



**Report of research into REAP's
Post-School Readiness Programme
and post-school support initiatives
for youth
in the Lesedi catchment area:
2020-2022**

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TERMS USED

Acronyms

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASF	African Scholars Fund
B-BBEE	Broad-Based Black Economic Empowerment
BPS	Basic Package of Support (for Youth)
CET	Community Education and Training (College)
CoS	Centres of Specialisation
CSDA	Centre for Social Development in Africa (at UJ)
CUT	Central University of Technology
CWP	Community Work Programme
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DOE	Department of Education
ECD	Early Childhood Development
ED	Enterprise Development
ESD	Enterprise and Supplier Development
EPWP	Expanded Public Works Programme
FETC	Further Education and Training Certificate
GETC	General Education and Training Certificate
IDP	Integrated Development Plan
JET	Joint Education Trust
LSEN	Learners with Special Education Needs
LSPID	Learners with Severe to Profound Intellectual Disability
MOU	Memorandum of Understanding
NATED	National Accredited Technical Education Diploma
NCRT	Northern Cape Rural TVET college
NCUT	Northern Cape Urban TVET college
NCV	National Certificate (Vocational)
NEET	Not in Education, Employment or Training
NPO	Not-for-Profit Organisation
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NWU	North West University
NYDA	National Youth Development Agency
NYS	National Youth Service
OQSF	Occupational Qualifications Sub-Framework
PHT	PEACE Humansrus Trust
PLP	Pre-vocational Learning Programme
PSET	Post-School Education and Training
PSRP	(REAP's) Post-School Readiness Programme
PYEI	Presidential Youth Employment Intervention
QCTO	Quality Council for Trades and Occupations

REAP	Rural Education Access Programme
REIPPPP	Renewable Energy Independent Power Producers' Procurement Programme
SALDRU	Southern Africa Labour and Development Research Unit (at UCT)
SAQA	South African Qualifications Authority
SED	Socio-Economic Development
SETA	Sector Education and Training Authority
SIOC-CDT	Sishen Iron Ore Company - Community Development Trust
SNA	Support Needs Assessment
SPU	Sol Plaatje University
STEM	Science, Technology, Engineering and Mathematics
SU	University of Stellenbosch
TSM	Three Streams Model
TVET	Technical, Vocational Education and Training
UCT	University of Cape Town
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UP	University of Pretoria
UWC	University of the Western Cape
Wits	University of Witwatersrand

Use of terms

This report uses terms as follows.

Post-School Education and Training (PSET)

This is a generic term which covers all education and training opportunities once the individual leaves school. This includes university, technical & vocational education & training (TVET) colleges and workplace learning (WPL).

Matriculants are those who have written matric / National Senior Certificate exams. They may or may not have passed matric.

Post-school youth are those who have left school, no matter the last grade they attended. They may or may not have obtained a matric certificate.

REAP'S PROGRAMMES

Post-School Readiness Programme (PSRP)

Refers to REAP's work preparing school learners for their post-school lives. It comprises:

- a workshop programme / 'curriculum';
- a process of matching their grades with their post-school aspirations (through Gradesmatch);
- career information (e.g. career fairs); and

- post-school planning advice ('career guidance'), among others.

The PSRP is currently offered to learners in

- the Free State in the Letsatsi catchment area;
- the Northern Cape in the Lesedi catchment area; and
- one school in Limpopo (funded by the Bernina Initiative).

The PSRP is delivered by REAP's Schools Team to learners at school – and by the TVET Team to NCV students.

Post-School Support Programme

This is a programme for post-school youth who participated in the PSRP but were not accepted into a university or TVET college, or were not suited to interested to these options. Still in its early stages of development, the programme offers further post-school advice and support as well as application assistance and linkages with alternative options.

Student Development Programme

Refers to a range of programme interventions designed to promote life skills and employability. Offered to university and college students, it primarily takes the form of workshops / webinars addressing issues such as diversity, sexuality/gender, time management, exam preparation, mindfulness.

University programme

Refers to both student support and development interventions with students at both universities and universities of technology.

TVET programme

Refers to student support and development interventions with students enrolled at TVET and private colleges.

There are three kinds of TVET students receiving three different kinds of support:

- Those in the NCV (National Certificate (Vocational) or school level) stream, receiving the Post-School Readiness Programme;
- NATED/Report 191 students, receiving the Student Development Programme; and
- those doing Work Placed Learning (WPL), receiving a programme of support customised for these interns.

EXECUTIVE SUMMARY

This review of REAP's work in the Lesedi catchment area – and research into factors that affect the prospects of high school learners – was prompted by a set of questions posed by the DGMT during a funding proposal submission process. The intention was to further inform the design of the programmes to be undertaken in 2023- 2025, following the work already undertaken in 2020 - 2022.

Desktop research and key informant interviews were undertaken – and current and past matriculants from 2020 and 2021 (at the three schools in Postmasburg and Danielskuil at which REAP has been working) were surveyed by local young field researchers who REAP recruited and trained for the purpose.

This summary answers the questions posed and briefly reviews related issues that arose during the research.

REAP's work in catchment areas

REAP's main purpose is to offer motivated young South Africans from disadvantaged rural households the support and guidance they need to access and succeed in post-school education, sustain themselves and become ethically responsible citizens – with a view to contributing to reducing rural poverty in South Africa.

Following its initial work in the Letsatsi catchment area from 2019, working also in the Lesedi catchment area is requiring that REAP broadens its scope of offerings from mainly supporting students to access and succeed at universities and TVET colleges to including a range of other options. This has already included working in schools from Grade 10 to start preparing learners for post-school life – and the proposal here will be to also support decision-making around subject choice in Grade 9.

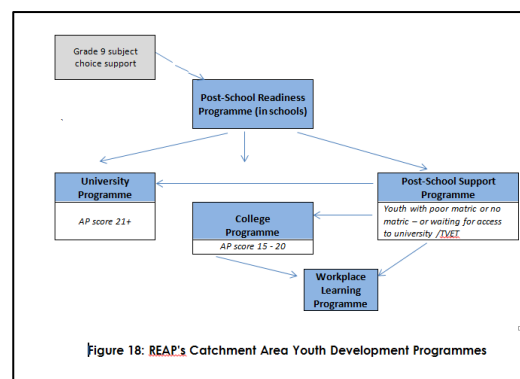
This research has also informed the nascent development of the (provisionally named) Post-School Support Programme for out-of-school youth for whom university and TVET colleges are either not desired or not possible.

REAP's model of its Catchment Area Youth Development Programme (given on page 92) comprises four main pieces:

- **Post-School Readiness** – offered to grades 10 to 12 learners in schools.
- **PSET support** – offered to students at universities and colleges but also for to those doing other vocational education and training options; and
- **Workplace Learning Support** – for those at colleges who must do work placements as well as for those in internships and on-the-job learning.
- **Community engagement** with other stakeholders and organisations runs alongside these.

This is offered through five programmes as follows

- Post-School Readiness Programme (in schools)
 - University Programme
 - College Programme
 - Post-School Support Programme
 - Workplace Learning Programme
- (See page 93.)



Post-School Readiness Programme (PSRP)

REAP's post-school readiness work in schools provides the foundation on which the rest of the programmes depend. It also acts as a protracted selection process during which resilience, co-operation, motivation etc are observed – often simply through participation in various events and services. In addition, 80% attendance at the workshop sessions is required to access the other aspects of the PSRP.

The PSRP comprises:

- a workshop programme (Grade 10 - 12)
- career information (including career fairs)
- post-school planning advice/ goal setting (including exiting without matric certificate)
- support with applications for PSET and NSFAS / funding

Advice about post-school options and the **workshop sessions** were most valued by the past matriculants – and will remain staples of the PSRP. **Psychometric assessment** was among the least valued. A proposal is made in this regard below.

Interestingly **applying to a university or TVET college and NSFAS** were not valued by some – perhaps as accessing the documents needed was frustrating? It will nonetheless remain an essential part of the offering.

Towards implementing the full PSRP programme

While in the Letsatsi catchment area REAP is working with grades 10 to 12, as it started working in Lesedi in 2020, COVID and funding issues meant that implementation was severely delayed and REAP was constrained to offering belated and compressed programmes to Grade 12s only. While able to include Grade 11s in 2021, resource uncertainties have again meant that in 2022 only the Grade 12s are being worked with. This model cannot hope to have the impact a more sustained programme intends.

(Research into the Letsatsi model is being undertaken in parallel to this process. Though the findings will be available later than these, they will nonetheless provide insights into the design of both initiatives, while recognising the characters of each area.)

University and college programmes

REAP works with various funders to support students at PSET institutions.

In 2022 REAP is supporting 33 students in PSET institutions: 19 at colleges and 14 at universities, reflecting the matric results which equally show that more learners obtain Diploma or Certificate passes than Bachelor passes. They are being funded by NSFAS, Lesedi Solar Park Trust (7), Jasper Power Company (5) and Peace Humansrus Trust (21). Other students are being funded by Kolomela Mine (10), Anglo American (1) and 'the college at which they are studying' (4).

While REAP is currently extending its offering to some students in private colleges, this is an expensive option. As they offer some fields of study not offered at TVET colleges, however, perhaps REAP could support only those courses that would be more likely to lead to employment.

Post-School Support Programme

REAP has begun to develop a programme which will work concertedly with out-of-school youth who are not candidates for universities and TVET colleges, some of whom risk becoming NEET. The **Post-School Support Programme** is addressed in various ways in this report – most particularly in questions 1 and 8 here.

While an organisation like REAP cannot create jobs, what it can do is

- work with young people where they are, be they eligible for university or college or are better suited to alternative education and training options, even if they have more modest prospects;
- keep them engaged, particularly when they are outside of structured work or education and training environments;
- be aware of where work opportunities exist and at what levels – and pass this information on to young people; and
- prioritise support - at school and post-school - for these fields / types of employment, while recognising that people thrive when they are doing something in which they are interested.

If the **Three Streams Model** is implemented, the school system may change to better accommodate a range of aptitudes among learners which, ideally, will help them remain in school and obtain competences that might give them access to employment. This will be a context within which organisations like REAP will work if/when they arise – and they will need to be vigilant to the ways in which any changes may affect the youth with whom it is working.

Despite any changes, however, high school learners will continue to require guidance and support when entering a post-school world – one in which their options are profoundly shaped by their school-leaving results. For instance, for some learners, leaving school after Grade 10 and entering NCV at TVET may well be a preferable option to continuing to matriculation. Earlier engagement and advice on post-school options will assist this decision-making process.

REAP might also liaise with local initiatives that aim to reduce the personal and social distress and related behaviours that result from unemployment and hopelessness – as well as projects, companies and organisations that offer opportunities. (See also question 9 below.)

Education and training for work

While not wishing to eliminate personal choice or simply override interests, if the aim is to support young people to access opportunities that may secure them financial sustainability, REAP may increasingly consider focussing its support on education and training that is more likely to access employment or generate income. Quite what these are, however, still needs to be clarified. While the economic profiles of the two towns is reviewed in Section A, the subsequent pieces of research need to identify the employment opportunities these offer.

Self-employment

The youth surveyed for this research are not keen on being self-employed or running their own businesses – even those who are ‘at home - not studying or working’. Only 15 people (of 182 surveyed) expressed a desire for ‘funding to start a small business’.

The training options and incentives that would support these kinds of initiatives, listed in the report, are, therefore, likely to be sufficient to meet the needs of those who are interested.

1. Review 2020 and 2021 Grade 12s: Where are they?

Just over a third of past matriculants who responded to the survey for this research - 39% - are studying at a PSET institution. While this may be slightly skewed by those who are more motivated / engaged responding to the survey, the 9% at university is consistent with the national expectations. Unfortunately, comparisons for the 17% at TVET colleges cannot be made, given the lack of national data. (The other 13% are at private colleges for which comparative data were not sought.)

The costs of three quarters of these PSET students are funded in some way. In the short term, REAP may want to contact PSET students who revealed in their survey responses that their families are paying for their PSET studies – but it may need to raise funds to

do so, especially if they are not eligible for NSFAS funding. Funding for college-level study – including private colleges - and for alternative PSET options may need special attention, given the default for bursaries to fund university studies.

Being contracted to offer psycho-social support and development support to students funded by other organisations who support PSET study (broadly-defined) may be another way of REAP's extending its reach.

It would be interesting to know what level of work is being done by the 14% of past matriculants who are doing paid work. Given their educational levels, it is not likely to be highly skilled; again, they might do well to join REAP's Post-School Support Programme that intends to offer (supplementary) training alongside their work lives

It is worrying that 39% of respondents are 'at home – not studying or working' – accentuated by the fact that this did not reduce between the 2020 and 2021 cohorts, suggesting that those from 2020 have not managed to change their circumstances once they are 'at home – not studying or working'. While some indicated that they would like to study at a PSET institution – and REAP is following them up to see if they can be assisted - the residue is the group who might attend the Post-School Support Programme, where they may access psycho-social support as well as alternative PSET options going forward.

While some past matriculants are not doing what they want to and / or are 'at home – not studying or working' – and are in danger of becoming NEET - they nonetheless express high levels of motivation to improve, providing fertile ground for REAP to engage with these young people through the development of the Post-School Support Programme. In doing so it will need to balance opening up hitherto unknown options with realistic expectations – and might consider a programmatic approach to this so that young people are not simply 'at home'.

Fields of study – aspirations and realities

While many of the *current* matriculants had psychometric assessments as well as access to the Gradesmatch portal, most identified career options which require a university qualification. Given that only half of the 43 who say they want to go to **university**, are eligible according to their Grade 11 results, this points to a need to help them adjust their expectation and, accordingly, their PSET plans, towards more realistic options.

The 49 past matriculants who are currently studying are in some of the same fields as those identified by current matriculants – although notably no-one is studying qualifications to do with law, security or health, and no-one is running their own business. Past matriculants are more engaged in tourism, heritage & hospitality and engineering and finance & IT but current matriculants have not expressed much interest in these.

2. Research the barriers to attendance for those learners who initially signed up to attend the PSET readiness programme but then did not show up. What else was available? Were these a factor?

In one school in particular, many learners registered for, but did not attend, the PSRP workshops sessions. While the perception of the respondents was that most learners who had not attended were not interested, this was not born out by the survey respondents who themselves had not attended - who cited transport as well as uncertainty about whether they were eligible to attend.

Implementing the programme in the lifeskills sessions during school time is one way of mitigating the timing issue – though how possible this will be remains to be seen. In addition, communication about who may attend and how to access the programme may have to be clearer (though communication confusion is never a simple, one-sided issue).

What else was available? Were these a factor?

In terms of what other organisations may be offering, the desktop research only identified a few who were offering programmes at schools – while the survey respondents themselves identified a (small) range of organisations who work with youth, possibly more generally than just at schools. REAP would do well to confirm what they are each offering with a view to avoiding duplication and to promoting co-operation. That being said, there was an overwhelming number of respondents who said they had not heard of anything – so this may not be as fruitful as the list suggests.

3. Research additional barriers for those students who participated in the 2020 and 2021 curriculum, qualified for TVET, were accepted by NSFAS but failed to show up for registration.

The actual young people who 'qualified for TVET, were accepted by NSFAS but failed to show up for registration' have not been pursued – but could be.

The key informants could only really speculate what the 'additional barriers' were for these young people - though daily travel and wariness of outsiders (who were assisting with applications and asking for their personal documents etc) were suggested.

This issue may need further enquiry to mitigate what the causes may be, where this is possible.

Accessing PSET institutions

Completing the on-line NSFAS application and not knowing the costs of registration were cited as the most difficult aspects of *applying* to study at a PSET institution, however.

About two thirds of the 86 past matriculants who applied, were accepted to study at a university or TVET college. Reasons given for not being accepted were that their results were not good enough, the course was not offered or it was full. Some had submitted their applications too late and a few had not heard back from the institution.

Of the 57 who were accepted to study, only a third were offered a course they actually wanted to do, while just under a third were offered their second choice. Worryingly, but not surprisingly, a quarter (14 students) say they are doing a course they did not want to do.

4. Explore the desirability of commencing in Grade 9 when consequential subject choices are made.

REAP's PSRP efforts would be enriched by contributing to initiatives in Grade 9 where subject choices are being made – not least in framing this as the beginning of a longer journey and beginning to provide information about options.

Opening pathways and keeping options open through focussing on fields of interest rather than career choices may better serve young people at the beginning of their exposure to post-school options and choices.

The recommendations are as follows:

- Ascertain what is being done in the Life Orientation sessions at the three schools.
- Offer the schools REAP's expertise and materials to assist with subject choice during Life Orientation classes - to strengthen their ability to make better matches with interests and, ideally decrease dropouts.
- Recognising the limited contact hours that may be available, research tools and design a hybrid model of quiz/advising, comprising group interventions and, ideally, exposure to fields and subject requirements. In doing so, consult organisations doing this work e.g. Young Aspiring Thinkers.
- If logistically possible, offer one-on-one conversations with learners which could also operate as recruitment into the Grade 10-12 PSRP programme.

5. Review the psychometric testing component – for effectiveness and efficiency.

Deciding about post-school options: Aspirations and choices

Current matriculants have a generally more optimistic view about their choices and outcomes than those reported (retrospectively) by past matriculants. Their optimism is not borne out by a sample of checking their aspirations against their Grade 11 results, however – nor by the overarching finding that only 16% of past matriculants surveyed are ultimately able to do what they wanted to do. (See more below.)

While these survey responses are not definitive, they point to the need to moderate learners' expectations to more realistic options – perhaps in the form of thinking about second choices in order not to demotivate these young people.

About half of the current (55%) and half of the past (57%) matriculants thought they have chosen the right subjects for matric. (This, despite a range of different services having been offered to the three cohorts.) The extent to which their predictions were correct in each case cannot really be known – other than that subject choice and the related matric results are major contributors to the 16% 'success' rate among past matriculants elaborated on below.

Psychometric assessment - pros and cons

A review of the pros and cons of doing psychometric assessments with high school learners - in order to inform subject and career choices - rehearsed the value of their identifying general fields of interest and ability (rather than 'careers' per se) and noted the limitations of these tests for learners at this stage of their personal development and in these contexts.

The proposal here is that REAP should not continue to include psychometric assessment in its suite of offerings given that

- learners are too young to be boxed into ‘career options’ – rather than fields of interest and possibility;
- the assessment reports are relatively generic and do not result in sufficiently customised ideas that could not be arrived at in other ways;
- many key informants noted that assessments should be used with caution, by informed and skilled administrators, in collaboration with other information, and with knowledge of their drawbacks; and
- other tools are available – and at a lower cost.

Going forward REAP might consider the following:

1. Recruit **an educational psychologist**, who can lead this post-school planning work (as well as participate in implementation of workshop sessions and organise career fairs etc.).
2. **Extend the existing PSRP workshop curriculum** to include various post-school planning exercises and tools. Some are already included e.g. goal setting, opportunity awareness, bridging school and post-school and self-awareness (thought this may require additional attention).
3. Employ a **variety of tools and exercises**.
4. **Co-operate with other organisations** doing this work with groups.
5. **Adopt an holistic approach** – e.g. by
 - keeping learners’ options open by guiding them to ‘fields’ of interest and enjoyment, rather than boxing them into a ‘career’;
 - ensuring there is multiple exposure to career options (15-30!);
 - retaining Gradesmatch who use past results to point to desired fields and provide detailed information about study options and careers; and
 - providing reality checks and boundaries where school results indicate an option is improbable.
6. Ensure **advisors have a broad knowledge** of options and pathways for all forms of PSET, including school information, contextual information (skills that would lead to employment, both locally and nationally), PSET options including alternative pathways to unrealistic career options etc.
7. Access suitable **on-line platforms, ideally with local resources**.

6. Analysis of school pass marks for projections to University and TVET for 3-year period

Gradesmatch data for 2017 – 2021 for the three schools in which REAP has been working show lower than (provincial) average numbers of Bachelor's passes and higher than average Diploma passes. These need to be understood alongside Gradesmatch's experience that having a Bachelor's pass is not a guarantee of access; that anything below 60% in Grade 11 drops the odds of young people getting into university.

These insights will inform the design of REAP's programmes and where effort is expended.

We do not have the data for how many learners dropped out before Grade 12 nor how many failed matric as data from the provincial Department of Education is not forthcoming. The schools themselves were not forthcoming with this information. This will be important for understanding how these youth can be engaged with in order to mitigate the possibility of their becoming NEET.

A significant finding is that only 16% of the 126 past matriculants who responded to the survey said they were able to do what they wanted to do, given their matric results.

As REAP does not offer extra classes /academic support at schools, improving matric academic outcomes cannot be where it works. What it can do is contribute to keeping learners in school through mapping what is possible for them and encouraging them to focus on realising their options. REAP will need to decide how to handle the disjuncture between learners' optimism about their matric results and the actual outcomes. Perhaps the Gradesmatch process will, over three years once the programme is fully implemented, shift learners towards more realistic options.

7. Deepen our understanding of other complementary opportunities such as those offered by the mines (and what this means for young people from the catchment area who are groomed for this sector and then not selected).

The importance of having a comprehensive understanding of complementary opportunities for the Post-School Support Programme has been outlined above. In short, given the profile of school-leaving results – including those with poor or no matric certificates - the options provided by universities and TVET colleges will suit some, but many others will need to look for other kinds of PSET if they are not to only do unskilled work (where this is available).

Section D has identified a range of **complementary opportunities** and **other post-school education opportunities**, particularly for those for whom university and TVET college is not desirable or an option. It presents a fairly wide set of training and experiential opportunities intended for these youth. Offered at various levels, they range from actual skills training to systems that attempt to link youth with work / work experiences. REAP will need to consult these organisations and projects to avoid duplication and promote co-operation.

While no doubt limited in various ways, this is nonetheless fertile ground for further enquiry and co-operation – and offers REAP a much wider menu of PSET options than colleges and universities, providing multiple potential pathways towards possible employment and economic sustainability.

The development of the Basic Package of Support should be monitored, given the possibility of synchronicity that it offers.

8. Strategise and learn from other DGMT implementers in the catchment area on how best to secure parental buy in moving forward and developing an understanding of the barriers to parents supplying the required documents for PSET applications.

This section has begun to address the research questions regarding the need to 'strategise and learn from other DGMT implementers in the catchment area on how best to secure **parental buy-in** moving forward and developing an understanding of the barriers to parents supplying the required documents for PSET applications.' Four DGMT partners were interviewed, although two are currently not working with parents and only one works with teenagers and young adults.

The matriculants themselves (current and past) reported overwhelmingly that they found their parents and caregivers supportive – though some said they do not know what options are on offer for their children, post-school. Only 13 of the 126 past matriculants and 8 current matriculants said they did not feel encouraged. This is contrary to a prevailing sense that parents are not supportive.

The key informants provided a nuanced account of the concerns and obstacles that may undermine parental involvement, especially in their children's education. Full-time employment and distances to be travelled are logistical obstacles, while mistrust, particularly of outsider organisations, can lead to reluctance to share personal information and contact details. The mistrust can also be fuelled by perceptions that these organisations are 'political' or promote values and behaviours contrary to those promoted by the parents.

Some parents associate 'seeking help' with shame – so those offering services need to show that this is not the case. Requiring attendance by parents as part of the services provided (by the DSD) and incentivising attendance is found to result in higher levels of participation.

9. Strategise around making better connections to the ecosystems of support for young people – including funding options for TVET and other post-school education opportunities

The support services offered in these two towns given in Section M – as well as other services yet to be identified – provide a valuable basis for referral and co-operation.

As a relative newcomer to the area it will be important for REAP's Post-School Support Programme to work with those with local knowledge and who are already offering services to youth, to avoid repetition and duplication, among other things.

Funding options for TVET and other post-school education opportunities

Current matriculants know of very few bursary organisations or sources of funding for PSET study. Solar parks are not cited by them at all, despite the desktop research having found a rich set of bursary offerings and there being the main co-funders of REAP-supported students. Increasing visibility and awareness at school level may be something that can be taken up by both the relevant solar park trusts and the companies.

