambo	Receptionist / Administrative Assistant



The Gauteng team at the
National Team Week



The KZN Staff at the
National Team Week



The Western and Eastern Cape Team
at the National Team Week

Summary Financial Report

Statement of Financial Position	2016 (ZAR)	2015 (ZAR)
Assets		
Accounts Receivable	2,539,990	533,193
Cash resources	19,048,792	22,227,111
Total	21,588,782	22,761,025
Reserves and Liabilities		
Access and Support Fund	4,454,582	3,155,596
Fr Noel Stanton Fund	7,477,036	5,707,985
Total Reserves	11,931,618	8,863,581
Accounts Payable	132,160	157,597
Donor funds in advance	9,525,004	13,739,847
Total	21,588,782	22,761,025
Summary of Income & Expenditure		
INCOME		
Grants	17,134,048	12,959,509
Administration fee from NSFAS	641,907	1,528,800
Reimbursement of direct student costs – NSFAS	7,253,465	7,815,200
Corporate student access funding	4,434,104	3,448,320
Interest	731,817	402,661
Total	30,195,341	26,154,490
EXPENDITURE		
Direct student costs (eg. meals, books, transport)	11,658,366	11,436,925
Student support services	6,663,305	5,869,842
Programme Development & Research	3,440,963	1,794,172
Recruitment & Selection	1,061,846	945,002
Human Resources	342,372	407,336
Managements costs	1,255,518	1,233,276
Finance & administration	1,560,291	1,377,595
Property	860,957	959,190
Fundraising	747,404	502,438
Total	27,591,022	24,525,776
Net surplus / (deficit) for year	2,604,319	1,628,714

Corporate Governance

The REAP Board met three times in 2016 and the Board Executive Committee four times. The Board consists of 14 members and is responsible for policy and overall governance, with the day-to-day management delegated to the Director and the senior leadership team.

The Board endorses the principles in the Voluntary Independent Code of Good Governance and Values for Non-profit organisations in South Africa. The Board abides by the principles of openness, integrity and accountability.

Systems of financial and internal control are in place and provide reasonable assurance that the assets are safeguarded, and that liabilities and working capital are efficiently managed. The financial information has been disclosed in line with the latest international best practice. Nothing has come to the attention of the Board or the independent external auditors to indicate any material breakdown in the functioning of the internal controls during the financial year.



MEET OUR GRADUATES

Xolamzi Mqhayi

graduated as a Bachelor of Science (Geology) from the University of Cape Town. Xolamzi has received a firm offer from his university to study an honours degree in Geology. He has also been fortunate enough to receive funding from the university. He will be remembered for being an all-round outstanding REAP student in academics, community service and involvement in campus activities.

Highlights

REAP recorded a healthy operating surplus of R2,604,319 in 2016. Donor income (exclusive of NSFAS) grew substantially in 2016 with a 31% increase on 2015. Overall reserves increased by 35% from 2015, mainly due to healthy operating surplus and growth in the Noel Stanton Fund investments.

Expenditure on student support services increased by 13% from 2015, reflecting a greater emphasis on work readiness training. Our Research & Programme Development expenditure also increased substantially due to a major programme evaluation and the implementation of the JP Morgan Chase Foundation funded employability project.

REAP again received a 20% up-front payment on our NSFAS bursary allocation (R32,095,350) in March 2016. This enabled us to pay out private accommodation providers in full, as well as the first 3 months student meals and books expenses. Once the advance is expended, REAP then pays student meals for the rest of the year from its own funds, claiming quarterly reimbursement from NSFAS. NSFAS pays higher education institutions for tuition fees and residence costs directly without the funds passing through REAP's account. NSFAS allowed REAP to draw a 2% administration fee from the overall allocation.



MEET MORE OF OUR GRADUATES



Thebe Dingalo

graduated as a Bachelor of Science (Physical & Chemical) from North West University in minimum time. He was a REAP Peer Buddy.



Milton Imogen

graduated as a Bachelor of Education from Cape Peninsula University of Technology and completed in minimum time.



Sindiswa Bhengu

graduated as a Bachelor of Science (Genetics and Biochemistry) from the University of KwaZulu Natal and plans to pursue her Honours Degree in Genetics in 2017. For community service, she was based at the Pietermaritzburg Further Education and Training College, where she was helping as an invigilator and assisting with administrative duties.



Sinethemba Xoxo

graduated as a Bachelor of Science from Rhodes University and will pursue his post graduate studies in Environmental Science. Sinethemba opted to link his community service with REAP with his studies and met with the researchers as well as the residents of Fairbairn village to find out the impact of climate change on their livelihoods. His research proposal on this will continue to serve disadvantaged communities. Sinethemba was a House Committee Member and also played soccer for his residence.



Sharon Phala

graduated as a Bachelor of Accounting from the University of Johannesburg. She volunteered as a REAP Buddy in 2016, assisting and supporting first year REAP students with integration.



Nonhlanhla Ngubane

graduated with a BSc in Geology from the University of KwaZulu Natal. She plans on pursuing post graduate studies in 2017.



Phumelele Ndlovu

graduated with a B Ed Degree from the University of Johannesburg. She obtained a distinction in Professional Studies. As part of her community service, Phumelele volunteered at a High School in Soweto where she taught Maths & Life Sciences.



Nhlakanipho Ngubane

graduated with a BSc Degree in Environmental Science from the University of KwaZulu Natal in 2015 and obtained his Honours Degree in Ecology in 2016. He now works for the Department of Agriculture, Forestry and Fisheries as an intern. Here is seen with his SDA, Pinky Mathonsi.

Funding Partners

Supported by



REAP is a registered NPO
NPO registration no: 015-634
PBO Exemption no: 930 002 334

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