The new mayor of Postmasburg (and outgoing Lesedi Solar Park trustee), Ms Helen English, has mooted the possibility of establishing a local bursary forum, seeking to co-ordinate and streamline local bursary funding to maximise impact. This is to be encouraged and supported. Again, a co-ordinated communications strategy for these resources would be advisable.

School and District education stakeholders

REAP has a letter of support from the Northern Cape Department of Education (Appendix L) and MOUs with Blinkklip and Kuilsville High schools (Appendix M) which form the basis of ongoing conversations.

Key informants' provided insights into referral of learners with special needs. Recommendations regarding any role REAP might play are yet to be made.

PURPOSE

This review of REAP's work in the Lesedi catchment area – and research into factors that affect the prospects of high school learners there - was prompted by a set of questions posed by the DGMT during a funding proposal submission process. The intention was to further inform the design of the programmes to be undertaken in 2023- 2025, following the work already undertaken in 2020 - 2022.

The issues to be investigated are as follows:

1. **Review 2020 and 2021 Grade 12s:**
Where are they?
2. Research the **barriers to attendance** for those learners who initially signed up to attend the Post-School Readiness Programme (PSRP) but then did not show up. (Differentiate between those who attended PSRP and those who signed up but did not attend.)
What else was available? Were these a factor?
3. Research additional barriers for those students who participated in the 2020 and 2021 curriculum, qualified for TVET, were accepted by NSFAS but **failed to show up for registration**.
4. Explore the desirability of commencing in **Grade 9** when consequential subject choices are made.
5. Review the **psychometric testing component** – for effectiveness and efficiency.
6. Analysis of **school pass marks** for projections to Uni and TVET for 3-year period
7. Deepen our understanding of other **complementary opportunities** such as those offered by the mines and what this means for young people from the catchment area who are groomed for this sector and then not selected.
8. Strategise and learn from other DGMT implementers in the catchment area on how best to secure **parental buy in** moving forward and developing an understanding of the barriers to parents supplying the required documents for PSET applications.
9. Strategise around making better **connections to the ecosystems of support for young people** – including funding options for TVET and other post-school education opportunities

A cross-cutting issue, which informed our approach to this work, was to strengthen **local stakeholder relationships**.

STAFFING

This research was led by freelance researcher/project practitioner Penny Morrell in close collaboration with REAP Deputy Director, Emma Francis. They have been responsible for

- the design of the tools and the project plan;
- the recruitment, selection and management of various contracted staff and work processes;
- the management and cleaning of data; and
- the analysis and writing up of findings.

Director Russell Davies has provided oversight.

Many people were involved in the data collection – including REAP staff- as follows:

- The **surveys of current matriculants** were completed within the post-School Readiness Programme workshops - co-ordinated by REAP staff member, Katlego Kgaile with the assistance of the part-time locally recruited facilitators.
- The extensive tracking of **past matriculants** in order to complete their **surveys** was managed by REAP staffers Almaz Beukes and Petunia Ralebona who oversaw the field work of the temporarily employed field researchers in both the Lesedi and Letsatsi catchment areas.
- Desktop research was undertaken by **two contracted researchers** who were commissioned to undertake specific pieces of this enquiry.
- **Key informant and stakeholder interviews** were done by REAP staffers Almaz Beukes and Robyn Pritchard.
- REAP database co-ordinator Fabian Goodwin produced - and cleaned - **many lists and data reports** – supported by data capturers Funeka Buntswayo and Monica Molapo. He also uploaded the on-line versions of the survey questionnaires.

Temporary field researchers

Temporary staff were recruited in both catchment areas – to be field researchers in the first instance and post-school planning advisors ('career guidance facilitators'¹) thereafter.

As field researchers they were required to trace the 272 matriculants with whom REAP had worked in 2020 and 2021 in the Lesedi catchment area (who had registered for and/ or participated in, the PSRP) and have them complete a survey. Their second role – as post-school planning advisors – was to follow up learners who were not in PSET but who had said they wanted to be in order to facilitate their possible access to these options. This work is still underway at the time of writing and is not reported here.

¹ We changed this name during implementation as career guidance is a professional competence and one which the staff temporarily employed by REAP did not, and were not expected to, have.

Recruitment and selection process

The seven field researchers from the two catchment areas were recruited in late May 2022.

The posts were advertised in the Lesedi and Letsatsi catchment areas through the community advisory committees and REAP's local networks. Criteria for selection included a matriculation certificate, IT competency, local connection, and excellent interpersonal and communication skills. (See advert in Appendix A.)

All applicants were interviewed on-line by the REAP Director, Russell Davies, along with the Deputy Director, Emma Francis, or lead researcher, Penny Morrell. Of the 17 applicants, three young women were employed in the Northern Cape and three young men and one woman in the Free State.

Those selected were

- Nthabiseng Pakathi and Masego Basjan in Postmasburg and Refilwe Rooiland in Danielskuil; and
- Andries Ranko and Diphoko Masia from Ikgomotseng/Soutpan; and Blandina Mopeli and Nkosikhona Tshobeka from Dealesville.

A contract letter is included in Appendix B. They have been paid R75 an hour – including for training time.

Training

The field researchers were trained for two days in survey interviewing etc – and, later, for a further two days in providing post-school planning advice. These sessions addressed the work to be undertaken as well as REAP's requirements for various forms of compliance/ work literacy – as the development of these young people was one of the intended subsidiary outcomes of this process.



Work processes

Given the urgency of the Lesedi research, the Free State field researchers assisted with this work. They are now repeating the research processes in the Free State.

Outcome

Managing field workers – necessarily remotely – is always a challenge. As some were relatively inexperienced in being formally employed, we actively mentored their work literacies during their employment. This particularly included reliability and having them account for their (productive) time.

In late June 2022,

- Refilwe an internship at the Department of Social Development in Danielskuil; and
- Masego secured a dump truck operating learnership at local Postmasburg mine Japies Rus Minerale.²
- In August Nthabiseng secured a 12-month Environmental Management (NQF level 4) learnership through an NPO, the Angels Resource Centre. Graduates are able to secure employment in the mining sector, but are also equipped with entrepreneurial skills if they choose to start their own small business.

Interestingly, both learnerships are aimed at promoting the employment of women in mining.

They expressed appreciation for the training and opportunity with REAP and we are delighted by their success. Although they left the project prematurely, it was not necessary to replace them, given that bulk of the interviews had been done and the rest were undertaken by the Free State field researchers. The post-school planning advice has been allocated to the team working with current matriculants.

Commissioned researchers

Researchers Emma Arogundade and Louise Sterling were sourced through competitive recruitment processes and commissioned to undertake three desktop reviews. They were managed by the lead researcher – and delivered their reports professionally and on time.

² 12 month duration with the possibility of being employed on a permanent basis.

METHODOLOGY

The data collection methods employed were

- surveys of current and past matriculants at the three schools in which REAP has been working
- desktop research
- key informant and stakeholder interviews
- compilation of school results.

The ways in which data was gathered for each research question are outlined in Table on the next page.

Surveys

Two survey questionnaires were developed by the lead researcher and tested with the Deputy Director and various frontline staff for language level and suitability. Once finalised, they were translated into Afrikaans. Both the English and Afrikaans versions were uploaded into Google forms - with many of the questions being compulsory to ensure comprehensive completion.

Current matriculants

Current matriculants completed the survey on-line as part of an IT literacy exercise within the workshop sessions of the Post-School Readiness Programme (PSRP) co-ordinated by Katlego Kgaile.

- 56 learners completed the survey.
- 44 (79%) completed them in English and 12 in Afrikaans.
- A third (36%) are male and two thirds (64%) female.
- The vast majority live in Postmasburg (43 of the 56) – while 9 live in Danielskuil, 2 in Kuruman and 2 in Lime Acres.

This is being followed by the next step of the programme which comprises offering them post-school advice and application assistance so that they have a chance of realising their expressed aims, depending on their matric results.

Table 1: The ways in which data for the research questions were gathered

	Focus	Questionnaire – learners (<u>past Grade 12s</u>)	Questionnaire – learners (current <u>Gr12s</u>)	Document / internet searches	Interviews with stakeholders	Grade 12 results (2020&21)
Part A	What happened - and where are they? (were their results influential?)					
A.1	<i>What services did they get and where are they? What else was available? Were these a factor?</i>	√	√			√
A.2	<i>barriers to attendance after registration at PSRP</i>	√				
A.3	<i>barriers to attendance after registration at PSET</i>	√			√	
A.4	<i>competing (and complementary) opportunities</i>	√	√	√	√	
Part B	Effectiveness and efficiency of psychometric assessment			√	√	
Part C1	Parental buy-in	√	√		√	
Part C2	Improve young people's connections to support systems inc funding options for various PSET opportunities			√	√	
Part E	Remedial career guidance for those not in PSET (second chance in 2023)	√		√	√	
Part F	Engagement with schools and district education stakeholders to agree on modus operandi for PSRP in schools				√	
Part I	What projections of university and TVET access based on three years of school results					√
Part J	Subject choice guidance for Grade 9 learners.			√	√	
Part K	Alternate PSET opportunities for learners exiting at Grade 9			√	√	
Part L	Additional assessment support for placement of special needs learners				√	

Past matriculants

Data collection by field researchers

Young locally employed field researchers were to trace the 272 past matriculants from 2020 and 2021 and administer the questionnaires to them – after which they will also offer post-school planning advice to some of these past matriculants.

The field researchers' first task was to phone everyone on their contact lists and invite them to a 'REAP Internet Café' to be held at Ratang Thuto and Kuilsville Secondary Schools on Saturday 25 June. The idea was to get many surveys completed on-line simultaneously. Attendance was incentivised through the gift of a R50 airtime voucher and KFC lunch box. Where someone was unable to attend, the researcher would interview them over the phone, completing the questionnaire on-line.

Follow-up during the research process

Past-matriculants who responded to the survey and were not in **PSET or a suitable post-school option** were followed up. The idea was to support them to consider and/or access options that interest them and that their matric marks allow.

The post-school planning advisors were given learner information sheets comprising selections of the learners' survey responses so that they did not have to repeat themselves and the advisors had somewhere to start.

Of the 103 people who indicated that they wanted to participate in the Internet Café, 79 followed up with the required WhatsApp confirming their intention to attend – some only doing so once prompted. Despite two reminders the week before, only 46 (58%) arrived. A straw poll deemed this to be a standard, and even good, uptake.



Following the Internet Café, the remaining contact lists were divided into those who could be contacted by phone (especially those who had not arrived at the Internet Café) and those whose phone numbers were not functioning. The latter were contacted door-to door - but this proved to be relatively unproductive.

An additional 8 respondents were REAP-supported students at PSET institutions. They were contacted electronically and required to complete the questionnaire on-line, as tasks like this are one of their obligations.

Ultimately just over half of the responses received (55%) were completed over the phone by the field researchers, while just over a third (37%) were completed by the respondents themselves at the internet café. The rest were done on-line (6%) or at respondents' homes (3%). On-line completion

Survey response rates

The 126 responses received constitutes an overall survey response rate of 46% (of 272 on the contact list).

Two thirds of the respondents were women (83 – 66%) and a third were men (34%).³ While two thirds (68%) of those on the contact list had attended the PSRP, a higher proportion responded: three quarters of those who responded (78% - 98 of the 126 respondents) said they attended the PSRP⁴ – and 22% had *not*.

Biases and skewing

By definition, retrospective reporting cannot accurately reflect what the respondents thought at the time they are being asked to remember. Their recollections will inevitably be influenced by subsequent experiences. Where possible, their responses (like attendance at the PSRP workshops) have been checked against REAP records – but mostly they comprise perceptions and recollections.

In addition, the timing of the surveying was awkward as some past matriculants were entering TVET in mid-year – so their status kept changing, given options and choices being made. The answer to question 2.1 - about what they are currently doing – was therefore time-sensitive.

³ No-one chose the gender option of 'other'.

⁴ This was checked against attendance registers and anomalies resolved as far as possible.

In addition, however, when cleaning the data, it became apparent that some answers to question 2.1 did not tally with 6.1 which asks for details of what they are currently studying and where. While some said in 2.1 they are studying at a TVET college, they are actually at a private college. Some have said they are not studying but it turns out they are.

I have reported the response to these two questions separately. As 2.1 had been written before the reconciliation of 6.1- 6.4 was done – exacerbated by some changing circumstances as they started / stopped studying in mid-year, it would take a significant re-write of the findings to clean this data again. Like some of the other findings, some of these data need to be seen as indicative rather than definitive.

The information from the survey of current Grade 12s will be fresher – though it suffers from being incomplete as they had not yet been experienced the PSRP offerings nor have they written their final exams.

Nonetheless the data from the two sets of learners – past and present – are presented alongside each other in this report. (See Appendix C for the correlation of questions.)

Commissioned desktop research

The two contracted researchers undertook three pieces of commissioned research. These were edited by the lead researcher after which she and REAP's Emma Francis developed conclusions and recommendations, as these were not part of the researchers' tasks.

Researcher #1: Louise Sterling

To undertake desktop research, mapping

- PSET preparation opportunities for high school learners; and
- various PSET opportunities for youth

in the Lesedi catchment area.

There were four aims:

1. To deepen our understanding of complementary PSET preparation opportunities for high school learners - such as those offered by the mines.
2. To identify funding options for various PSET opportunities including at TVET colleges.
3. To identify training and education opportunities for those who did not get into university/TVET college and who are (potentially) NEET.
4. To scope alternate PSET opportunities for learners who exit school at Grade 9 or prior to completing Grade 12.

The proposed desktop method was to rely mainly on the internet with some recourse to any experts who might enrich the search fields. While the researcher was not asked to verify the current status of what she found, she contacted some of the leads directly either where she could find no information on the internet or wanted to enquire further. This is much appreciated. Where she was battling to access information and where she could not be expected to get information first hand, we sent her leads to the two staff members doing the stakeholder interviews.

Researcher #2: Emma Arogundade

There were two issues to be researched.

The first piece was to **review the use of psychometric assessments** being employed in our Post-School Readiness Programme which is being implemented in three schools in the Lesedi catchment area – and to propose other options as useful. The proposed method was:

1. Supplement the existing service provider's description of the psychometric assessment process to date with interviews with REAP staff members regarding the implementation processes to date. Compile a full description of process offered so far.
- 2.1 Undertake an internet search regarding the value etc of psychometric assessment for career & study choices – and to identify other options.
- 2.2 Participate in
 - the conceptualisation of the types of indicators / questions that might assess effectiveness and similarly efficiency; and
 - developing interview schedules and identifying a minimum of 8 key informants to be interviewed
- 3.1 Interview key informants (virtually) about the value etc of psychometric assessment for career & study choices – and to identify other options.
- 3.2 Write up findings – giving opinions of tailored assessments (for 2023 should REAP proceed with this method?).
4. Write composite report of Findings from 1-3 above.

The second piece was to enquire into options for offering **subject choice guidance for Grade 9 learners**. The proposed method was:

1. Undertake an internet search regarding existing programmes that offer subject choice guidance for Grade 9 learners.
2. Develop interview schedule and identify key informants – both organisations and people.
3. Interviews key informants - and write up.

Key informant and stakeholder interviews⁵

Key informant and stakeholder interviews were conducted during August 2022 by REAP staff members Robyn Pritchard and Almaz Beukes. The qualitative, semi-structured interviews were done in person (in Postmasburg and Daniëlskuil), via video conference (using Zoom), via telephone, and via email communication.

The interviews focussed on the key informants'

- perceptions and impressions of youth in their respective areas;
- their aims in working with youth;
- their experience of working with parents and/or caregivers;
- knowledge of, and collaboration with, other initiatives that offer PSET opportunities and support (financial or otherwise) for youth;
- knowledge of, and collaboration with, other initiatives that offer alternate education and training options for learners who leave school without matriculating; and
- knowledge of available assessment support for placement of learners with special needs.

Those interviewed are listed in Appendix D. School officials, government officials and NGO representatives who work directly with high school learners and individuals who may be regarded as NEET were prioritised. DGMT implementing partners were also interviewed. Although Isibindi Ezikolweni is the only partner working with teenagers and young adults, other partners were also interviewed to add to the enquiry into parental involvement.⁶

Attempts to conduct interviews (and follow-up interviews) with the Principal and Deputy Principal of Blinkklip High School and the Deputy Principal and Life Orientation teacher at Kuilsville High School proved unsuccessful – largely due to the difficulty of negotiating interview times in their full work schedules. They are listed at the end of Appendix D.

⁵ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

⁶ Interviewed DGMT implementing partners include: Flourish (Isurietha Visagie, 17 August 2022), SmartStart (Priscilla Esterhuizen, 17 August 2022), Nal'ibali (Eunice Blom, 29 August 2022) & NACCW Isibindi Ezikoleni (Ipeleng Louw, 4 August 2022). In addition to REAP, NACCW Isibindi Ezikoleni is the only other implementing partner working with high school learners and investigating support opportunities for NEET.

THIS REPORT

This report summarises and elaborates on the empirical and desktop ideas and data from the five sub-reports listed on the next page.

It reports at four different levels:

1. on **national policies and statistics** that have a bearing on the issues being addressed;
2. on **contextual and systems issues** that shape the contexts in which the young people live; and
3. on **ideas and approaches that inform why, where, what and how** to intervene; and
4. on **REAP's actual programme interventions** and the learners' experiences of them.

Having reported on these various levels as appropriate in each section, and having put the data to work to produce a range of findings, this report presents conclusions and recommendations which were developed by the lead researcher and Deputy Director, in consultation with REAP Director.

While the findings are reported on here, it is clear that many are preliminary and point to the need for further and deeper investigation, much of which can be done in parallel with further implementation. This is signalled in each instance.

The sub-reports

The findings of the various enquiries are available in a series of sub-reports. The main points from these source documents have been cited in this main report and the detail referenced to the sub-reports - which are:

1. Survey responses of current Grade 12 learners from secondary schools in the Lesedi catchment area who registered for / participated in REAP's Post-School Readiness Programme (PSRP).
2. Survey responses of Grade 12 learners from secondary schools in the Lesedi catchment area who registered for / participated in REAP'S Post-School Readiness Programme (PSRP) in 2020 and 2021.
3. Review of the effectiveness and efficiency of psychometric assessments in REAP's Post-School Readiness Programme.
4. Guidance regarding subject choice for Grade 9 learners.
5. Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape.

The first two were written by the lead researcher from the survey responses, and the last three by the researchers and edited by the lead researcher in conjunction with the Deputy Director.

They were all reviewed by the REAP Director and Deputy Director.

Presentation

To preserve respondents' and key informants' voices, their comments have been reported verbatim with no editing.

Where Afrikaans has been used (by survey respondents) it has not been translated.

As there are many statistics in this report, the conventions of writing numbers under 12 in words and not starting a sentence with a numeral have not been followed – for ease of reading.

Background shading has been used to indicate:

- National policies and statistics (in grey)
- Examples (pale blue)

A: CONTEXT

ECONOMIC CLIMATE in the NORTHERN CAPE

Poverty

Despite the Northern Cape being the fourth richest province in the country, ‘more than **half** the population are living in poverty.’⁷ In 2018, the unemployment rate was ‘around **29.5%** against national average of 26.7% (Q1 2018)’ – and limited job opportunities and low levels of pay results in migration from the province.⁸

The Lesedi Solar Park Trust

The process to establish the Lesedi SP Trust was reported in the *‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’*.

It noted that ‘where people’s basic needs are not met it is very difficult for them to benefit from other interventions aimed at increasing resilience and agency and promoting sustainable and systemic change. Low resilience poses a deep challenge to the effectiveness of interventions aimed at agency.’

Noting that poverty ‘is a key barrier for the Trust’ the report added that ‘although it is not within the Trust’s mandate to alleviate poverty, partnerships with appropriate government departments to respond to the difficulties with poverty should strengthen the work of the Trust and promote sustainability.’

The ‘good outcome’ relating to poverty envisaged by the Trust was ‘economic empowerment, basic needs met, resilience, confident citizenship’.⁹

⁷ Minerals Council of South Africa website. Downloaded 30 August 2022 from <https://www.northerncapeminingcommunity.co.za/social-benefits-and-impacts/fast-facts>
⁸ 59% poverty level compared with Eastern Cape - 72.9%; Limpopo - 72.4%; KwaZulu-Natal - 68.1%; Western Cape - 37.1%; Gauteng - 33.3%)(*Stats SA : Poverty levels in SA 2015)
⁹ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 10.

Postmasburg and Danielskuil¹⁰

Like many small rural towns in South Africa, Postmasburg and Danielskuil have central business centres with a municipal office, a police station, a church, a clinic and a variety of local businesses e.g., PEP, KFC, Spar, furniture stores, guesthouses, auto parts shops.

These towns are reliant on the mines and solar farms in the area which provide jobs for local people and attract contractors from out of town with income to spend on goods and services. It is largely these mines - and, increasingly, solar farms - that provide the bursaries, learnerships, artisan apprenticeships or workplace learning for young people, thanks to the regulatory requirement of directing funds towards community development through social and labour plans.

Mining

The economic activity in these two towns focuses around the mines:

- Idwala Lime in Danielskuil;
- Kolomela Iron Ore in Postmasburg; and
- Sishen Iron Ore Company (SIOC) in Kathu.

‘Mining activities have been rapidly on the increase in the last few years’ (IDP, 2022, p.9) – and both Kolomela and Sishen have reserves to sustain approximately 14 years of productive mine life, which could be extended to 20 years with efficiency measures and investments in new technology (Kumba Operations, 2022).

The mines tend to employ contractors for skilled work, while semi- and unskilled workers are drawn from the local community. According to a youth employment survey, 32% of youth in the Tsantsabane area are employed in the mines as machine operators, with some jobs as general workers, plant cleaners or belt attendants (Quantify Research, 2018, p.29).

The mining sector is required to contribute to local communities through Socio-Economic Development (SED) and Enterprise Development (ED) programmes.

Noting the ‘number of iron ore mines in the area’, the appraisal for the Lesedi Trust noted that some ‘also invest in local community transformation, and represent an opportunity for partnerships for the Trust. Representatives expressed a willingness to partner.’¹¹

¹⁰ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

¹¹ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 9.

Solar power

The Integrated Development Plan (IDP) for the area reports that there is growing number of solar plants within the ZF Mcgawu District and Tsantsabane Local Municipality (IDP, 2022, p.10).

There are three solar parks located between Postmasburg and Danielskuil:

- Redstone Concentrated Solar Power Project
- Lesedi Solar PV Farm
- Jasper Solar Farm.

Redstone has 636 direct jobs on site which is projected to grow to 1,800 direct jobs by the end of 2022. Currently 339 employees are from Tsantsabane and Kgatelopele; 45% of employees are young people under the age of 35 and 15% are women.

Employment figures (current and projected) were not immediately available for Lesedi and Jasper solar farms.

The Renewable Energy Independent Power Producers Procurement Programme (REIPPPP) requires each energy project to source locally for 40% of its project spend, which will support local economic development. These projects are also required to allocate a percentage of their revenue to support socio-economic and enterprise development in the local communities where they are located.

An example is Jasper's Power Company Economic Development Charter:

*'We support small businesses as part of our Jasper Power Company Economic Development Charter, and by doing so we're also supporting the local community by helping to stimulate the local economy, while keeping business booming within the Postmasburg local region. The support of the community works both ways when it comes to buying from and owning a small business. Every purchase made from these companies helps the owner provide wages for their workers, keep the lights on, and put food on the table for their families.'*¹²

They list hardware and furniture stores, construction and transport businesses, computer solutions and graphic design businesses, a community newspaper and a driving school.

¹² Web url: <https://www.jasperpower.co.za/suppliers.html>

Agriculture

The IDP for the area reports that 'agriculture has never been a key feature of the local economy' (IDP, 2022, p.9). This has therefore not been pursued as an option for post-school youth.

Manufacturing

Similarly, according to the Tsantabane IDP Report (IDP, 2021, p.9), 'there is no evident labour-intensive manufacturing. Manufacturing is in decline across the board'. So again, this has not been identified as a sector providing training or employment opportunities.

Tourism and hospitality

Postmasburg has an hotel, plus one large guest house (35 beds), a few smaller guesthouses (6-7 beds) and various bed & breakfast establishments. There are a few small guest houses and bed and breakfasts in Danielskuil. These establishments typically require staff to maintain and clean the premises as well as provide services like meals and reception.

That being said, the IDP notes that while 'useful investments have been and are being made in tourism, ...the volume of tourists is simply not sufficient to act as a driver of the economy' (IDP, 2022, p.9).

Business services

Postmasburg has a range of financial and technology support services, e.g., banks, a post office, a Postnet, computer sales and repairs, accountancy and bookkeeping services. Danielskuil has a much smaller business support hub.

There are potential employment opportunities for young people who acquire skills and experience in business administration, bookkeeping, technical computer skills. There may even be entrepreneurial opportunities e.g., offering courier services by bicycle.

Retail

The IDP identifies retail and services as ‘a growing sector of the economy’ but adds that ‘its potential is very limited by the smallness of the market and by the competitive proximity of Kimberley, which has taken a lot of business away’ (IDP, 2022, p.9).

The larger retailers in Postmasburg are Shoprite, SuperSpar, TOPS at Spar, Family Pick ‘n Pay, PEP – and in Danielskuil, Spar, OK Foods, PEP. These are supplemented by a range of small businesses like food outlets, pharmacies, clothing shops, a few furniture stores, cell phone shops, hardware / building supplies and bottle stores.¹³

Typically retail outlets employ shelf-packers, cashiers, cleaners, retail assistants / managers, finance clerks/managers and various roles in receipt and management of stock. They may also employ waitrons and cooks.

Transport services

Both towns have a number of vehicle repair and auto spare businesses¹⁴ while Postmasburg¹⁵ also has a dealership selling vehicles. The towns rely on transport networks for access to the mines and solar farms as well as sourcing manufacturing items and materials from larger centres. There could therefore be opportunities for young people with skills like vehicle servicing and repair or panel beating. For any employment opportunities, a code B driver’s license would give an advantage, as would a code C1 and / or advanced driving skills training.

-
- ¹³ In Postmasburg these include
bottle stores (Shoprite Liquor, Liquor City);
cell phone shops (Vodacom Chatz, MTN Store, Pep Cell);
a few furniture stores (Beares, OK Furniture, Lewis);
clothing shops (Sportscene, Tekkietown, Ackermans, Foschini);
pharmacies (Medi-Wise, Alpha, Local Choice);
hardware / building supplies (Build-It, Postmasburg Building Supplies, Easy Build, Zincover DIY); and
food outlets (KFC, Stony River Spur).
In Danielskuil these include:
bottle stores (Kuilville Liquor Store, Maranteng Liquor Store, OK Liquor);
furniture stores (Russells, Danielskuil Furnishers); and
a few clothing shops, pharmacies, a hardware store and takeaways.
- ¹⁴ Danielskuil: Auto spares: P&H Banda, DK Auto; Vehicle repair: Hardy’s Auto Clinic, Shaun’s Auto Centre, Alternator and Starter Centre.
- ¹⁵ Postmasburg: Auto spares: HRD Auto Spares, Autozone; Vehicle repair: NC Wheel and Tyre, Battery Centre, Hi-Q, Commercial Tyre Service Centre, NC Wheel and Tyre, Point-S Tyres, Dealership: Toyota.

Services

Municipalities

Located in the Tsantsabane Local Municipality, the municipal employment opportunities in Postmasburg include: community and social service, finance and admin, road transport, waste management and waste water management (Tsantsabane Local Municipality - Overview, 2022).

Danielskuil is located in the Kgatelopele Local Municipality where the municipal employment opportunities are in: finance and admin, electricity, and waste water management (Kgatelopele Local Municipality - Overview, 2022).

Advertised job opportunities in these municipalities usually require qualifications and experience. However, there are occasional opportunities for young people with Grade 10-12. Stakeholder interviews will reveal what opportunities for training, work experience and employment are currently available.

What is key is workplace readiness skills: a driver's license, good written and verbal communication skills (including proficiency in local languages and minute taking).

The health and social services

In Postmasburg there is a small state hospital. The patient referral pathway is via the Postdene Community Health Centre which opens once a week staffed by a doctor. Some of the mines – e.g. Sishen South Mine, Beeshoek Mancorp Mine – have Life Occupational Health Clinics that also refer to the hospital.

For private patients, there are a few doctors and a physiotherapist. The closest medical clinic is in Kathu.

In Danielskuil there is a local clinic and a couple of local doctors.

There may be employment prospects in these two towns for Registered Nurses, Enrolled Nurses (EN) and Enrolled Nursing Auxiliaries (ENA), although these posts would be advertised at District level.

Police and security services

There are SAPS branches in both Postmasburg and Danielskuil.

The largest security firm is Rhino Security based in Kathu, but with a presence in both towns. Masicebise Security Services is located in Postmasburg. Retailers or businesses may employ security guards.

This sector would seek employees who are physically fit, have a driver's licence and training or experience in policing, safety and security.

Libraries

Both Postmasburg and Danielskuil have a small public library – offering learners access to books and limited study space.

Presumably they employ librarians / library assistants though these posts will be few.

Churches

There are 20 churches listed in Postmasburg, and six in Danielskuil. There is one mosque in Postmasburg.

Some of the churches offer 'outreach' to the high schools in the area, give occasional motivational talks or hold awards ceremonies for young church members who have successfully obtained a matric certificate. Some of the churches have choirs or run in-house religious / motivational programmes.

PERCEPTIONS OF YOUTH IN POSTMASBURG AND DANIELSKUIL

The Lesedi Solar Park Trust community consultation report (cited earlier) noted as a risk that 'there is a high incidence of youth unemployment and substance abuse in the communities around Postmasburg. This is an important factor in shifting the future trajectory of the community and an opportunity to have a long term impact'; they added that 'young people vandalise the solar panels because they don't see any opportunity for themselves in it'. They describe the environment as one 'where young people are disempowered and will take any opportunity they can to leave the area. Even those who leave school with good results (very few) are not able to build sustainable livelihoods for themselves.'¹⁶

¹⁶ Social Transformation System. 2016. 'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed', p 9 & 11.

Key informant interviews¹⁷

Regarding perceptions of youth in the two towns, key informant interviews were conducted with

- The Office of the Mayor, Postmasburg
- Principal, Kuilsville High School, Daniëlsskuil
- NPOs:
 - Isibindi Ezikolweni, Postmasburg
 - Pioneers of Change, Daniëlsskuil
 - Kgatelopele Youth Centre, Daniëlsskuil
 - Solution to a Better Kgatelopele, Daniëlsskuil

Postmasburg

Youth in Postmasburg seem to become disillusioned with education. This is reflected in the reported tendency of high school learners to drop out of school before matriculating to seek job opportunities.¹⁸ Ipeleng Louw from Isibindi Ezikolweni finds it worrisome that young people are “not seeing value in education” which includes underestimating the merit of pursuing PSET opportunities after school. Those who are interested in pursuing PSET opportunities are indecisive or not adequately informed about career options.¹⁹

Despite being surrounded by mines, unemployment remains the predominant social problem affecting youth in the area. While the local mines prioritise employing Postmasburg residents, young people from outside of Postmasburg relocate to the area in search of jobs on the mines. When they are not able to secure employment, their presence contributes to the high unemployment rate in the area.²⁰

Substance abuse among youth is also of concern of the key informants – who note that it has become a considerable problem in recent years. SAPS periodically conducts drug searches in the schools. In addition, a local NGO, Tsantsabane Alcohol and Drug Services (TADS), conducts drug tests on request of school officials and also offers an outpatient programme to learners that test positive for drug use.

¹⁷ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

¹⁸ Helena English & Kgomotso Bolele (Office of the Mayor, Postmasburg, 4 August 2022).

¹⁹ Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)

²⁰ Kgomotso Bolele (Office of the Mayor, Postmasburg, 1 August 2022).

In addition to dropping out of school, unemployment, and substance abuse, key informants noted that young people in Postmasburg contend with the following **social issues and related challenges**:

- Homelessness
- Domestic abuse
- Peer-on-peer abuse (on- and off-line bullying, harassment, physical abuse)
- Teenage pregnancies
- Increasing crime rates
- Sex work-related risks
- Paucity of youth-friendly staff at local health facilities
- Poor service delivery (particularly in informal settlements)

Daniëlskuil

Correspondingly, the high unemployment rate²¹ and inattention to mental health²² in Daniëlskuil has adverse effects on youth in that area. Unable to secure employment, youth become demoralised and resultantly engage in risky behaviours including drug and alcohol abuse and unprotected sex which leads to teenage pregnancies and the spread of STDs and HIV.

This is especially the case for youth who have acquired qualifications (for instance NATED Engineering Studies certificates and diplomas) and are still not employed. For instance, Lebogang Franse from the NPO, Solution to a Better Kgatelope noted:

*“...I was busy talking to this guy. The guy was telling me that the reason he is on drugs is because he is not working. He has N6 in Diesel Mech[anics], and the guy is not working. That is a problem and it is stressful for him. That is the reason he is on drugs now.”*²³

Reportedly, local young people are unable to secure employment due to the local mines (KP Lime, Petra Diamonds, Idwala Lime) employing migrant workers (predominantly internal migrants) instead of locals.²⁴

²¹ Tumelo Sekang & Lebogang Franse (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022). Fritz Steenkamp (Principal, Kuilsville High School, Daniëlskuil, 23 August 2022)

²² Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

²³ Lebogang Franse (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022).

²⁴ Tumelo Sekang (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022).

In general, youth in Daniëlskuil are described as being uninformed about education and employment paths and opportunities. For instance, community members are generally unaware of the social and labour plans and education and employment-focused trusts that are offered by the local mines.²⁵ Scarce employment opportunities, and the perception that efforts to secure employment would be futile, contributes to a sense of demotivation among young people.

In addition to the interrelated social issues mentioned above, there has been a pronounced increase in incidences of suicide among young people.²⁶ Domestic abuse is also of concern, as is the increase in crime incidents and gangsterism in the area.²⁷

Youth as an asset

The Lesedi community consultation report identified as ‘good outcomes’ for youth ‘confident citizenship, effective education, access to opportunities, healthy lifestyles, agency and resilience’.²⁸

‘As a group with high levels of energy and an appetite for innovation, young people represent a good opportunity to intervene. They are also a good long-term investment, as they are in the best position to break the cycle of poverty and inequality through their own improved parenting and community leadership. Building agency in young people equips them to become actors in the transformation system and to promote and accelerate the impact of the trust’s interventions’.²⁹

In asserting that ‘there is a will to better understand solar power and how to leverage the opportunity of Lesedi’, they note that ‘there is an important opportunity to invest in the agency and resilience of young people to make better decisions and to benefit from the opportunities represented by the Trust. They should be driving those opportunities, innovating, making new things happen.’³⁰

²⁵ Tumelo Sekang (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022).

²⁶ Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

Delani Zweli (Kgatelopele Youth Centre, Daniëlskuil, 3 August 2022)

²⁷ Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

Delani Zweli (Kgatelopele Youth Centre, Daniëlskuil, 3 August 2022)

²⁸ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 9.

²⁹ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 9.

³⁰ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 11.

Educational outcomes: the importance of matric

National research suggests that only 60% of children who start school get to write matric; of those who write matric, only 37% will pass (Van Broekhuizen, Van der Berg and Hofmeyer, 2016, p.8).

'More than 16% of South Africa's government budget is invested in basic education. Yet, the average South African child will only complete 9.3 years of schooling. In the poorest schools, this translates to 5.1 years of actual learning. What impact does this have on the futures of young people, and on the country more broadly?

*In South Africa, one in three young people (aged 15-24) – that's 3.4 million people – are not in any type of education, employment, or training (NEETs). Among them, 2.6 million have not finished Grade 12. Without finishing matric, or another NQF4 qualification, young people have very few career or livelihood options. Those who drop out are often already disadvantaged by their home circumstances. Young people without a matric are at highest risk of unemployment and stay unemployed longer than their peers. Those who do find work are also more likely to be in low-paid, unskilled jobs.'*³²

Of a learner cohort (Grade 9-12), some will go to TVET college³³ or to a university.³⁴ A few may find unskilled jobs, but most will become NEET - Not in Education, Employment or Training (see more below).

The difference made to young people's prospects through obtaining good matric results and a post-school qualification is shown in the following figure:³⁵

³¹ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

³² 'Spotlight on dropout' from 'School Dropout: What the catch? November 2019. DG Murray Trust p11. Downloaded 10 August 2022 from <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

³³ DHET TVETMIS (TVET Management Information System) does not record the prior schooling of learners, and the enrolment figures are not only for first time entry learners, so there is no accurate percentage of learners from Grade 9-12 entering TVET colleges.

³⁴ Approximately 9% of matriculants enter university immediately, while 3% may go at a later point in their lives (Van Broekhuizen, van der Berg and Hofmeyer, 2016, p.8)

³⁵ 'School Dropout: What the catch?' November 2019. DG Murray Trust p20. Downloaded 10 August 2022 from <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

THE IMPORTANCE OF MATRIC: THE EDUCATION- TO-OPPORTUNITY PATHWAY

For a long time, education has been seen as the pathway to success, but not all pathways are equally accessible. For young people in South Africa, there are usually four pathways from schooling to employment:



While about 9% of those matriculating will access university, only 4% will obtain degrees within 6 years.³⁶

For students who graduate from TVET colleges, national statistics suggest that 40% will find employment, self-employment or workplace-based learning within 18-30 months of graduation (Rogan and Papier, 2020) – in this case probably in the mines or solar farms (van Broekhuizen, van der Berg and Hofmeyer, 2016, p.8).

³⁶ 'School Dropout: What the catch?' November 2019. DG Murray Trust p20. Downloaded 10 August 2022 from <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

A recent report for the Oppenheimer Memorial Trust quotes a skills expert who argues that South Africa's TVET system currently 'acts as a gigantic recycling system for hundreds of thousands of secondary school leavers, keeping them occupied for three to four years until they are reintroduced into the labour market with little new knowledge and skills, and without the expected improvements in their job prospects.'
(Oppenheimer Memorial Trust, 2022, p.12)

The current approach to preparing young people for accessing PSET seeks to address 'the problem of massive youth unemployment' through education and training; through equipping youth to get a qualification (any qualification) and find a job (any job).

At TVET colleges, many learners choose a qualification based on whether they can get a stipend rather than on their interests or passions (Arnott, 2022). TVET qualifications, especially the technical subjects, are often outdated, do not match industry's standards, and are not highly regarded by industry (Brey, Brownell and Motala, 2021, p.37). If these young people do find work, it is likely to be at a low level, leaving them trapped in a job that does not align with their interests or aspirations.

Dropping out of school

The DGMT has a multi-faceted Zero Dropout campaign³⁷ – and certainly the results presented in section B for the three schools are not encouraging, both in terms of early dropout as well as with respect to options available to the young people who cannot get their foot onto the formal PSET ladder.

REAP's Post-School Readiness Programme (PSRP) and its proposed Post-School Support Programme (which will work with those who are not eligible for – or do not choose to go to - university or college) hope to divert learners from dropping out – by linking them to an imagined future and offering real (if modest) options for post-school education and training, both in the formal system as well as alternatives that do not require good matric results.

³⁷ See <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

This is in concert with DGMT's David Harrison who points to the importance of working with those who do drop out,³⁸

'If those who dropped out then found further opportunities, it would not be so bad. In fact, it would release the psychological pressure valve created by the status conferred on the matric exams. But most school drop-outs don't find opportunity, and drift into a state of perpetual limbo where violence and risk-taking hold no fear.'

He adds:

'Beyond schooling, any stepping stones for young people must be in reach of another, much like the ability to surf from one mobi site of their choice to the next. In a society of such structural constraint, we cannot expect them to navigate their way without help.'

Invoking the 'repositioning of the Community Work Programme and the prospect of a Social Employment Fund' as 'some green shoots of hope' he suggests that

'These could create new pathways for personal growth and development. Instead of cutting grass in cemeteries, young people could become early learning practitioners or assistant artisans. The rewards can become bigger than anticipated.'

(Full extract is given in Appendix E.)

It is here that REAP's intended Post-School Support Programme could well work.

NEET

Regarding those who are NEET, SALDRU³⁹ reports that 'the numbers are – rather depressingly so – well known by now: first quarter Quarterly Labour Force Survey data of 2022 indicate that the official unemployment rate stands at no less than 63.9% among youth aged 15 to 24, which is 1.9 times the national average, 34.5% (Statistics South Africa, 2022a: p14).

They add that '37% of young people between the ages of 15 to 24 are Not in Employment, Education and Training (NEET). Statistics South Africa describes this group as "disengaged from the labour market" (Statistics South Africa, 2022b) and defines them as "young people [who] have been discouraged with the labour market and [who] are also not building on their skills base through education and training" (Statistics South Africa, 2022a: p 14)' (SALDRU, 2022)⁴⁰

38 Harrison, D. (2021) Get to grips with the brains of youth. *Mail & Guardian*. February 26 to March 4 2021. Downloaded on 10 August 2022 from <https://dgmt.co.za/wp-content/uploads/2021/03/Mail-Guardian-David-HF3.pdf>.

Extract reproduced in Appendix BB.

39 South African Labour Development Unit at the University of Cape Town.

40 This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

The survey results of past matriculants for this research project – reported more fully below – pointed in a number of ways to the possibility of some becoming NEET. For instance, when asked that they are currently doing, 39% of respondents who matriculated in 2020 and 2021 responded that they were **‘at home – not studying or working’**. While this was the case for 40% (or 28 respondents) of the 2021 respondents, worryingly 38% of those who matriculated the year before are still ‘at home – not studying or working’ – suggesting that they have not managed to change their circumstances.⁴¹

CONCLUSIONS

To prevent young people from becoming NEET, there needs to be (suitable) work available and opportunities to become skilled enough to compete for it.

An organisation like REAP cannot create jobs (and below, this research examines the possibilities of self-employment). But what it can do is

- work with young people where they are, be they eligible for university or college or are better suited to alternative education and training options, even if they have more modest prospects;
- keep them engaged, particularly when they are outside of structured work or education and training environments;
- be aware of where work opportunities exist and at what levels – and pass this information on to young people; and
- prioritise support - at school and post-school - for these fields / types of employment, while recognising that people thrive when they are doing something in which they are interested.

REAP might also liaise with local initiatives that aim to reduce the personal and social distress and related behaviours that results from unemployment and hopelessness – as well as projects, companies and organisations that offer opportunities.

⁴¹ *Sub-report: 2020-2021 matriculants*, p 25.

B: SCHOOLING

THE THREE STREAMS MODEL⁴²

The South African schooling model is currently being reviewed with a view to offering different streams in which young people may study in ways that suit their interests and aptitudes. The Department of Basic Education (DBE) is currently developing and piloting the Three Streams Model (TSM)⁴³ for possible integration into mainstream schooling (WCED, 2022).

The current schooling system is largely targeted towards the academic stream, so this model seeks to incorporate into schools a broader range of subject choices, technical skills and '21st century' skills.

The three streams are: academic, vocational and technical.

Academic Stream

- Providing learners with good quality general education, preparing them to enter tertiary institutions.
- Already exists in current schools and special schools.

Vocational Stream

- Providing learners with educational choices that align with a vocation or profession e.g., engineers, teachers, artists, equipping them to enter PSET at universities, universities of technology and TVETs
- Already exists in current schools and focus schools e.g. Technical, Agricultural and Art high schools.

Occupational Stream

- Providing learners with education educational options that align with an occupation – incorporating a balance of theory and practical and preparing them to enter the workplace.
- Piloted in Schools of Skill ⁴⁴from 2017, and full implementation commenced in 2021.

⁴² This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

⁴³ An excellent overview of the detailed elements of the model can be found at:
<https://wcedportal.co.za/the-three-stream-model>

⁴⁴ Schools of Skills provide schooling for learners with special needs. These schools already offer a curriculum that is skills-based.

Currently, the draft Coding and Robotics curriculum is being finalised and will be piloted from Grades 4 – 9 in 2023 (DBE, 2022).

The DBE is developing an implementation plan (called a Master Plan), which will outline the steps forward with this initiative.

The biggest issue is how to integrate the TSM into the existing schooling system.

A few of the related challenges are as follows:

- **Getting support / buy-in from key role players at an administrative level** within the schooling system e.g. provincial administrators and subject advisors, as well as education deans, education departments at universities, universities of technology and teacher training colleges.
- **Teacher training institutions will need to update their programmes and teach student teachers how to teach within this model.**
Academically-trained teachers will need to learn how to integrate and teach the practical aspects of vocational and technical subjects.
Technically-trained teachers will need to integrate more theoretical and academic components.
- **CAPS curricula and support material will need to be written** and equipment packs for technical subjects will need to be developed.
- **Teachers within schools will need to be trained to teach new subjects** and this training would need to take place in technical environments to orient teachers to how to teach the practical components.
- **Teachers with specific technical skills** may need to be hired.
- **A funding model** will need to be in place to ensure there are the substantial resources needed for implementation.

Reviews

The Three Streams Model (TSM) is still in the exploratory stages – comprising

- conversations with key stakeholders,⁴⁵
- a pilot in Schools of Skill, and
- the pilot rollout of one subject (Coding and Robotics) in general schools in 2023.

As the model is being refined during stakeholder engagement and piloting, no reviews or evaluations have yet been conducted. Dr James Keevy, a policy researcher and CEO of JET Education Services, nonetheless raised the need for an independent evaluation of the TSM – noting that *“This is an incredibly complicated intervention that affects the whole system — not only Post-Secondary Education and Training (PSET). So, to do this well, we need to make sure that it is research-informed.”* (Universities South Africa (USAF), 2022).

While the TSM may be regarded as much needed and worthwhile, the logistics of making such major changes to the schooling system are likely to be impeded by funding and implementation challenges, and this model is not likely to be fully functional in the near future.

⁴⁵ For example in late 2021 the model was presented to the Universities South Africa’s (USAF) Education Deans’ Forum for feedback by Dr Moses T Simelane, Chief Director: Curriculum Implementation and Monitoring at DBE.

MATRIC RESULTS

'Around 40% of learners drop out before they even reach Grade 12 (see figure below). Of those who do make it to matric to write their final exams, just 13% of learners pass well enough to go on to university ('Bachelor pass').'⁴⁶

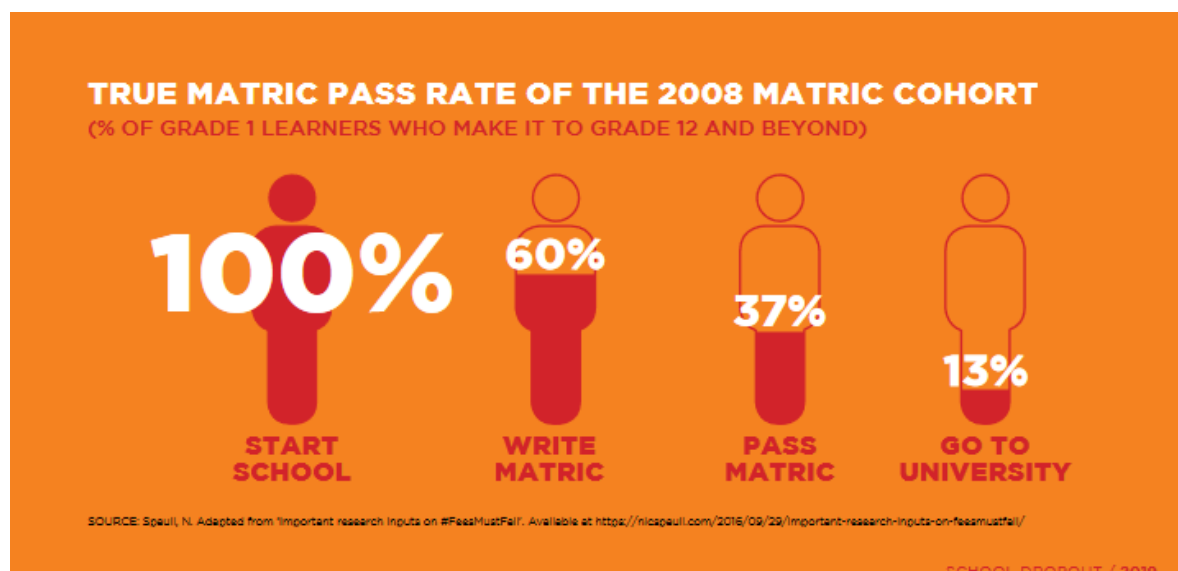


Figure 1: True matric pass rate⁴⁷

While we cannot know the extent to which these three schools conform to these statistics (as we do not know the dropout rates of the 2020 and 2021 cohorts) we also have no reason to think they do not.

Projections: Learners' eligibility for university and TVET college based on matric results

The question to be addressed here is what numbers of university and TVET college students can be expected from these three schools based on three years of school results. In other words what is the reasonable likelihood of these learners accessing university or TVET college (or other PSET institutions requiring a Diploma pass).

⁴⁶ 'The true matric pass rate' from 'School Dropout: What the catch?' November 2019. DG Murray Trust p21. Downloaded on 10 August from <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

⁴⁷ 'The true matric pass rate' from 'School Dropout: What the catch?' November 2019. DG Murray Trust p21. Downloaded on 10 August from <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

Table 3 below presents five years of matric results (2017 – 2021): for the country, the province, plus the three schools. It has been developed from Grade 12 data from Gradesmatch as well as DBE's matric results.⁴⁸ Together they show

- the pass rates each year; and
- the various types of passes as a proportion of *those who passed* as well as of those *who wrote matric*.

Provisos / variables

When reading these data, it is important to bear in mind the **various practices exercised in schools** – examples being

- compulsory progression into Grade 12, no matter Grade 11 results, compared with
- keeping learners out of Grade 12 if they risk jeopardising the school's profile vis-à-vis their results profile; and/or
- retaining learners in school as salaries/budgets are related to numbers of learners at the school.

What the practices are at each school, and whether or not these have been exercised uniformly, is not known – but they may have had a bearing on the results presented below.

In addition, it should be noted that Blinkklip and Kuilsville are **quintile 4** schools (i.e. fee paying) while Ratang-Thuto is a **quintile 2** (non-fee-paying) school.

The other factor to bear in mind is **class size**. Bigger classes produce greater variables, especially in lower quintile schools. This is seen, for example, in 2019 when the quintile 4 schools - Blinkklip and Kuilsville - had significantly reduced learner numbers while the number of learners at Ratang-Thuto, the quintile 2 school, significantly increased (see Figure 2). The pass rates that year were 91,3% and 77,8% in Blinkklip and Kuilsville, compared with 46,2% at Ratang-Thuto (see Figure 3). While this is not simply causal, the kinds of variables need to be considered when assessments of matric results are made.

⁴⁸

<https://www.gradesmatch.co.za/info/matric/results>

Department of Basic Education (2020) National Senior Certificate. School performance 2019. Let's grow South Africa together.

Department of Basic Education (2022) National Senior Certificate. School performance 2021.

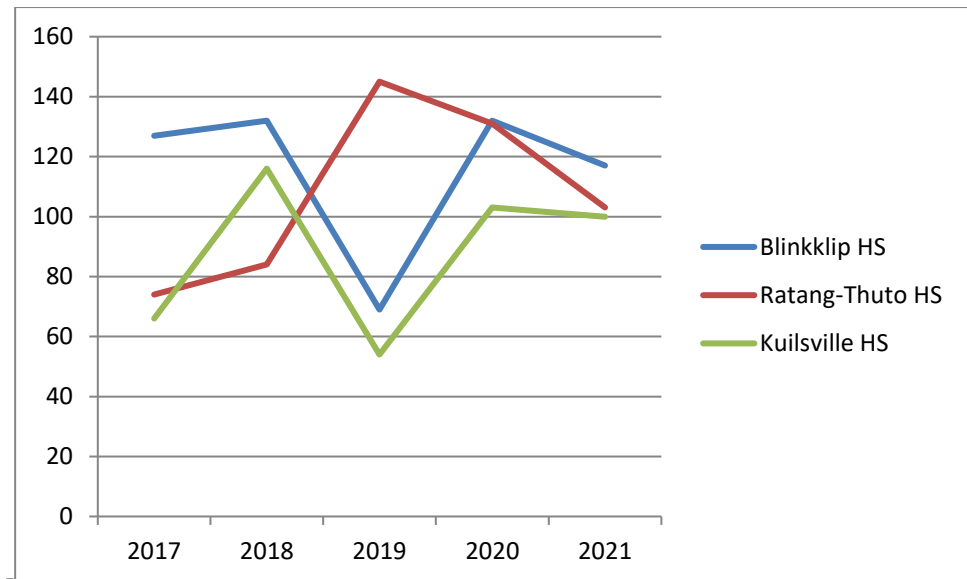


Figure 2: Number of learners in Grade 12 each year who wrote matric exams, by school: 2017 - 2021

Figure 3 shows the pass rates at each school from 2017 – 2021 – as a proportion of the number of learners who wrote matric.⁴⁹

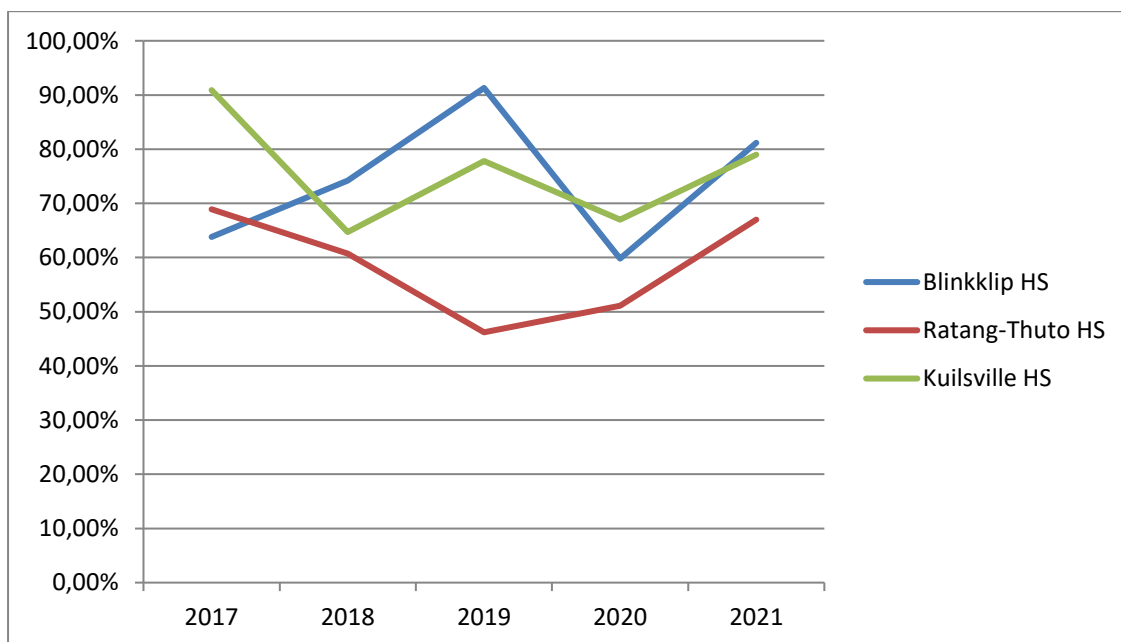


Figure 3: Pass rates at the three schools – as % of those who wrote matric each year: 2017 - 2021

Detailed tables are given in Appendix F.

⁴⁹ Department of Basic Education (2020) National Senior Certificate. School performance 2019. Let's grow South Africa together.
Department of Basic Education (2022) National Senior Certificate. School performance 2021.

Table 3 below gives the details, showing the comparisons between the schools. Figures 5 to 7 show the trends over time regarding the levels of outcomes at each school – as proportion of those who passed matric (per Gradesmatch stats). (This changes when calculated as a proportion of those who wrote matric, although the shapes are more or less the same.)

Numbers of passes predicted each year

Bottom line, however, is the ***actual number of learners who REAP can assist to use whatever school-leaving/matric results they have obtained to access options toward success.*** While comparisons between schools are given here, REAP's shift to supporting as many young people as possible, no matter their academic outcomes (but based on their participation in the PSRP), remains central.

Figure 4 and Table 2 show that the following average results could be expected each year (across all three schools):

- ***49 Bachelors passes***
- ***67 Diploma passes***
- ***85 Certificate passes***
- ***101 learners who will not obtain a matric certificate.***

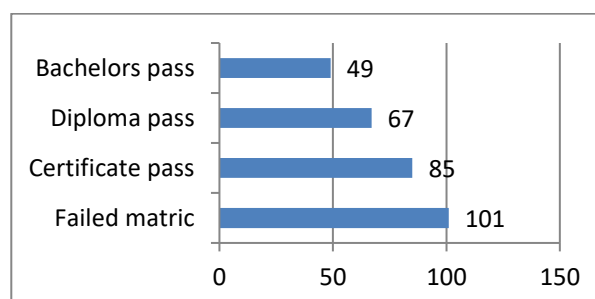


Figure 4: Average annual number of matric outcomes - across all three schools (2017-2021)

Table 2: Average annual number of matric exam outcomes - across all three schools (2017-2021)

	Ratang-Thuto	Blinkklip	Kuilsville	Total
Passed	61	83	65	209
Bachelors pass	16	23	10	49
Diploma pass	18	28	21	67
Certificate pass	27	32	26	85
Failed matric	46	32	23	101

Table 3: Matric results: N Cape: five years (2017 - 2021)⁵⁰

DBE data are given in red font

	Total no. wrote matric	No. passed	% passed	% failed (calc)	No. of Bachelors passes	% of passed = Bachelors passes	% of wrote = Bachelors passes (calc)	No. of Diploma passes	% of passed = Diploma passes	No. of Certificate passes	% of passed = Certificate passes
2021											
NATIONAL						47,6%			33,0%		19,4%
Province		9089			3854	42,4%		2118	23,3%	3118	34,3%
Blinkklip HS	117	95	81,2%	18,8%	32	33,7%	27,3%	23	24,2%	40	42,1%
Ratang-Thuto HS	103	69	67,0%	33,0%	21	30,4%	20,3%	19	27,5%	29	42,1%
Kuilsville HS	100	42/ 79 ⁵¹	79,0%	21,0%	9	21,4%	9,0%	18	42,9%	15	35,7%
2020											
NATIONAL						47,8%			34,2%		18,0%
Province		7666				43,0%			20,5%		36,5%
Blinkklip HS	132	79	59,8%	40,2%	28	35,4%	24,3%	18	22,8%	33	41,8%
Ratang-Thuto HS	131	67	51,1%	48,9%	18	26,9%	13,7%	15	22,4%	34	50,7%
Kuilsville HS	103	69	67,0%	33,0%	12	17,4%	11,6%	18	26,1%	39	56,5%
2019											
NATIONAL						45,4%			35,3%		19,3%
Province		7054				39,9%			22,7%		37,4%
Blinkklip HS	69	63	91,3%	8,7%	20	31,7%	29,0%	19	30,2%	24	38,1%
Ratang-Thuto HS	145	67	46,2%	53,8%	12	17,9%	8,3%	23	34,3%	32	47,8%
Kuilsville HS	54	42	77,8%	22,2%	9	21,4%	16,7%	18	42,9%	15	35,7%

⁵⁰ <https://www.gradesmatch.co.za/info/matric/results>

Department of Basic Education (2020) National Senior Certificate. School performance 2019. Let's grow South Africa together.

Department of Basic Education (2022) National Senior Certificate. School performance 2021.

⁵¹ This is the only (significant) discrepancy in data between the two sources. The passed and failed data are calculated from the 79 (DBE data in red font).

	Total no. wrote matric	No. passed	% passed	% failed (calc)	No. of Bachelors passes	% of passed = Bachelors passes	% of wrote = Bachelors passes (calc)	No. of Diploma passes	% of passed = Diploma passes	No. of Certificate passes	% of passed = Certificate passes
2018											
NATIONAL					0	43,90%		0	34,80%	0	21,30%
Province		7315			2611	35,7%		2004	27,4%	2699	36,9%
Blinkklip HS	132	98	74,2%	25,8%	19	19,4%	14,4%	48	49,0%	31	31,6%
Ratang-Thuto HS	84	51	60,7%	39,3%	11	21,6%	13,1%	20	39,2%	20	39,2%
Kuilsville HS	116	75	64,7%	35,3%	11	14,7%	9,5%	32	42,7%	32	42,6%
2017											
NATIONAL					Not on website			Not on website		Not on website	
Province		6640			2218	33,4%		1594	24,0%	2829	42,6%
Blinkklip HS	127	81/ 82	63,8%	36,2%	16	19,8%	12,6%	34	42,0%	31	38,2%
Ratang-Thuto HS	74	51	68,9%	31,1%	17	33,3%	23,0%	14	27,5%	20	39,2%
Kuilsville HS	66	60	90,9%	9,1%	9	15,0%	13,6%	21	35,0%	30	50,0%

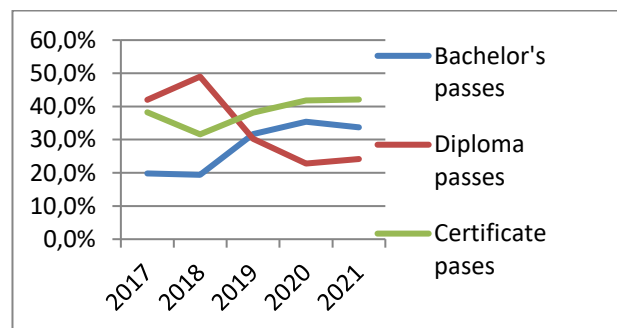


Figure 5: Blinkklip High School's matric outcomes: 2017-2021
(% of learners who passed matric)

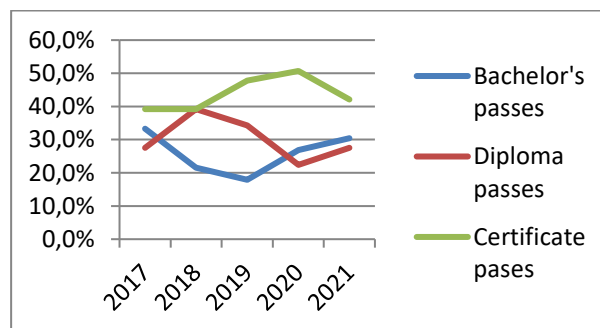


Figure 6: Ratang-Thuto High School's matric outcomes: 2017-2021
(% of learners who passed matric)

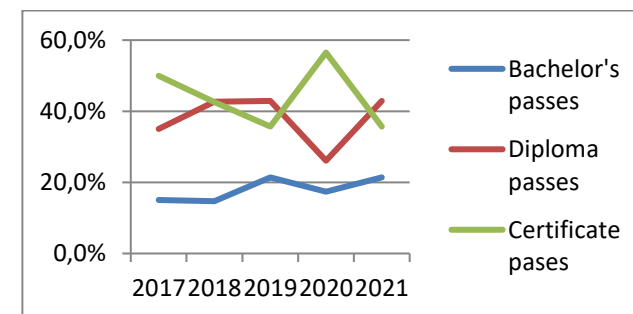


Figure 7: Kuilsville High School's matric outcomes: 2017-2021
(% of learners who passed matric)

The Gradesmatch data in the Table 3 and figures 5 to 9 show the following for these five years' matric results:

- With respect to Bachelor's passes, the Northern Cape has performed between 4 – 8 percentage points below the national average.
- In the past three years Blinkklip has had the highest proportion of Bachelors' passes compared to the other two schools (see Figure 8 below).
Prior to this Ratang-Thuto had the highest proportion.
These were all always below the provincial average, however
- Diploma passes at all three schools have consistently been above the provincial average however (see Figure 9 below).
- Blinkklip's improvement in Bachelor's passes has been dramatic – from about a fifth in 2017-18 to a third in 2019-21 (see Figure 5 above).

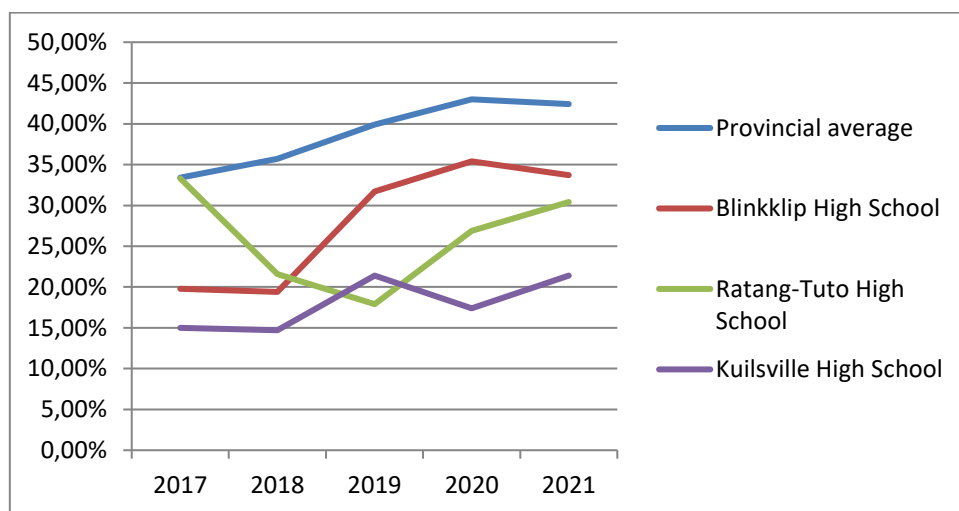


Figure 8: Trends in Bachelor's passes in the Northern Cape Province and at three schools: 2017 – 2021 (% of learners who passed matric)

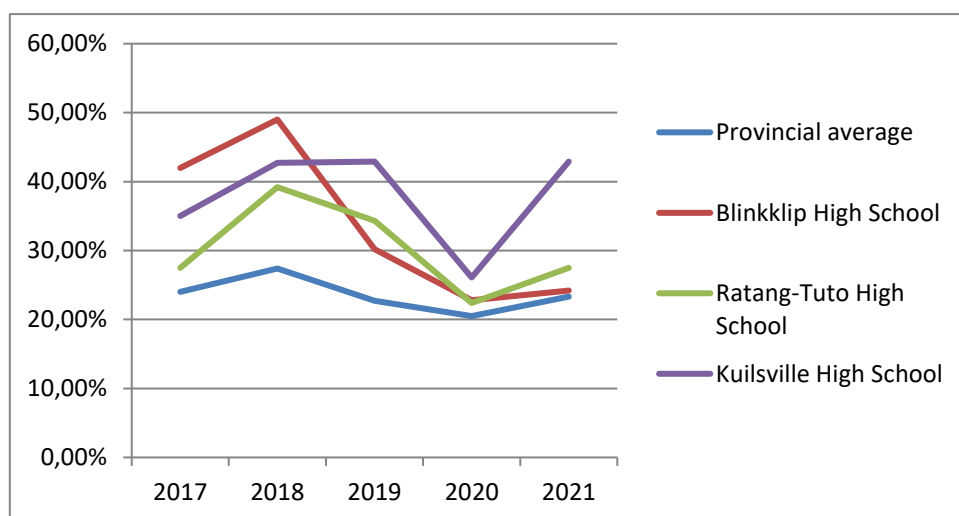


Figure 9: Trends in Diploma passes in the Northern Cape Province and at three schools: 2017 – 2021 (% of learners who passed matric)

Results in Ratang Thuto, Blinkklip and Kuilsville Secondary Schools

Unfortunately, the particular matric results of learners in Grade 12 in 2020 and 2021 are not accessible. In response to our request, the Director of Information Technology (IT) & Education Management Information Systems (EMIS) in the Northern Cape, noted:⁵²

'Unfortunately due to POPI Act, I am not in a position to share with the kind of information you are requesting. If indeed you are working with the cited schools, I guess you should have a protocol of engagement with each of them, which should include, amongst others, the consent of the learners/ parents for sharing with you their personal information. If such exists, you should therefore engage with them, making use of such protocol to get the information needed.'

The small sample of matric results we do have for the 2021 matriculants (which are reported on in various places in this report) are a result of their submitting these to REAP for loading onto the Gradesmatch Bridge portal to generate their post-school options.

In addition, however, we were given the English and Mathematics (but not Maths Literacy) average matric results for one school (in Table 4 below). The annual averages of 20% and 21% for Maths is particularly dismal - though presumably they include some who will do well enough to be get the Bachelor's passes as seen in Table 1 above.

Table 4: Kuilsville Grade 12 English and Maths average results: 2020-21⁵³

	English		Maths	
	No of learners	class average	No of learners	class average
2021	101	56.48%	31	21.23%
2020	105	48.82%	37	20,00%

English = English First Additional Language

Mathematics = Does not seem to include Maths Literacy

⁵² Email correspondence Claude K. Tshimanika, Director, Information Technology (IT) & Education Management Information Systems (EMIS) in the Northern Cape with Emma Francis, 19 August 2022.

⁵³ Northern Cape Department of Education. Transcript of average results by term for Kuilsville High School for 2020 and 2021. Obtained 23 August 2022.

Conversion of Grade 11 results to offers at a university

The extent to which Grade 11 results can predict offers of places at a university is shown below in Figure 7.

Using their 2021 national data set of 7 155 learners, Gradesmatch probed the conversion rates of Grade 11 results to offers of places at a university and found as follows:

- Of those with Grade 11 results over 60%, 76,87% - 100% received offers.
- This dropped to below half (47,6%) for those with Grade 11 results between 55% and 60%.
- Only 29,3% of those with Grade 11 results between 50% and 55% received offers.
- Below 50% was 21,15% (45 – 50%) and 14,91% (less than 45%) respectively.⁵⁴

The role played by English and Maths results is shown in Figure 8. In short

- achieving 56% or more in both subjects, places learners with strong possibilities; and
- even where English marks are strong, however, if paired with a poor Maths mark learners are tipped into the band of lower likelihood to access university (see those in the band 55% to 60% in Figure 8)

⁵⁴ Conference presentation: 'The role of career guidance in building a pipeline of rural learners accessing Post-School Education & Training (PSET)' by Emma Francis (REAP) & Lebogang Diale (Gradesmatch). NBSPF Conference, Johannesburg, 29 & 30 June 2022.

Academic Performance as a barrier

Distribution of Grade 11 Results	Number of Learners	Percentage	Number of Learners with Offers	Percentage	Offer Conversion Rate
Less than 45%	436	6.09%	65	0.91%	14.91%
Between 45% and 50%	993	13.88%	210	2.94%	21.15%
Between 50% and 55%	1915	26.76%	556	7.77%	29.03%
Between 55% and 60%	1548	21.64%	737	10.30%	47.61%
Between 60% and 70%	1708	23.87%	1313	18.35%	76.87%
Between 70% and 80%	488	6.82%	438	6.12%	89.75%
Between 80% and 90%	67	0.94%	67	0.94%	100.00%

N = 7 155, Gradesmatch Bridge 2021 cohort

Figure 10: Grade 11 results and offers to a university⁵⁵

⁵⁵ Conference presentation: 'The role of career guidance in building a pipeline of rural learners accessing Post-School Education & Training (PSET)' by Emma Francis (REAP) & Lebogang Diale (Gradesmatch). NBSPP Conference, Johannesburg, 29 & 30 June 2022.

Academic Performance as a barrier

Distribution	Number of Learners	Number of Offers	Offer Conversion Rate*	Avg. Maths Mark	Avg. Math Lit Mark	Avg. Eng Mark
Less than 45%	436	65	14.91%	24	34	50
Between 45% and 50%	993	210	21.15%	32	40	55
Between 50% and 55%	1915	556	29.03%	37	43	59
Between 55% and 60%	1548	737	47.61%	45	49	63
Between 60% and 70%	1708	1313	76.87%	56	56	56
Between 70% and 80%	488	438	89.75%	71	64	75
Between 80% and 90%	67	67	100.00%	85	95	81



N = 7 155, Gradesmatch Bridge 2021 cohort



Figure 11: Grade 11 Maths and English results in relation to offers of a place at a university ⁵⁶

⁵⁶ Conference presentation: 'The role of career guidance in building a pipeline of rural learners accessing Post-School Education & Training (PSET)' by Emma Francis (REAP) & Lebogang Diale (Gradesmatch). NBSPP Conference, Johannesburg, 29 & 30 June 2022.

What the matriculants said

In the surveys undertaken for this research, the current matriculants were asked

- ‘How well do you think you will do in the matric exams?’ (question 1.5) and the past matriculants (2020-2021) were asked
- ‘What do you think of your Grade 12 final results?’ (question 1.3) and
- ‘How did your results affect your choices for your life after school?’ (question 1.4)

126 past matriculants and 56 current matriculants responded as follows.

Current matriculants

Choosing from a range of options,

- just over half (52%) of the 56 respondents thought they ‘will do well enough’ in the matric exams to do what they want to do,
- while 41% were ‘nervous’ that they will not do well enough.

Only 7% did not proffer a guess as to how well they might do.

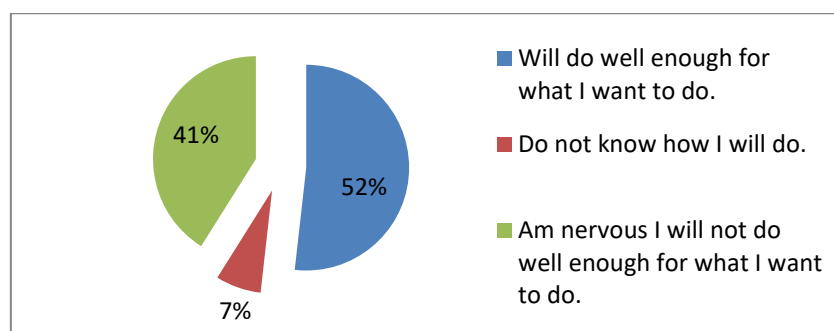


Figure 12: How well current matriculants think they will do in the matric exams (% of 56)

A higher proportion of those who thought they ‘will do well enough in the matric exams’ have Grade 11 AP scores⁵⁷ of 21 or above⁵⁸ (62%) while only 48% of those who ‘are nervous’ had these AP scores.

Table 5: Correlation of Grade 11 results with projections of their results

AP scores:	Will do well enough to do what they want to do (n=29)	Nervous that they will not do well enough (n=23)
Above 21	18 (62%)	11 (48%)
Between 18 - 20	5 (17%)	5 (22%)
17 and below	6	7

⁵⁷ These were submitted by the learners for the Gradesmatch Bridge portal. The sub-report on the survey of current matriculants gives the full sets of these results.

⁵⁸ (The scales do not to assume that those who are more certain want to go to university – the AP ratings were used for consistency with analysis in 1,2 above.)

Past matriculants

Again, choosing from a range of options,

- only a quarter of all past matriculants who responded (27% - or 34 of 126) thought they had done 'well enough, which is what I expected'.
- Just over half (54%) 'did not do as well as I expected'.

This is in contrast to the 52% of current matriculants who think they will do well enough.

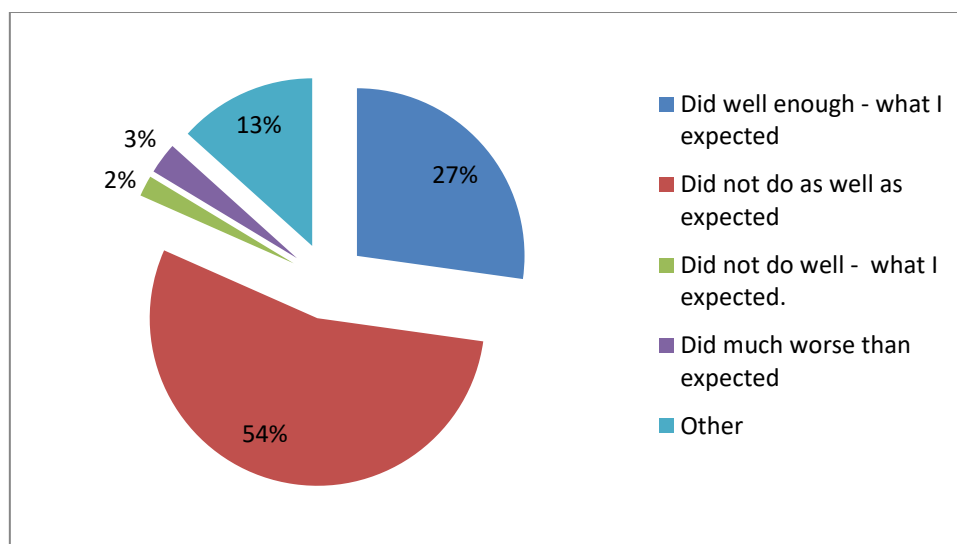


Figure 13: Expectations of respondents regarding their matric results

16 respondents commented:

- One person "*surprised myself the way I passed*"
- Seven others were disappointed, saying they had done well enough **but expected/ wanted to have done better** e.g. "*I did well but the results is not I have expected*".
- Three commented that **Maths** had proven tricky – e.g. "*I did well enough, its just that I did not do well enough in Mathematics as I wanted to purse a career in Engineering*".
- Two took responsibility for **not having studied hard enough** – e.g. "*I failed two subjects (Geography and Maths), I failed even last year 2021 Because I did not study enough.*"
- Four cited **personal /family difficulties** that had undermined their performance – e.g. "*There was something that disturbed me at home and thats y I failed History and Maths*" and "*I went a through a lot like being sick (penic attack)* "

Expectations compared with actual matric results

At the time of writing we have been able to access Grade 12 results for 46 of the 126 respondents.

- Of the 34 respondents who thought they 'did well enough which is what they expected' we have results for 17.
- 12 of the 17 have AP scores that may have enabled them to go to university – though their Maths results (presented in the sub-report) may well have undermined this.
- Of the 12:
 - 8 say they are studying at PSET institutions, one of which is a university;
 - 3 are 'taking a gap year'⁵⁹ – one of whom also says 'I am at home – not studying or working'; and
 - 1 is doing paid work.

Table 6: The effect of matric results on post-school choices of those who did as well as they expected - and what they are currently doing (n=12)

How their results affected their choices for their lives after school	What they are currently doing
I was able to do what I wanted to do/ Ek kon gaan doen wat ek beplan het.	Ek studeer by 'n Universiteit, Ek verrig 'n betalende werk
	I am studying at a TVET college
	I am studying at a TVET college
	I am studying/training somewhere else, I'm studying at Rosebank College
	Boston City Campus
I was not able to do what I wanted to do – but I have found something else that will suit me.	I am studying at a TVET college
	I am studying at a TVET college
	I am studying at a TVET college, At city campus Kimberly
	I am doing paid work
	I am taking a 'gap year'
	I am taking a 'gap year'
It did not matter as I did not know what I wanted to do.	I am at home – not studying or working, I am taking a 'gap year'

As this is only a sample, simple conclusions should not be drawn.

⁵⁹ A 'gap year' is a largely middle class notion and did not seem to fit here. As Gradesmatch uses it, however, it was suggested it be included here.

What is striking, however, is that the person who was unfocussed - their results 'did not matter as I did not know what I wanted to do' – is the only one 'at home, not studying or working'. While only an example, it is a clear case for assisting young people be more directed so that they can access opportunities to realise their abilities and talents.

How their results affected their choices after school

The effect of their matric results on their aspirations is stark.

- **Only 16% of the 126 respondents said they were able to do what they wanted to do, given their matric results.**
- 39% were not able to do what they wanted to do, but had 'found something else that will suit me'.
- 40% said they were not able to do what they wanted to do, and had not found a good alternative:
 - nearly a quarter - 22% - 'do not know what else to do'; and
 - 18% were 'doing something I am not really interested in'.

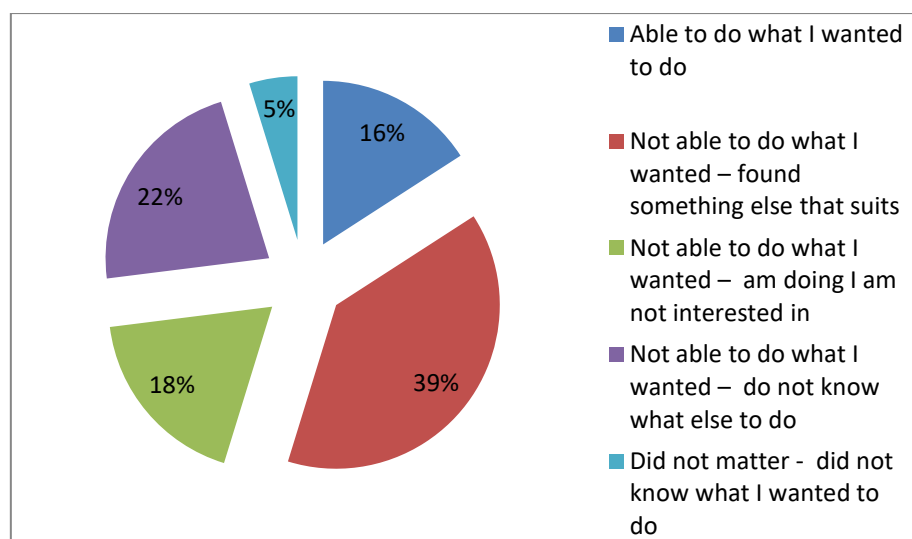


Figure 14: The effect of the respondents' matric results on their aspirations

More information about what these past matriculants are currently doing is reported in Section J below.

Comment

Both survey findings show a mismatch between learners' expectations of their matric results and what transpires.

Across years, 52% of current matriculants who think they will do well enough at the end of 2022 are in stark contrast to the 27% of past matriculants who did 'well enough, which is what I expected' – and even more so that only 16% were ultimately able to do what they wanted to do.

There could be a number of reasons for this disjuncture, some of which could be:

- the promotion of learners to the next grades despite poor results, resulting in a lack of experience of consequences; and /or
- an optimism produced by not having dropped out and being comparatively successful.

This disjuncture is commented on in some literature - that those with the lowest marks have the most unrealistic aspirations, even in the face of their knowing how poor their results have been.

Conclusions

The school system may change to better accommodate a range of aptitudes among learners which, ideally, will help them remain in school and obtain competences that might give them access to employment. This will be a context within which organisations like REAP will work if/when they arise – and they will need to be vigilant to the ways in which any changes may affect the youth with whom it is working.

Despite any changes, however, high school learners will continue to require guidance and support for entering a post-school world – one in which their options are profoundly shaped by their school-leaving results. For some learners, leaving school after Grade 10 and entering NCV at TVET may well be a preferable option to continuing to matriculation. Earlier engagement and advice on post-school options will assist this decision-making process.

The schools in which REAP has been working show lower than (provincial) average numbers of Bachelor's passes and higher than average Diploma passes. These need to be understood alongside Gradesmatch's experience that anything below 60% in Grade 11 drops the odds of young people getting into university – and that having a Bachelor's pass is not a guarantee of access.

These insights will inform the design of REAP's programmes and where effort is expended.

We do not have the data for how many learners dropped out before Grade 12 nor how many failed matric as data from the provincial Department are not forthcoming. This will be important for understanding how these youth can be engaged with in order to mitigate the possibility of their becoming NEET.

As REAP does not offer extra classes /academic support at schools, improving matric academic outcomes cannot be where it works. What it can do is contribute to keeping learners in school through mapping what is possible for them and encouraging them to focus on realising their options. REAP will need to decide how to handle the disjuncture between learners' optimism about their matric results and the actual outcomes. Perhaps the Gradesmatch process will, over three years once the programme is fully implemented, shift learners towards more realistic options.

C: THE POST-SCHOOL EDUCATION AND TRAINING (PSET) SECTOR

Brief overview of skills training in SA

Education and training providers – including TVET colleges - are accredited to offer occupational qualifications by the South African Qualifications Authority (SAQA) using registered qualifications from the National Qualifications Framework (NQF).

Within TVET Colleges, however, there is increasing uptake of QCTO (Quality Council for Trades and Occupations) qualifications, particularly those offered through the Centres of Specialisation (CoS). The COS programmes are all QCTO qualifications leading to apprenticeship and trade tests and are delivered through dual learning (theory and practical work in industry).

In addition, TVET Colleges are still offering mainstream NCV (Umalusi) and NATED (N1 to N3 Umalusi and N4 to N6 QCTO).⁶⁰

Implications for PSET options in Lesedi catchment area

While this will require a degree of vigilance, the national changes will be implemented by PSET institutions and training providers.

The current qualifications available in the active economic sectors in the Lesedi catchment area could still be mapped – bearing two things in mind:

- they need accredited training service providers to make them accessible; and
- their value needs to be confirmed by the sectors in the area; that they would be interested in taking on young people with these occupational qualifications.

Some businesses prefer to train their own staff so that the skills are customised to their needs - without referring to the country's qualifications system. An example of this is D'Olive Rose Boutique Hotel – the largest guesthouse in Postmasburg (35 beds) – as well as guesthouses in Kathu and Danielskuil who employ 3-4 young people annually through advertising open positions. The requirement is a Grade 9 or Grade 11. They have their own training materials and prefer to do custom on-the-job training for reception work, chefs, housekeepers and administrators.

⁶⁰ Email correspondence with Martin Mulcahy, 24 October 2022

PSET for youth in Lesedi catchment area

There is a rich range of PSET opportunities available to youth in the Lesedi catchment area.

Universities

One of the 26 universities in South Africa, Sol Plaatje University (SPU), was established in Kimberley in 2014.

'In developing the focus for its academic disciplines, Sol Plaatje University has looked to the unique needs, competence and characteristics of the Northern Cape region. This approach brought the current focus areas of teacher education, ICT and data science, heritage studies, paleo-sciences and creative writing in African languages to the fore.'

It currently has four schools – namely Economic and Management Sciences; Education; Humanities and Natural and Applied Sciences.⁶¹

In addition to attending SPU, students from the Northern Cape also tend to go North West University, the universities of Johannesburg and Wits, the University of the Free State and Central University of Technology in Bloemfontein and the universities of the Western Cape, Stellenbosch and Cape Town.

TVET colleges

Two of the 50 TVET colleges in the country are in the Northern Cape:

- Northern Cape Urban TVET College (NCUT) – based in Kimberley, with four campuses.⁶²
- Northern Cape Rural TVET College (NCRT) – based in Upington, with five campuses.⁶³

The qualifications offered at these two colleges are listed in Appendix G.

Centres of Specialisation

The NCUT is one of 19 Centres of Specialisation (CoS) in South Africa. This is part of a flagship project offering QCTO (Quality Council for Trades and Occupations) qualifications in high-demand trades – as follows:

⁶¹ <https://www.spu.ac.za/>

⁶² City Campus; Moremogolo Campus; Phatsimang Campus; Central Office situated in the Kimberley CBD.

⁶³ Upington, Kathu, De Aar, Kuruman, Namaqualand.

1. Boilermaker
2. Bricklayer
3. Carpenter and Joiner
4. Diesel Mechanic
5. Electrician
6. Fitter and Turner
7. Mechanic (Automotive Motor Mechanic)
8. Mechanical Fitter
9. Millwright
10. Pipe Fitter
11. Plumber
12. Rigger
13. Welder

Centres of Specialisation offer a 50/50 dual system apprenticeship that combines 'technical education at a TVET college with simulated practical training and authentic work experience in a single integrated learning programme'.

Current TVET training	CoS Training
• All public TVET colleges offer all approved programmes • Qualifications are not linked to occupational competence • Many curricula are outdated • Trade theory is front-loaded, with long intervals between theory and practice • Most college students (even in N courses) get no practical training or work experience • Most students are selected by the college without reference to employers • There are few linkages between public colleges and industry	• Each college will specialise in one or two apprenticeships relevant to local industry • New qualifications that reflect occupational competence • The curricula have been recently designed by industry experts • Trade theory, simulated practice and work experience are tightly interwoven • All apprentices enrolled for new qualifications get practical training and work experience • Employers select and manage their own apprentices • There is close interaction between the college and employers throughout the training

(Brey, Brownell and Motala, 2021, p.37)

Private colleges

While there are no (well-known) private colleges in Postmasburg and Danielskuil, some post-matric youth from the Northern Cape attend private colleges like

- **Boston College**⁶⁴ in Kimberley (also in most major cities in the country); and
- **Rosebank College**⁶⁵ (in Bloemfontein, Johannesburg and Pretoria, among others).

These offer a range of diplomas and certificates as well as undergraduate degrees.

Some young people also seem to pursue post-matric work-related courses through distance learning – like **Oxbridge College**⁶⁶ based in Stellenbosch in the Western Cape – although there are many other national offerings.

Another example is the **TSIBA Business School** in Cape Town and Johannesburg. A ‘social enterprise’ business college, it is specifically aimed at ensuring learners from weak schooling backgrounds succeed. A highly mentored programme with excellent success, it offers post-school qualifications in Business Administration and boasts a ‘postgraduate employment rate exceeding 90%’ (TSIBA, 2022). The qualifications are run full-time at the business school, while short courses can be accessed through distance learning.

Not-for-profit organisations (NPOs)

Various NPOs offer occupational training – particularly home-based care, lay counselling and early childhood development (ECD).

An example in this area is CUSTODA Trust (in Delportshoop, 60 km from Danielskuil; 140 km from Postmasburg) which trains young people in ECD, giving them the skills to work in ECD centres or start their own ECD businesses. They offer:

- Further Education & Training Certificate: Early Childhood Development: NQF Level 4; and
- Higher Certificate in ECD: NQF Level 5.

Week-long residential training blocks are interspersed with doing practical training in ECD centres in their local communities.

They also provide post-qualification small business skills training to support these ECD practitioners to run their ECD centres as successful businesses.

⁶⁴ <https://www.boston.ac.za>

⁶⁵ <https://www.rosebankcollege.co.za>

⁶⁶ <https://www.oxbridgeacademy.edu.za>

Apprenticeships and learnerships⁶⁷

A number of apprenticeships and learnerships are offered in the area, largely by the mines and solar parks. They are named here and details are given in Appendix H.

Apprenticeships

Lesedi Power Project offers **apprenticeships / internships for STEM-related subjects**, with a focus on Electrical Engineering.

Redstone Solar Thermal Power provides **artisan apprenticeship training** for the following trades:

- Electrical
- Mechanical
- Millwright
- C&I Technician
- Fitter & Turner
- Instrumentation Mechanician

In both cases the applicants must be from Tsantsabane and Kgatelopele Municipalities.

Learnerships

Three examples of current learnerships are

- **artisan learnerships** in a range of occupations offered by **Kumba Iron Ore**
- **learnerships/in-service training** to complete P1 & P2 in Electrical Engineering offered by **Lesedi Power Project**
- the **YES4YOUTH learnership programme**, implemented by a range of companies some of which are in the catchment area.

A learnership is a work-based education and training programme with a combination of theory-based classroom training and workplace training/experience. A learnership may be offered by a company, private training provider or a TVET College. They are usually a minimum of one year of study (approximately 120 credits per qualification).

General requirements:

Entry requirements may vary depending on the qualification or provider.

NQF Level 2: Grade 9

NQF Level 4: Grade 11 or 12.

Learners may receive a small monthly stipend.

(Learners often choose a learnership because it is funded, rather than based on interest.)

Companies improve their B-BBEE scorecard rating by offering learnerships.

⁶⁷ These are examples of apprenticeships and learnerships. The mines and solar farms adjust their offerings regularly according to the particular skills they require.

Funding/ bursary options for PSET opportunities – particularly universities and TVET colleges

Four methods/ sources were used to find out about funding/ bursary options for PSET opportunities:

- desktop research – by commissioned researcher;
- key informant interviews;
- the REAP database; and
- surveying - asking the learners themselves.

The desktop research was definitive with no additional pieces of information arising from the key informant interviews; the REAP database; or the learners themselves.

This section contributes to answering the research question: ‘Strategise around making better **connections to the ecosystems of support for young people** – including funding options for TVET and other post-school education opportunities.’

Desktop research⁶⁸

The desktop search identified the following funding/ bursary options for various PSET opportunities, particularly for universities and TVET college.

National Financial Aid Schemes

- **NSFAS (National Student Financial Aid Scheme)** is the main financial aid schemes for young South Africans. It funds TVET and university study without any limitations on the field of study.
- **Funza Lushaka** supports those who want to become teachers.

Details of both are given in Appendix I.

Bursaries for studying at university

A large number of bursaries for university study can be accessed via database-driven websites, e.g. <https://bursaries.co.za/>. This could easily be overwhelming for learners, and there is a need for an organisation or mentor to curate this experience, identify the most promising bursaries and even liaise with corporates with a local presence to allocate a fixed number of bursaries to learners from these towns.

⁶⁸ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

While financial need is a criterion for many bursaries, academic merit is also regularly applied. For the STEM⁶⁹ areas of studies, many bursaries set a high minimum for results in Mathematics and Physical Science, a standard that is often also a university entrance requirement for these courses.

Examples of local and national bursaries for studying at a South African university are given in Table 6 – details of which are given in in Appendix J.

Bursaries for studying at TVET colleges

Locally the Kolomela Bursary Scheme offers a few partial bursaries for those attending TVET colleges, as does Peace Humansrus Trust (PHT) through REAP.

The other source of funding tends to be stipends paid to TVET students during their workplace learning / apprenticeships / learnerships. These are funded either by the employer at which the student is learning – or by the Sector Education and Training Authority (SETA). The amounts tend to be modest.

For apprenticeships, bursaries usually cover

- tuition fees
- on-campus accommodation
- textbooks

For learnerships, funding covers

- tuition fess
- a small monthly stipend to cover transport and stationery.

Bursaries for studying at private colleges

The Kolomela Bursary Scheme also offers a few partial bursaries for those attending private colleges.

In addition, some of the colleges also offer their own bursaries. An example is the TSIBA Business College which offers a range of scholarships based on affordability and academic merit.

⁶⁹ Science, Technology, Engineering and Mathematics

Table 7: National and local bursaries for studying at a South African university available to youth in the Lesedi catchment area

	Corporate affairs	Finance and accounting	Bus mgt & econ	IT	Projects	Geology / surveying	Engineering (various)	STEM	Agriculture	Educatoion	Health	Law	Tourism	Security
Jasper Power Company		√		√			√							
Lesedi Power Project							√	√						
Peace Humansrus Trust (PHT) ⁷⁰	(do not specify fields of study)													
SIOC Community Development Trust Bursary Programme			√	√		√	√√√√	√	√	√	√	√	√	
Kumba Iron Ore Bursary Programme	√			√	√	√√	√√√√√√√				√			
Assmang Khumani Mine Bursary						√	√√√√							
Shoprite			√								√			
South African Police Services (SAPS)														√
Henrietta Stockdale Nursing College											√			

⁷⁰ The PHT is a community trust created by Jasper Power Company in 2014 as a vehicle to disburse funds into the local community as part of its SED commitment.

Key informant interviews⁷¹

Regarding bursary support, key informant interviews were conducted with

- Office of the Mayor, Postmasburg
- Ratang-Thuto Secondary School, Postmasburg
- Principal, Kuilsville High School, Daniëlskuil

The local mines in Daniëlskuil (**Petra Diamonds**, **PPC Lime** and **Idwala Lime**) offer bursaries and extra classes to learners with Mathematics as a subject choice⁷². As such, the majority of learners are not eligible for these funding opportunities.

The local mines in Postmasburg - **Kolomela mine** and **Sishen Iron Ore Company (SIOC)** - offer bursaries to qualifying high school learners. These are typically only made available to top achieving learners and learners with Mathematics, Science (and, most recently, accounting) as subject choices.⁷³

In 2022, **Kolomela mine** offered bursaries to 2021 matriculants, irrespective of their subject choices and tertiary study interests, provided that they qualified to enroll for admission at a university and/or TVET college. This bursary is conversationally referred to as the 'Kolomela Mine General Manager's Initiative' and was intended to incentivise and support qualifying learners to further their education at higher education institutions⁷⁴.

The **National Youth Development Agency** also offers bursaries to youth in the area – though increasingly these are only for postgraduate studies.

REAP-supported students who are currently funded (2022) ⁷⁵

REAP's database shows that, of the 33 students currently supported by REAP,

- 21 by Peace Humansrus Trust.
- 7 by Lesedi Solar Park Trust; and
- 5 are being funded by Jasper Solar Park Ltd.

Some students are receiving psycho-social and development support only (and not financial support).

⁷¹ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

⁷² Fritz Steenkamp (Principal, Kuilsville High School, Daniëlskuil, 31 August 2022)

⁷³ Menke Ngungu & Patricia Makgoka (Ratang-Thuto Secondary School, Postmasburg, 2 August 2022)

⁷⁴ Kgomotso Bolele (Office of the Mayor, Postmasburg, 1 August 2022)
Menke Ngungu & Patricia Makgoka (Ratang-Thuto Secondary School, Postmasburg, 2 August 2022)

⁷⁵ The data in this section are drawn from REAP's Devman database as at 23 August 2022.

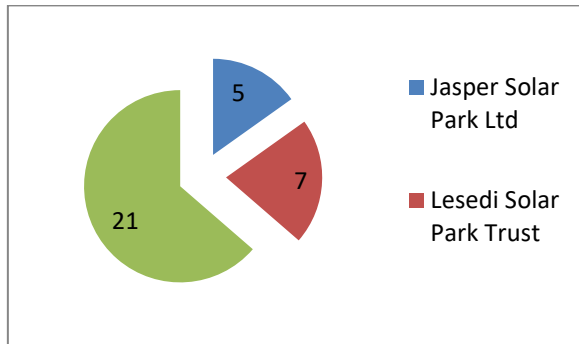


Figure 15: Numbers of REAP-supported PSET students - by funder: 2022

Table 7: Funders of REAP-supported students at PSET institutions: 2021 – 2022

	2021	2022
Jasper Solar Park Ltd	0	5
Lesedi Solar Park Trust	5	7
Peace Humansrus Trust	11	21

What the matriculants said

The current matriculants were asked about other organisations that may be helping school learners with post-school study options (question 3.1); and what they offered (question 3.2). Very few other organisations or projects were identified – and 29 respondents said they had not heard of any other organisations.

A quarter (27%) of the respondents said that funding for university and TVET college was offered – but named only two organisations: Kolomela mine and NSFAS.

In response to the same question (4.8), 17 **past matriculants** also identified Kolomela Mine. The following were also mentioned (though it is not clear if this is just in relation to funding):

- NSFAS (3)
- Sishen Iron Ore Company (SIOC) (3)
- Stellenbosch University (2)
- Sol Plaatje University (1)
- Petra mining (1)
- Idwala mine (1)
- loveLife (1)
- Isibindi (1)
- Youth center (1)
- NCRT (1)
- Summit (1)

Importantly no solar power projects were mentioned by either current or past matriculants.

(The majority of the remaining responses affirmed REAP's visibility (46) or commented that they did not know of any other organisations (40).)

Conclusions and recommendations

As with schooling, any national changes in policies and the arrangements for the provision of education and training will be a context in which organisations like REAP must operate – and they will need to be vigilant to the ways in which these may affect the youth with whom they are working.

That being said, there might already be a case for checking which qualifications may actually lead to employment in the area, given some employers' preferences to offer their own training.

Given the profile of school-leaving results – including those with poor or no matric certificates - the options provided by universities and TVET colleges will suit some, but many others will need to look for other kinds of PSET if they are not to only do unskilled work (where this is available). The options are given in Section F below.

Matriculants know of very few bursary organisations or sources of funding for PSET study. Solar parks are not cited by them at all, despite the desktop research having found a rich set of bursary offerings and there being the main co-funders of REAP-supported students (over and above NSFAS). Increasing visibility and awareness at school level may be something that can be taken up by both the relevant solar park trusts and the companies.

The new mayor of Postmasburg (and outgoing Lesedi Solar Park trustee), Ms Helen English, has mooted the possibility of establishing a local bursary forum, seeking to co-ordinate and streamline local bursary funding to maximise impact. This is to be encouraged and supported. Again, a co-ordinated communications strategy for these resources would be advisable.

This contributes to answering the research question: 'Strategise around making better connections to the ecosystems of support for young people – **including funding options for TVET and other post-school education opportunities.**'

D: PSET OPPORTUNITIES FOR LEARNERS NOT ELIGIBLE FOR TVET / UNIVERSITY

The government's 'three streams' model notwithstanding, this section scopes PSET opportunities for learners who either exited school prior to completing Grade 12 or whose matric results exclude them from options like universities and TVET colleges.

It contributes to answering aspects of two research questions: 'Strategise around making better connections to the ecosystems of support for young people – including funding options for TVET and **other post-school education opportunities**' and 'Deepen our understanding of other **complementary opportunities** such as those offered by the mines' (though less so the issue of 'what this means for young people from the catchment area who are groomed for this sector and then not selected').

Second chance⁷⁶

Obtaining a suitable matric certificate

As noted above, one option for these young people is to improve their matric results – or obtain their National Senior Certificate (NSC) for the first time – so that they can try to access a university/TVET college, if these options interest them. There are many barriers to obtaining this certificate once out of school, however, and NEET young people can take years to achieve this (Needham, 2021, p.45).

Community Education and Training (CET) Colleges

Those who reached Grade 12 but did not get good enough results to access TVET college or university could improve their matric results⁷⁷ through supplementary schooling. Various options for doing this are offered by the state-run Community and Education and Training (CET) Colleges:

- Adult Education Certificate (AET): Levels 1-3
- General Education and Training Certificate (GETC) / ABET qualification (NQF Level 1)
- General Education and Training Certificate (Grade 9)
- National Senior Certificate (NSC) ⁷⁸

⁷⁶ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

⁷⁷ Some of these certificates are also relevant for learners who have a Grade 9 but have not completed Grade 12.

⁷⁸ Unfortunately, the DBE's intention to roll out the National Adult Senior Certificate for Adults (NASCA) with a streamlined curriculum has been put on hold due to funding and implementation challenges.

- National Senior Certificate (NSC) rewrites

The Northern Cape CET is located in Kimberley and supports seven Community Learning Centres (CLCs) and 80 satellites across the Northern Cape.

- In Postmasburg, there is one CLC (Kolomela CLC; located the Postmasburg Showgrounds) and a satellite. The CLC offers the full range of courses.
- In Danielskuil, there is one satellite at Danielskuil Combined Intermediate School, offering only the ABET /GETC courses. If there is a committed group of 25 learners who want to do their NSC or rewrites, the CET will arrange to offer this.

Bridging the gap to TVET

Another option is the **Pre-vocational Learning Programme (PLP)**, a one-year foundational (bridging) programme offered at various TVET colleges to equip learners to study at college level. The PLP was initially created in response to the high dropout rate of TVET learners, as well as the long completion times for courses. It acts as a bridging programme for learners who struggle to transition from high school to TVET colleges, especially in more technical subjects.

The PLP targets learners with Grade 9, 10 or 11 who do not meet TVET entry criteria in their chosen area of study or are not well-prepared to study. It is not a standalone programme – and provides students with an opportunity to improve their results and, on completion, be able to enter into the stream of their choice, be this NCV or NATED Business/ Engineering studies. After graduating from the PLP foundational year, learners may continue with their studies at the TVET College.

There are four subject areas:

- **Foundational English:** Written comprehension and speaking with confidence.
- **Foundational Life Skills:** Study skills, organisation skills, fitting into life in a TVET college.
- **Foundational Maths:** Key concepts for subjects that require pure Mathematics.
- **Foundational Science:** Basic chemistry and physics – preparing learners for engineering courses.⁷⁹

The PLP is offered at the Northern Cape Rural TVET College, and is funded by NSFAS.

⁷⁹ If Maths and Science are not foundational for their intended course of study e.g. hair dressing or early childhood development, learners do not have to take these components.

University and college is not for everyone!

Not attending university or college is not the result of a failed choice for everyone. These options are simply not desirable or suitable for some people and they do not look to these as options.

For example, a REAP staff member tells of the learning struggles of one learner:

*"I met [mother]..., parent of [young person] who is currently doing Grade 10. The mother indicated that her child is not winning academically and struggling because when asked to read she cries. So the mother is hereby asking for assistance as how can the child be assisted instead of being at school but not making any progress accordingly? ... Apparently the learner is interested in facial and sewing. I will be meeting the learner later today and one teacher the mother has referred me to."*⁸⁰

While REAP referred the learner to Isibindi's reading programme in the first instance, it is clear that this young woman – and no doubt many like her – is unlikely to get good matric results, if she finishes school at all. Some people are simply not suited to academic schooling – but this is exacerbated by a schooling system which is not differentiated to address the needs of young people like this.

It is these young people that REAP could support through the Post-School Support Programme which it is currently developing.

Alternative PSET options⁸¹

There is a range of work and training options that require lower matric results than those required by a university or TVET college.

Entry-level occupational training

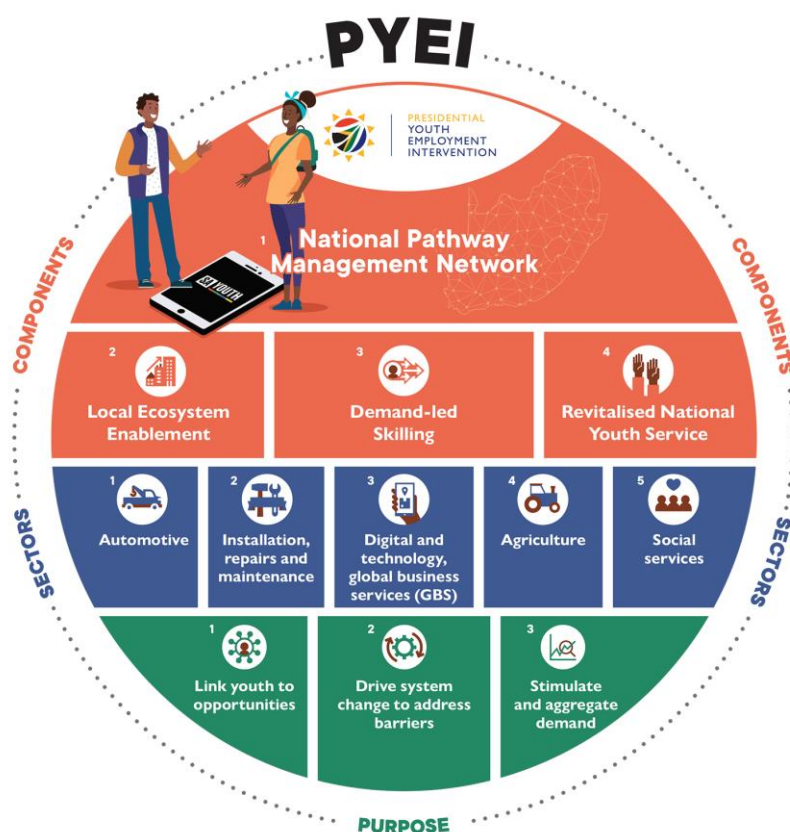
Various sectors/occupations have entry level positions in which to start. While some require formal education to progress, others do this through on-the-job training. Examples are the South African Police Services (SAPS) and Enrolled Nursing Auxiliaries (ENA) (see Appendix K). These, and other options like them, could be further investigated.

⁸⁰ Email from Katlego Kgaile to Emma Francis and Robyn Pritchard, 26 August 2022

⁸¹ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

‘Learning and Earning’: The Presidential Youth Employment Initiative

In his State of the Nation Address in February 2022, President Cyril Ramaphosa reported the concerning statistic that at the end of the first quarter in 2022, 46% of young people between 15 and 34 years were NEET. In response, he presented the Presidential Youth Employment Intervention (PYEI) as outlined in the model below.



This initiative attempts to co-ordinate the various, disparate youth employment and training interventions of government, corporates and NPOs, including revitalising the National Youth Service. In this model, ‘learning and earning’ are linked, with many of the components offering learners a stipend to work while simultaneously gaining skills (Ramaphosa, 2022).

Education Assistant Programme

As part of the PYEI, young people have been recruited and trained to work as education assistants (Grade 12 certificate required) and general school assistants (non-matriculants). Learners work in their local schools on a five-month contract earning approximately R4 000 per month. They have access to short on-line training courses e.g. digital literacy.⁸²

⁸² Three phases of the programme have already been completed. Phase 4 recruitment will take place from 22 August – 12 September 2022 for placement in schools in 2023.

If this 'Assistant' programme continues, it may also offer opportunities for young people in the catchment area to work as general assistants in two areas: Handyman, and Sports & Enrichment agent. Young people must register on sayouth.mobi and apply through the website.

Comment

This programme has not been evaluated, and it is unclear how many phases will be offered, or if all provinces will be included. This lack of clarity is reflected in many questions from young people on-line. The internet research revealed a clear difference in perceptions about the programme from government officials and participants.

"For the young people that are placed in PYEI, this has provided a ray of hope, courage and a sense of service to their communities. Some youth have indicated that they used the money received to provide a bed for their parents, some are using the money to put food on the table at home since there is no-one working within their household. The project further created a love for teaching in some of the youth. This is a beautiful story that will leave lasting footprints in the minds of all the youth that grabbed hold of the opportunity". –Paddy Padayachee (Deputy Director General, Gauteng Department of Education)

But a young person said

"It is sad that our journey is coming to an end and quite tragic that we can no longer apply for the programme again! It has helped our families... Through the programme I have found love and passion for teaching but I do not qualify for Fundza! Where do we go from here!? We are going to be depressed again and we were starting to find our place in society! I know our kids are gonna be saddened about our departure". (Lalla Hiriya)

Learnerships and internships

Kolomela Iron Ore Artisan Learnerships

While the learnerships listed above all require Grade 12, the Kolomela mine also offers a few learnerships for those with a Grade 9 certificate. Further details were not available for inclusion in this report, however.

DVD Quality Mining⁸³

DVD Quality Mining offer a three-month **X1 Dump Truck Operator Internship** during which young people are trained as a dump truck operators and are given practical experience. Possible stipend.

Requirements:

- SA Citizen from local area e.g., Kathu, Postmasburg
- Grade 10-12
- Age: 18-35
- Medically fit
- Must pass Dover Test⁸⁴

Skills programmes

Kolomela Mine Community Skills Development Programmes

Kolomela Mine
Community Skills
Development
Programmes

focus on the skills most
needed for entry-level
jobs, e.g.

- engineering;
- driving skills to obtain a driver's licence;
- web design and basic computer skills.

The engineering training
takes place in Kathu,
while the other training
takes place in
Postmasburg.

From key informants:

Kolomela Mine has established a skills Development Programme for youth aged 16 and above in Postmasburg. It offers

- carpentry;
- upholstery; and
- welding.

Courses are from 1 to 3 years, during which students receive a stipend.⁸⁵

To assist youth who are unemployed and would benefit from alternative education and training opportunities, NGOs like NACCW Isibindi Ezikolweni intend to collaborate with the Kolomela Mine initiative and with a local education and training community college (also a registered NGO⁸⁶) which offers courses equivalent to NQF level 4, as well as various specialised skills programmes.⁸⁷ Linchen May from the DSD in Postmasburg did not know of any other initiatives in Postmasburg that support alternate PSET opportunities for learners that drop out of school.⁸⁸

⁸³ DVD Boskop Mine is located 19km from Kathu and 34 Km from Postmasburg.

⁸⁴ The Dover test is a skills assessment test used to identify suitable candidates for apprenticeships and internships.

⁸⁵ Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)

⁸⁶ Helena English (Office of the Mayor, Postmasburg, 4 August 2022)

⁸⁷ Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)

⁸⁸ Linchen May (Department of Social Development, Postmasburg, 2 August 2022)

Northern Cape Urban TVET College (NCUT)

The Skills and Innovation Centre at the NCUT offers two skills programmes – each lasting three months - that could lead to employment namely

- gas welding;
- vehicle servicing.

At their Moremogolo Campus, their Occupational stream offers skills such as bricklaying, plumbing, electrical engineering, jewelry engineering, mechanical engineering, carpentry etc. The college has all the necessary facilities but these courses are currently undersubscribed.

Requirements:

Grade 9-12

Age: 18-35

Jasper Power Learn2Drive Programme⁸⁹

This programme partners with local driving schools to support young people to obtain their learner's and driver's licences (Learn to Drive, 2022).

Kgatelopele Youth Info Centre

The Kgatelopele Youth Centre (funded by the DSD) provides skills development programmes comprising accredited computer skills training and assisting youth with attaining driver's licenses..

QCTO Occupational Skills Programmes – potential opportunity for development

The Quality Council for Trades and Occupations (QCTO) has developed a suite of skills programmes designed to build occupational skills that equip learners to be have a higher chance of securing a job. The skills programmes focus on practical work, simulations and may include work experience requirements.

Since this is a new offering, however, **there are currently no providers offering these skills programmes** – though NPOs, local private training providers and TVET Colleges are likely to offer them in the future. These skills programmes have the potential to open doors for young people to create a micro-business or find part-time employment in local businesses, including the mines and solar farms.

⁸⁹ This programme was put on hold during COVID lockdowns, and it is not clear if it has restarted.

The programmes applicable to this learner cohort are:

- seven programmes at Level 2 (entrance requirement Grade 9) e.g., Cell phone repairer, Workshop tool assistant;
- eight programmes at Level 3 (entrance requirement Grade 10) e.g., Barber, Plumbing hand; and
- six programmes at Level 4 (entrance requirement Grade 11) e.g., Coded welding, Renewable energy workshop assistant.

Most programmes are of 30 days duration. (QCTO, 2022)

Linking to work

A number of projects / organisations offer training to young people that may link them to work.

Kgatelopele Youth Info Centre

The Kgatelopele Youth Info Centre in Danielskuil offers services to youth including:

- Typing (CVs)
- Printing and scanning
- Email
- On-line applications
- Training workshops e.g., computer skills

The Youth Centre has an active Facebook page, linking youth to jobs, learnerships, workshops, internships, skills workshops and 'learning and earning' opportunities.

From key informants:

The Kgatelopele Youth Centre maintains a database of unemployed youth in the area. In co-operation with local solar power plants (namely Redstone Concentrated Solar Power and Jasper Solar Farm), the unemployed youth on the database are cross-referenced with employment opportunities made available by the power plants as a means to streamline the employment of local residents⁹⁰.

SA Youth

This is an on-line database that links a young person to 'learning and earning' opportunities. Businesses, organisations and government departments can list jobs, learnerships, as well as learning and volunteering opportunities here. Young people can use a cell phone data-free to register on the platform and be linked to opportunities based on their postal code and educational level.

⁹⁰ Delani Zweli (Kgatelopele Youth Centre, Daniëlskuil, 3 August 2022)

“The [SA Youth mobi] platform is part of the Presidential Youth Employment Intervention, which brings together several government departments: the National Youth Development Agency, Harambee Youth Employment Accelerator, Jobs Fund, Youth Employment Service, National Business Initiative and Confederation of Associations in the Private Employment Sector, among others, to create pathways for young people into earning opportunities.” (Mungadze, 2022)

Essentially, this platform is an attempt to provide a technological ‘solution’ to the deep, systemic problems of youth unemployment. ‘Learning and earning’ opportunities through the PYEI can only be accessed through the platform. Also, if the database grows it could create linkages for young people.

It would be valuable for an organisation to mediate the process of registering and checking for opportunities with a group. This could include managing expectations and providing psycho-emotional support, so young people learn to see the platform as a potential resource and do not feel despondent, incompetent or underqualified when mismatched with opportunities above their educational level or skills set (Yes4Youth. 2022).

To test the system, the commissioned researcher created a dummy profile as a Grade 9 unemployed youth from Postmasburg with no skills. This profile linked to just one job – a driver in Postmasburg, with a matric, a driver’s licence and 12 months driving experience. Another search offered the following feedback: *‘There are no recommended opportunities to show you. There are three things you can still do: 1 - Make sure your Profile is up to date. 2 - Read this Hustling content, and 3 – Search for other opportunities near you.’*

On-line peer learning

There is a wide variety of on-line courses available, of variable quality and expense. A list of skills could be identified, and on-line courses evaluated for quality and relevance to local work opportunities or township ‘hustles’.

On-line learning success requires that these are curated for learners by an NPO or motivated teacher, however. The course material could be offered to a small group in a peer-based learning context. This would reduce costs and create a motivating and enriched environment, breaking the isolation of on-line learning.

TSIBA Ignition Academy

An example of on-line learning option is the suite of short business-related courses⁹¹ aimed at unemployed youth, employees and entrepreneurs offered on-line by TSIBA Ignition Academy. There are no entry requirements. The courses are:

- Business
- Cashier and retail assistant
- Business correspondence
- Work readiness
- Telephone etiquette
- How to run a retail business
- Customer service
- Personal development
- Attention management
- Emotional intelligence in everyday life
- Emotional intelligence at work
- Anger management

The Academy suggests that funding for the course fee (R799 per course) could be sourced from local business enterprises, as part of their Skills Development and Enterprise and Supplier Development offering to improve their B-BBEE scorecard rating.

Access to information about options ⁹²

Increasingly, the bridge between young people and PSET opportunities is becoming technology-driven. This is seen in the options given above as well as, for example, for the JOBS and YES programmes through which young people may access potential opportunities by registering on an app whose algorithm links them to any opportunity that matches their profile and location.

While efficient, cost effective and has wide potential accessibility, it risks losing the face-to-face connections and mentoring that these young people need. It also does not take into account how those with limited computer literacy and data could begin to navigate the myriad of government, corporate and NPO programmes (and their acronyms) to find meaningful support.

REAP could use the resources above to supplement any programmes it runs, particularly the Post-School Support Programme through which it will support those pursuing alternative PSET options.

⁹¹ Each short course is based on a student guide. A 300 – 500-word article is studied per day, followed by an assessment when the course material is completed.

⁹² This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

The case for the Basic Package of Support

The Basic Support Package (BPS) for Youth seeks to breach this divide with face-to-face coaching support. Currently in the exploratory phase, it seeks to support young people who are NEET and who are overwhelmed by their life circumstances and do not have the skills to navigate the myriad of work and study opportunities which could be available.

*'The seed of the Basic Package of Support was planted in 2015 with the publication of the South African Child Gauge³, which focused on the possibility of breaking South Africa's inter-generational transmission of poverty and inequality. This publication presented an idea that had not been trialled in South Africa before – **wrap-around support to help young people navigate into independent adulthood (our emphasis)**. This concept gained widespread attention and, under the leadership of the Southern Africa Labour and Development Research Unit (SALDRU) at the University of Cape Town (UCT) and the Centre for Social Development in Africa (CSDA) at the University of Johannesburg (UJ), a coalition of partners⁴ in government, academia and civil society, began to conceptualise a more comprehensive approach to support South Africa's youth. This eventually became known as the Basic Package of Support (BPS).'⁹³*

Funded by the Jobs Fund, the DG Murray Trust and the government, the BPS plans to offer a bridge for young people by creating a mentored pathway for them. The programme will:

- 'Proactively reach out to young people aged 18-25 years who are NEET;
 - provide customised guidance through a trained youth coach;
 - connect young people to services to overcome barriers in their lives;
 - connect young people to opportunities best-suited to their longer-term plan; and
 - follow up and continues to support young people as they plan their next step'
- (Allie-Edries, N., 2022, 14)

REAP would do well to watch this initiative and link with any aspects that could be implemented in the catchment area.

⁹³ from 'Lessons on collaboration: How a multi-stakeholder consortium co-created the basic package of support (BPS) for young South Africans'. April 2022. DG Murray Trust <https://dgmt.co.za/wp-content/uploads/2022/05/04-BPS-Collab-Opp-9-Digital-PDF.pdf>

Building youth leadership

Aimed at building youth leadership, the **loveLife Mpintshi Programme** focuses on youth in school (12-17 years) and out-of-school (17-24 years).⁹⁴

This is a volunteer programme that is designed to build skills and competencies - e.g.

- communication skills,
- workplace skills (facilitation, organisation, running meetings),
- leadership skills;

and to build their sense of personal self-worth by being part of a group of peers working to bring about positive change in their local communities.

As volunteers, they are trained to run loveLife's healthy sexuality, positive lifestyle and skills development programmes. This includes running a computer skills programme called Cyber Ys. (Four youth as permanent staff; 30 youth mpintshis).

From key informants:

In the Tsantsabane municipal area, loveLife's participants ('implementers') sign on to a one-year skills development programme offered by the organisation.

Designated as 'groundbreakers' and 'mpintshis'⁹⁵, they attend regular training sessions (first aid, occupational health and safety) and enroll in a driver's licence programme. They facilitate health talks with youth, assist with after-school physical health programmes, and work closely with health care workers at the local clinic.

Upon graduating, these young people would have developed a set of skills that better equip them to apply for available employment opportunities.⁹⁶

Other loveLife youth skills programmes include:

- cellphone repair;
- first aid;
- driver's licence training; and
- workplace skills training (Kathu Gazette, 2021).

⁹⁴ The Sishen Iron Ore Company Community Development Trust (SIOC-CDT) and Anglo-American have provided three years' funding for loveLife programmes in the Tsantsabane Municipality.

⁹⁵ Implementers are 15-24 years of age. Implementers include school-going and post-school youth. Unlike "mpintshis", "groundbreakers" possess a matric qualification.

⁹⁶ Abrahenchia Stapleton (loveLife, Zoom, 16 August 2022).

Public programmes

Expanded Public Works Programme

The Expanded Public Works Programme (EPWP) is a state-run poverty alleviation scheme that aims to provide temporary work opportunities for unemployed youth in four sectors: Infrastructure, Social, Environment & Culture and Non-State Sectors. As of March 2022, the minimum wage of an EPWP worker is R12.75 per hour.

There are several programmes that fall under the EPWP, e.g.

- **National Youth Service (NYS) Programme**⁹⁷ which comprises workplace exposure in the construction sector and practical skills experience, e.g. in plumbing, painting, paving, welding, and manual work.
- **Artisan Development Programme**⁹⁸ which offers artisanal skills training e.g., diesel mechanic.

These opportunities are advertised on the Northern Cape government websites and local social media channels.

Community Works Programme

The Community Work Programme (CWP) provides short-term contract work for unemployed youth on community service projects that benefit the local community e.g. environmental clean-ups, classroom repairs.

In the Northern Cape, the CWP is implemented through the national NPO, Themba lethu Development. From time to time, the local municipalities advertise CWPs in Tsantsabane and Kgatelopele.

⁹⁷ The NYS is implemented by partners e.g., National and Provincial Department of Public Works, National Youth Development Agency (NYDA), Construction, Education and Training Authority (CETA)

⁹⁸ Currently, only 367 young people nationally are enrolled in this programme.

An integrated model

The **Ray Mhlaba Skills Training Centre** in the Eastern Cape offers a potential model for a youth skills training centre in the Lesedi catchment area.

The **Ray Mhlaba Skills Training Centre**, located in Nelson Mandela Bay, Eastern Cape, is a vibrant, thriving skills training centre which offers both NQF qualifications (for learners with Grade 9-12), as well as skills programmes for youth who are NEET. The Centre's objective is to empower youth with the skills and confidence to find jobs in the formal sector or to start their own businesses.

The programmes match the needs of local businesses, especially restaurants, guest houses, and hotels. There is an on-site restaurant/coffee shop which caters to both the general public and participants who are attending workshops in the Centre's for-hire training venue. The restaurant is staffed by learners as part of their workplace learning. There is also a fully-equipped workroom for carpentry and joinery.

The Centre has been running for 13 years; 1 314 learners have studied there of whom 82% are employed.⁹⁹

Area	Title	Level	Duration	Employment Opportunities
Hospitality	Professional Cookery NQF Level 4	Training to become professional chefs + hospitality required standards of food preparation and customer service	12 months	hotels, guest houses and restaurants
Accommodation Services	Skills Development Programme: Basic Housekeeping	hospitality industry required Levels 1-3 standards of basic housekeeping skills	6 months	hotels, guest houses, cleaning companies and entrepreneurial cleaning opportunities
Food and Beverage		Food and beverage / table attendance	12 months	hotels, guest houses, restaurants, game reserve lodges and retail outlets
Butchery	Skills Development Programme: Butchery Skills	Techniques of working with meat; use of butchery equipment & machinery; training to become a blockman. Programme conducted in a fully operational butchery.	6 months	butcherries, meat manufactures, retail outlets
Bakery	NQF Level 2 & 3	Skills required to become a professional baker	12 months	hotels, guest houses and restaurants
Woodwork	Entrepreneurial Training Programme	carpentry skills, furniture making, restorations, saleable item production	10 months	building contractors, carpentry manufacturers + entrepreneurial opportunities
Needlework	Entrepreneurial Training Programme	Needlework skills + arts and crafts Use creativity in developing saleable items for the tourism industry	6 months	tourism outlets e.g. museums, airports, craft markets, hosiery manufacturers +entrepreneurial opportunities
Beauty – Nail Technician	Entrepreneurial Training Programme	skills and tools to become self-employed nail technicians or employed within the beauty industry	6 months	beauty salons, nail bars + entrepreneurial opportunities
Early Childhood Development	ECD NQF Level 4 & 5	Skills required to work in or run an ECD centre	12 months	day care centres, crèche's, play schools
Caregiving	HIV Aids & Palliative & Home-Based Care SETA accredited	Basic nursing education & the understanding of terminal illnesses and the HIV Aids pandemic	6 months	public home-based care sector, children's homes, old aged homes, public clinics & adult centres

⁹⁹ Ray Mhlaba Skills Training Centre: Working to reduce poverty and unemployment of youth, 2022.

Key informant interviews¹⁰⁰

To complement the desktop reach, the key informant interviews included questions about alternative post-school training options. These were conducted with

- Office of the Mayor, Postmasburg
- Department of Social Development, Postmasburg
- Principal, Kuilsville High School, Daniëlsskui
- NPOs
 - Pioneers of Change, Daniëlsskui
 - Kgatelopele Youth Centre, Daniëlsskui
 - loveLife, Postmasburg
 - Isibindi Ezikolweni, Postmasburg
 - Solution to a Better Kgatelopele, Daniëlsskui

The alternative post-school training options already identified in the desktop research have been presented alongside that research, above. Only additional opportunities are listed here.

Skills programmes

Department of Social Development

The Department of Social Development (DSD) in Postmasburg assists youth in the area with acquiring learner's and driver's licences.¹⁰¹ This is particularly useful for employment opportunities as mobile operators at the local mines.¹⁰² It also co-operates with Kolomela Mine in delivering dump truck operating training courses.

The DSD also provides computer training to youth in the area¹⁰³.

Office of the Mayor in Postmasburg

The Office of the Mayor in Postmasburg – in co-operation with various organisations including DGMT, loveLife, Kolomela Mine and Sishen Iron Ore Company Community Development Trust (SIOC-CDT) – are in the process of launching the Tsantsabane Youth Centre.

¹⁰⁰ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

¹⁰¹ Linchen May (Department of Social Development, Postmasburg, 2 August 2022)

¹⁰² Christopher Brand (Pioneers of Change, Daniëlsskui, 3 August 2022)

¹⁰³ Linchen May (Department of Social Development, Postmasburg, 2 August 2022)

This ‘one-stop shop’ will offer various resources and services to youth in the area – including a computer lab and printing facilities, assistance with employment applications, and access to various development opportunities offered by the participating organisations.¹⁰⁴

In addition, one of the youth development programmes operating through the Mayor’s Office focusses on equipping young people with subsistence farming (comprising crop and livestock farming) skills. This is offered in partnership with local subsistence farmers.¹⁰⁵

NGOs in Daniëlskuil

NGOs in Daniëlskuil are intending to engage with local mines regarding the offering of accredited skills development programmes for school-going, out-of-school and post-school youth.¹⁰⁶ These accredited skills programmes would ideally include practical work experience as well. In addition, there would be a focus on developing a small business development programme intended to equip youth with entrepreneurial skills.¹⁰⁷

Conclusions and recommendations

This section has identified a range of **complementary opportunities** and **other post-school education opportunities**, particularly for those for whom university and TVET college is not desirable or an option.

It presents a fairly wide set of training and experiential opportunities intended for these youth in the area. Offered at various levels, they range from actual skills training to systems that attempt to link youth with work / work experiences. The development of the Basic Package of Support should be monitored, given the possibility of synchronicity that it offers.

While no doubt limited in various ways, this is nonetheless fertile ground for further enquiry and co-operation – and offers REAP a much wider menu of PSET options than colleges and universities, providing multiple potential pathways towards possible employment and economic sustainability.

¹⁰⁴ Kgomotso Bolele (Office of the Mayor, Postmasburg, 1 August 2022)

¹⁰⁵ Kgomotso Bolele (Office of the Mayor, Postmasburg, 1 August 2022)

¹⁰⁶ Tumelo Sekang (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022)

Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

¹⁰⁷ Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

E: REAP'S CATCHMENT AREA YOUTH DEVELOPMENT PROGRAMME

Building on its historical strengths – and the work in the Letsatsi catchment area - REAP has developed an integrated model for working in catchment areas that starts at Grade 10 (and possibly Grade 9) and supports young people as they make decisions about their post-school lives, and as they exit school and make their way in the world of post-school study and/or work.

Some of the pieces in this model are better established than others and are being developed and refined in the current work in both Letsatsi and Lesedi catchment areas - and, soon, in a smaller 'catchment area' in Limpopo.

Figure 13 presents the various pathways young people may take –starting with the PSRP in schools - and REAP's support at various junctures.

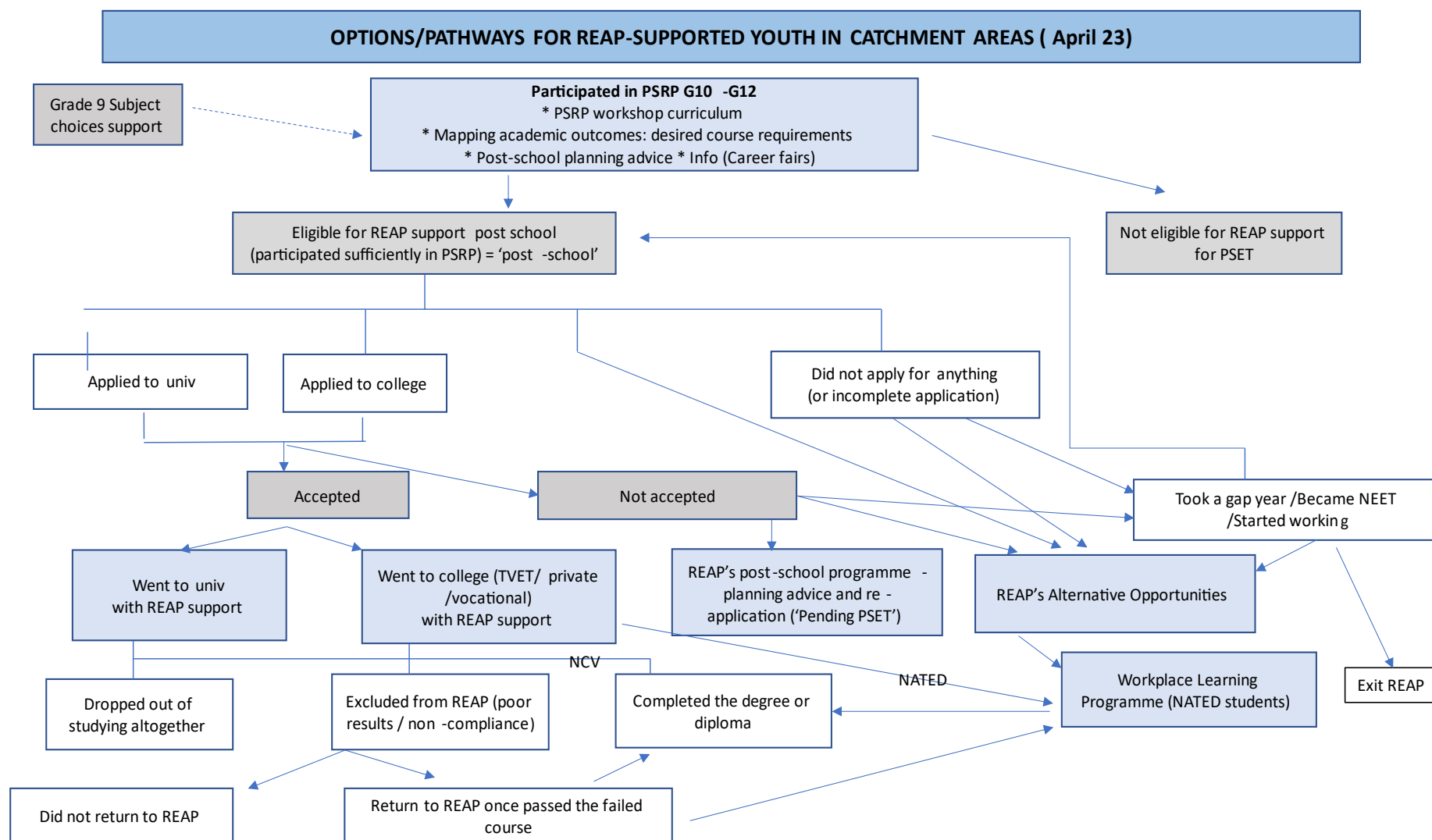


Figure 16: Options/pathways for REAP-supported youth in Lesedi catchment area in the Northern Cape: 2023 – 2025

REAP's model

REAP's model of its Catchment Area Youth Development Programme comprises four main pieces:

- The **PSRP** with learners in schools
- **PSET support** – at university and colleges but also for other vocational education and training options (for those with lower school leaving results); and
- **Workplace Learning Support** - for those at colleges who must do work placements as well as for those in internships and on-the-job learning.

Community engagement with other stakeholders and organisations runs alongside these.

COMMUNITY ENGAGEMENT Engagement with various community actors and issues wrt supporting the success of the youth from the PSRP - including • youth not accepted for a PSET option • parents • teachers/ social workers • other NGOs/CBOs in the area • local government structures Linking with community development interventions for youth.	POST-SCHOOL READINESS PROGRAMME Preparation of school leavers for post-school opportunities PSRP workshop programme (Grade 10 -12) Career information inc career fair Post-school planning advice/ goal setting (including exiting without matric certificate) Support with NSFAS / funding applications Support with PSET applications Selection for REAP post-school support according to • Institutions' criteria • REAP criteria • Student motivation and participation		
	PSET SUPPORT Access to, and support at, PSETs with a pathway to employment/ income generation		
	UNIVERSITY PROGRAMME University and Universities of Technology	COLLEGE PROGRAMME TVET, private, and vocation-specific colleges	POST-SCHOOL PROGRAMME Other vocational education and training options e.g. community colleges, SETAs, state-funded learnerships with employers, NPOS
	WORKPLACE LEARNING PROGRAMME • Find, manage and co-ordinate work placement and in-service training placements with employers. • Programmatically support and monitor students during work experience / placement / in-service training. • Support them with job search skills.		

Figure 17: REAP's model of its Catchment Area Youth Development Programme

REAP's programmes

These are offered through five programmes as follows

- Post-School Readiness Programme (in schools)
- University Programme
- College Programme
- Post-School Support Programme
- Workplace Learning Programme

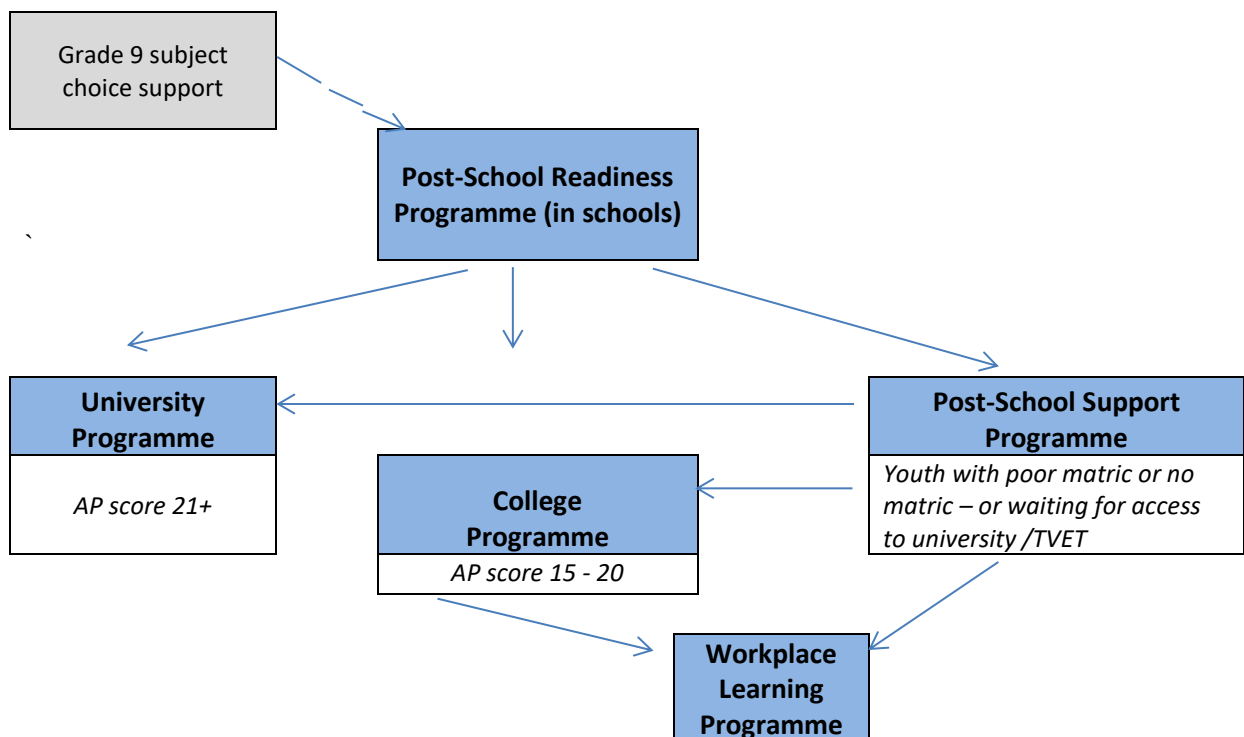


Figure 18: REAP's Catchment Area Youth Development Programmes

F: REAP'S POST-SCHOOL READINESS PROGRAMME

In both Postmasburg and Daniëlskuil, government officials and NGO representatives thought it was important that learners are aware of the associated pass requirements for admission to PSET opportunities. In addition, they should be adequately guided regarding alternative PSET or employment options, or alternative PSET pathways to achieving their ambitions, in order for them to avoid falling into the trap of unemployment.¹⁰⁸

In addition, the Mayor of Postmasburg, government officials and NGO representatives are concerned about youth that pursue tertiary education but who drop out and return to Postmasburg to face unemployment. They are of the opinion that high school learners who want to enrol at higher education institutions need to be adequately prepared to adjust to the university and/or TVET college context. This includes being able to manage money allocated by bursary providers and withstand peer pressure that could distract them from graduating.¹⁰⁹

REAP's PSRP offers exactly that.

Its post-school readiness work in schools provides the foundation on which the rest of the programmes depend. It also acts as a protracted selection process during which resilience, co-operation, motivation etc are observed – often simply through participation in various events and services. In addition, 80% attendance at the workshop sessions is required to access the other aspects of the PSRP.

The PSRP began very modestly as a one-day workshop in 2019, in a makeshift attempt to orientate young people from the Letsatsi area into studying away from home at TVET Colleges and universities. Since then the workshop sessions have developed into a comprehensive curriculum which builds knowledge, awareness and skills over three years with Grade 10, 11 and 12 learners.

¹⁰⁸ Kgomoitso Bolele (Office of the Mayor, Postmasburg, 1 August 2022)
Helena English & Kgomoitso Bolele (Office of the Mayor, Postmasburg, Postmasburg, 4 August 2022)

Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)
Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)
Tumelo Sekang & Lebogang Franse (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022)
¹⁰⁹ Helena English & Kgomoitso Bolele (Office of the Mayor, Postmasburg, 4 August 2022)
Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)

The PSRP comprises:

- a workshop programme (Grade 10 -12)
- career information including career fairs
- post-school planning advice/ goal setting (including exiting without matric certificate)
- support with NSFAS / funding applications
- support with PSET applications

Although COVID19 lockdowns prevented the full implementation of this programme in the Lesedi catchment area to date, when conducted as intended from Grade 10 to Grade 12, the PSRP aims to enable young people to develop a realistic, positive vision for their future, assist them to access realistic post-school opportunities and to develop the skills to do so effectively.

Workshop sessions

The workshop curriculum is meant to be delivered in

- 6 two-hour modules in Grade 10 and 11 and
- 4 two-hour modules in Grade 12.

Experiential learning underpins all activities, giving students the ability to practice the technical skills while learning desired soft skills. As English language skills are one of the biggest barriers on entry to PSET, sessions are conducted predominantly in English to provide practice in a relatively safe space.

WHAT REAP HAS OFFERED: 2020 - 2022

REAP began working in schools in the Lesedi catchment area in late 2020 – in the context of the first year of the COVID19 lockdowns. The compressed offerings to Grade 12 learners in 2020 and 2021 are presented in Table 7 below.

Table 8: Services offered through REAP's PSRP to Grade 12 learners in 2020 and 2021

	2020	2021
	First COVID lockdowns (from March)	COVID lockdowns continued, though regulations eased
PSRP workshop sessions ('the curriculum')	Six workshop sessions offered after matric exams, as COVID and exams prevented earlier access.	Three detailed, sequential curricula were designed for Grades 10, 11 and 12. As G12s had not accessed the G10 and G11 material, they were offered a combination of Grade 10, 11 & 12 curricula.

	2020	2021
Academic outcomes: desired course requirements (Gradesmatch)	Not offered.	This was offered - but quite a few learners were excluded as a result of difficulties accessing documents. ¹¹⁰
Psychometric assessment	Assessed after matric exams, interspersed with the workshop sessions. This was too late to assist with PSET and NSFAS applications. (Some parents did not give consent for, and some learners did not want to do, the assessment.)	A newly-appointed REAP psychometrist assessed 55 ¹¹¹ learners.
Post-school planning advice ('career guidance')	n/a	Learners who had accessed Gradesmatch and psychometric assessments received feedback from REAP staff. Temp staff gave feedback to those who only accessed Gradesmatch.
Career fair	Offered by PSET institutions	On-line during the workshop sessions – connecting with HEIs, alumni etc
Support on-line NSFAS application	REAP assisted with late NSFAS applications in person at NCUT	Yes
Support PSET application	PSET institutions went to schools as part of career fairs. REAP assisted with in-person PSET registrations at NCUT.	Yes - done through Gradesmatch.

¹¹⁰ To register learners on Gradesmatch – and assist them to apply for NSFAS and PSET, Gradesmatch depends on learners to provide the docs required for NSFAS application – namely proof of address/income / Grade 11 results. These are not always easy to access given the structure of some households.

In addition if a learner has already applied to NSFAS and obtained an ID on the NSFAS database, Gradesmatch cannot produce a duplicate ID – so cannot upload them onto their system.

¹¹¹ Due to cost constraints this was only offered to the first 50 who signed up to be tested. Those who arrived on the day and had not signed up and were not turned away, however.

Given the very late and partial programme offered in 2020, caution must be exercised when making claims as to its having had any immediate influence. It was important to get started but the conditions mitigated against any immediate results.

The compressed offerings to Grade 12 learners were also not ideal and it cannot hope to have the impact that the more sustained initiative offers (lightly) over three years.

2022

In 2021 the PSRP was also offered to Grade 11 learners. As they are now accessing the PSRP in Grade 12, they are the first cohort which has experienced more than a one-year programme. Given funding/ resource constraints they are the only group accessing the programme in 2022, however.

PSRP services accessed by learners

Current matriculants were asked what proportion of workshop sessions they had attended (question 2.1).

While past matriculants were also asked this (question 4.1), it followed one that asked whether they had attended at all (question 3.1). This was asked as REAP's records show a high non-attendance rate compared with those who registered – and REAP was curious to understand this.

Those who registered but had not attended were therefore also surveyed. 22% of the respondents had not attended the PSRP. In some of the analyses below, a distinction is made regarding those who had, and had not, actually participated in the PSRP.

Participation in workshop sessions¹¹²

Current matriculants

By definition all current matriculants who completed a questionnaire had attended the PSRP as they completed them on-line during the workshop sessions.

93% said they had attended all the sessions, however.

¹¹² These reported attendances were checked against registers and discrepancies were resolved as far as possible.

Past matriculants

As shown in Figure 16 below:

- Two thirds of the **whole data set of past matriculants** (68% - or 186 of the 272)¹¹³ attended the PSRP.
A third – 32% of 86 respondents – registered but did not attend.
- Three quarters of the of **those who responded to the survey** (78%) attended the PSRP workshop sessions.¹¹⁴
- Of those who attended, three quarters (73%) said they attended ‘most of the sessions’.
- Three quarters (77%) of those who attended ‘most of the sessions’ said they attended all (60%) or ‘more than half’ (17%) of the sessions.

Total: registered but did not attend = 86	Survey respondents: Registered but did not attend (28)
	Survey respondents: Attended some sessions (25)
	Survey respondents: Attended most sessions (73)
Total who attended = 186	

Figure 19: Past matriculants' attendance – and registration only – at the PSRP: total data set and survey respondents

¹¹³ List ex Devman – 24 May 2022

¹¹⁴ A higher proportion attended in 2020 (86%) than in 2021 (71%).

Other assistance accessed

Current and past matriculants were asked which of the other services they had accessed while at school (to be selected from a list provided) (questions 2.4 and 4.3).

- **‘Advice about your matric subjects and your future career / studying choices’** was most highly accessed – by both current (96%) and past (64%) matriculants. The difference will largely be explained by the introduction of Gradesmatch only in 2021, which means that the 2020 past matriculants had not accessed this.
 - **Support with applications** to NSFAS and university or TVET college had not yet been provided to current matriculants when the survey was done. That only half of the past matriculants said they had accessed this support was again not surprising, given the late start in 2020 (in December) and the difficulty learners had in accessing their documents in 2021 (see Table 7 above).
 - Just under half (46%) of the past matriculants said they had accessed **psychometric assessments** while only 11 current learners (20%) remembered accessing these. This is interesting as 58 current learners had accessed this service the year before when they were in Grade 11. Without more information, clearer inferences cannot be drawn except that these assessments were not memorable.
 - The **career fairs** – in their various forms – were also not well attended, or were not memorable, with 20% of current and 35% of past matriculants saying they had attended.
- There is definitely room for development here.

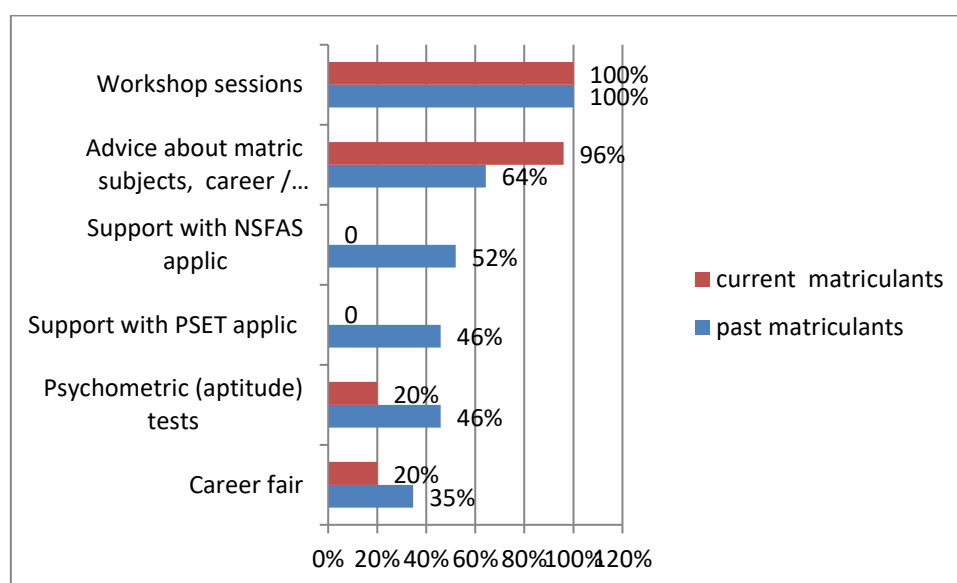


Figure 20: PSRP services accessed by current and past matriculants, as reported by them

Barriers to accessing the PSRP

This section responds to the research question: ‘Research the **barriers to attendance** for those learners who initially signed up to attend the PSET readiness programme but then did not show up’ - and addresses the issue of ‘What else was available? Were these a factor?’)

The attendance at the PSRP is noted above.

There could be a range of reasons for patchy attendance among the past matriculants, amongst which could be that the programme was offered:

- late in the year (in December) in 2020;¹¹⁵
- in the context of COVID lockdown.

In addition, it was new to the schools and learners and may have been regarded by some with caution.

The acting and deputy principals of Ratang-Thuto thought that some learners are guarded and reluctant to share their personal information, particularly with people from initiatives external to the school. In this sense, learners are generally wary of accepting assistance from people with whom they are not familiar.¹¹⁶¹¹⁷

What the matriculants said

Both current and past matriculants were asked why they thought some learners had not participated in the PSRP (questions 2.2 and 3.3 respectively). The same list of reasons was given on each survey.

- A **lack of interest** was the main reason suggested for non-participation. 63% of current matriculants and 44% of past matriculants thought that the learners did not attend as they ‘were not really interested’ and ‘did not feel like attending’. Some said:
 - *“They took it for granted “*
 - *“They took them as a joke.”*
 - *“Others thought REAP it’s a scam “*
 - *“They were told that people from REAP are coming and help assist them but they were no interested.”*

¹¹⁵ The late start in 2020 may have predicted a larger absenteeism in 2020 than in 2021 – but there was 86% in 2020 and only 71% . It could be that a larger proportion registered in the time allowed in 2021 and then did not attend.

¹¹⁶ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

¹¹⁷ Menke Ngungu & Patricia Makgoka (Ratang-Thuto Secondary School, Postmasburg, 2 August 2022)

- *“They had made up their mind that they would not study further. Some of them decided they would not study, as they did not think they would be able to afford to further their studies after school. Other students were simply not interested in getting/motivated enough to get extra help at school. ”*

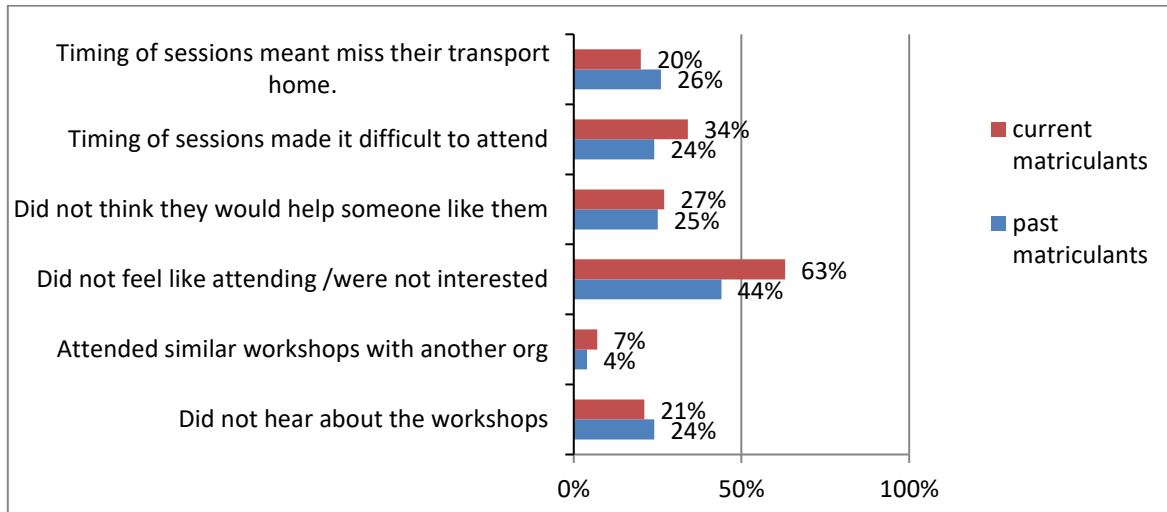


Figure 21: Possible reasons why current and past-matriculant respondents thought other learners did not attend PSRP workshops sessions

- **Timing** was the next reason given:
34% of current matriculants and 24% of past matriculants thought the **timing of the sessions** ‘made it difficult to attend’.
20% of current matriculants and 26% of past matriculants that they ‘would **miss their transport home**’.
Some said:
 - *REAP came to our school when we were busy with our year end exams plus it was around the covid19 period and so we could not really attend any other programs.*
 - *The sessions were held during exams time.*
 - *The school was far from home, hence I could not attend some of the classes.*
- A quarter each thought ‘they **did not think the workshops would help someone like them**’ (27% of current matriculants and 25% of past matriculants).
- Another quarter thought that some learners **did not hear about the workshops** (21% of current matriculants and 24% of past matriculants).
- Very few thought they may have ‘**attended similar workshops** with another organisation’ (7% of current matriculants and 4% of past matriculants).

In addition, some comments from past matriculants pointed to other factors:

- **Communication and selection**

- *"They invited specific subject pupils to the sessions."*
- *"We were selected therefore other's did not make it due to that."*
- *"They call group of people to come to the event but I didn't get a call."*
- *"The other people didnt got the call / SMS from REAP."*

- **Other commitments**

- *"Some people had house chore's to do and were rushing to complete their homework's."*
- *"Some people where relocating from their home to their families."*
- *"They had side job's."*

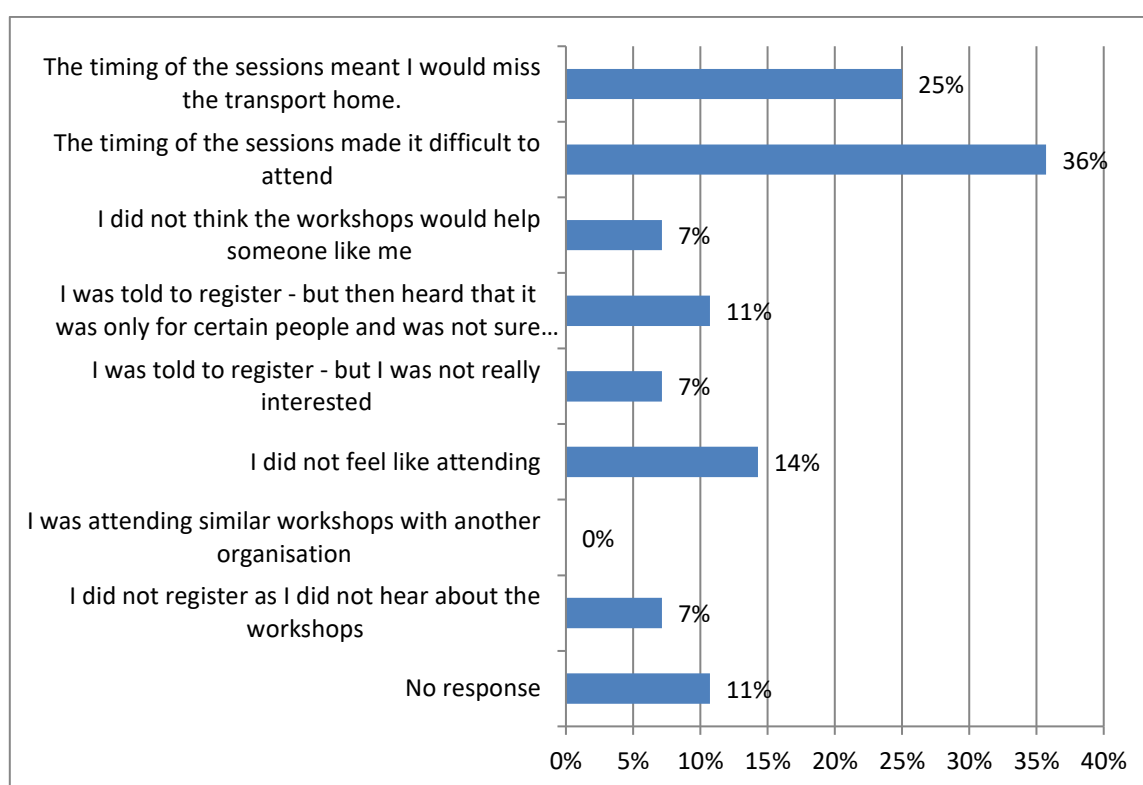


Figure 22: Reasons given by past-matriculants respondents for not attending the PSRP – compared with responses given for others' non-attendance

The reasons given by the 28 past-matriculant who did not attend the PSRP when they were at school were then added (questions 3.2).

This bore out that **timing**¹¹⁸ was an impediment to attending – and that their lack of participation was **not due to a lack of interest**, as far fewer respondents gave this as a reason (14% compared with 44% and 63%).

- 11% were told to register – but then was told it was ‘only for certain people’; and
- 7% were told to register – but were not interested.
- 7% thought it would not help ‘someone like them’.

Two respondents elaborated on what they meant by ‘only for certain people’:

- *“Because I was told that my name did not appear on the list.”*
- *“We were filling the form at the school and they never call some of us to come to the workshop.”*

COVID circumstances notwithstanding, communication confusion has come up a number of times – suggesting that REAP needs to be clearer about who is eligible and how to access the programme.

Value of the PSRP

Workshop topics

The extent to which workshops topics were of value to current and past matriculants (questions 2.3 and 4.2) is reported separately as their curricula were different; the current matriculants had workshop session in both grades 11 and 12, while the past matriculants had a compressed curriculum delivered in one year.

In both cases, the topics offered were listed and respondents were asked to rate them each on a scale of 1 to 4, with ‘1 = not valuable’ through to ‘4 = very valuable’.

Current matriculants

The Grade 11 topics tended to be less appreciated than those offered in Grade 12.

It seems surprising that only 68% and 75% respectively valued the usually highly-appreciated sessions on Introduction to Computers and Email and Whatsapp. It cannot be known the extent to which this may have been about their not really remembering the sessions which had been offered the previous year – though it would be surprising if they did not.

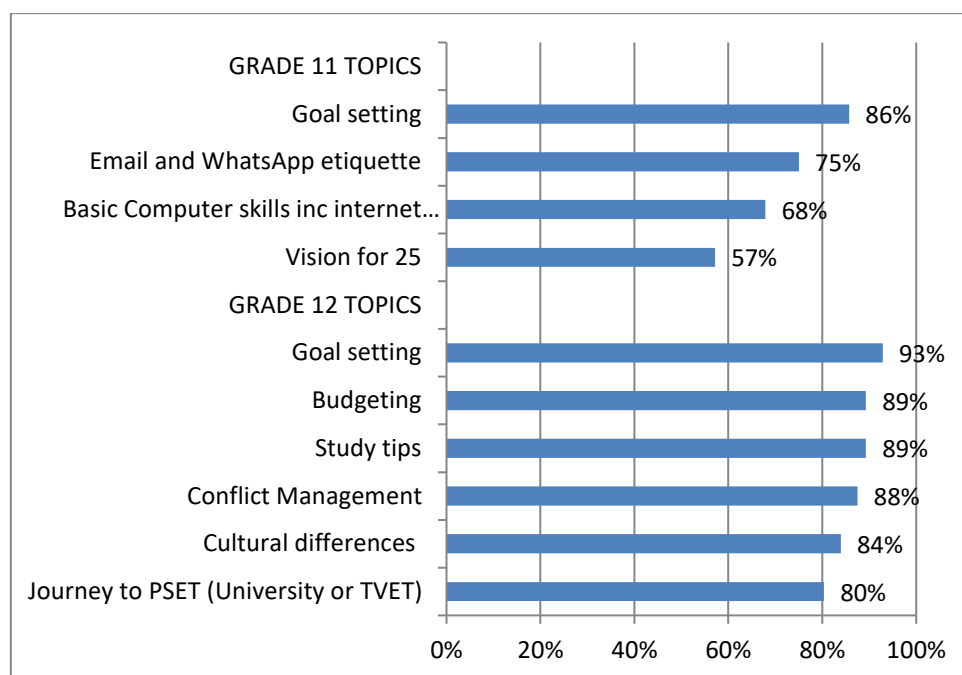
¹¹⁸ A third of the respondents (36%) chose ‘**The timing of the sessions** made it difficult to attend’. The phrasing of this option was ambiguous, however, as it could mean the time of day / week (which was the intention) or year. As the 2020 programme was held late in December this could be a possible reading.

As it is, 5 the 10 who chose this were from 2020 and 5 from 2021 – implying that the time of year was not as big a factor as REAP had thought it may be.

Goal setting (offered in both grades 11 and 12) and **budgeting** were seen as the most valuable:

- *Goal setting in Grade 11 was rated a '3' or a '4' by 86% of the respondents and in G12 by 93%.*
- *89% of respondents rated the budgeting session in Grade 12 a '3' or a '4'.*

The concrete assistance offered by the **study skills** session in Grade 12 was equally valued (89%).



**Figure 23: Topics rated a '3' or '4' by current matriculants
(%of 56 respondents)**

The two social skills offered in Grade 12 were next:

- **Conflict management** was valued by 88% and **cultural differences** by 84% of respondents.

The forward-looking Grade 11 sessions on **Vision for 25** and Grade 12 **Journey to tertiary** were the least memorable, at 57% and 80% respectively.

Past matriculants

Again the 'hard skills' – **Study Tips, Budgeting, Learning Style** and **Computer Skills** - were more highly rated by the past matriculants than the contextual and personal issues.

Personal skills of **Goal Setting** and **Stress Management** were next - while **Intercultural Interactions** and, surprisingly, '**Journey to PSET**' were (again) the least valued.

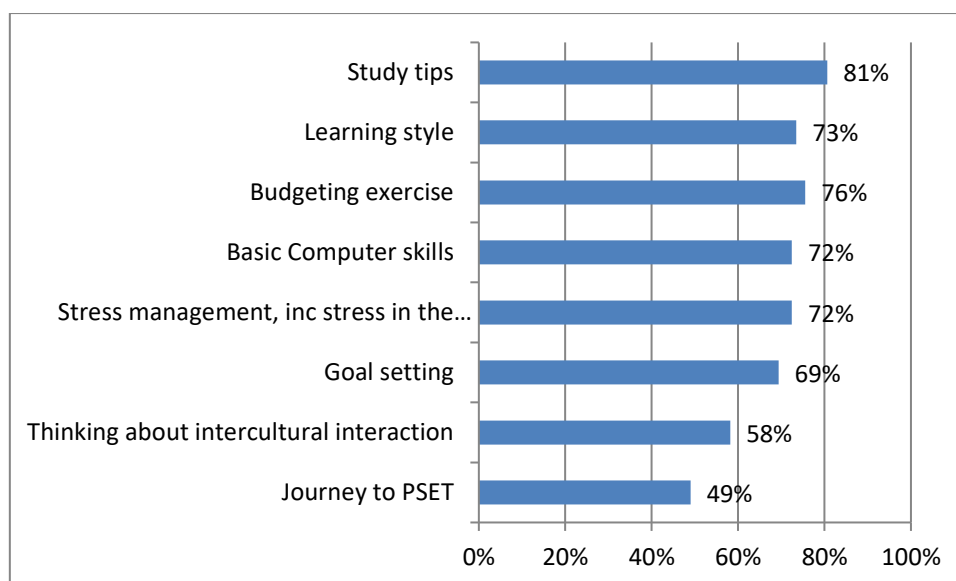


Figure 24: Topics rated a '3' or '4' (proportion of 98 respondents)

Other PSRP services

As the timing of the surveys meant that the current matriculants had not accessed some of the PSRP services, only the views of the past matriculants are given here – in answer to the questions of what they most and least valued (questions 4.4 & 4.5). (They could only choose one option.)

Table 9: Past matriculants' ratings of the PSRP services as most and least valuable

	Most valuable		Least valuable	
	n = 98	% of 98	n = 98	% of 98
Advice about your matric subjects and your future career / studying choices	32	33%	2	2%
Workshop sessions	25	26%	7	7%
Psychometric (aptitude) tests	7	7%	9	9%
Assistance with applying to a university or TVET college	7	7%	8	8%
Assistance with applying for NSFAS support	7	7%	7	7%
Career fair	5	5%	5	5%
None of the above	15	15%	51	52%

Most often valued

The services most often valued by respondents was '**advice about your matric subjects and your future career / studying choices**' - which a third found most valuable.

This was followed by a quarter who most valued the **workshop sessions**.

Most often not valued

9 respondents least valued **psychometric testing** followed by 8 who did not value the assistance they had received with **applying to a university or TVET college**.

7 each, least valued the **workshop sessions** and the assistance they had received with **applying for NSFAS support**.

As 51 respondents either preferred not to say which they did not value - or did not find any of the services not valuable – and as the numbers of responses are very similar, these findings do not seem really significant.

Responses mapped against REAP's offerings

Tables 9 and 10 below summarise the uptake and relative value of each service offered by REAP – with each year being reported separately, following Table 3 above.

Inconsistencies in responses become immediately apparent. For example, in Table 10 (2020):

- 5 respondents attended the career fair – of whom 3 said it was the most valuable aspect of the PSRP and 5 that it was the least valuable. (This means that two people found the career fairs both most and least valuable!)
- The 29 respondents who said they accessed 'Post-school planning advice ('career guidance')' could have meant the feedback from psychometric testing – but only 21 people said they had been tested.

This adds to the caution, raised above, about taking care not to make definitive findings.

**Table 10: The uptake and perceived relative value of each PSRP service accessed by respondents who were in Grade 12 in 2020
- as reported by them**

	REAP's reporting	Attendance/ participation rates as reported by respondents		Rated = most valuable	Rated = least valuable
PSRP workshop curriculum	Six workshop sessions ('the curriculum') offered after matric exams, as COVID and exams prevented earlier access.	48	100%	13	3
Academic outcomes: desired course requirements (Gradesmatch)	Not offered.	0	0%	0	0
Psychometric assessment	Assessed after matric exams, interspersed with the workshop sessions. This was too late to assist with PSET and NSFAS applications. (Some parents did not give consent for, and some learners did not want to do, the assessment.)	21	44%	5	7
Post-school planning advice ('career guidance')	n/a	29	60%	11	3
Career fair	Offered by PSET institutions	5	10%	3	5
Support on-line NSFAS application	REAP assisted with late NSFAS applications in person at NCUT	24	50%	2	7
Support PSET application	Yes – PSET institutions went to schools as part of career fairs. REAP assisted with in-person PSET registrations at NCUT	23	48%	4	8

**Table 11: The uptake and perceived relative value of each PSRP service accessed by respondents who were in Grade 12 in 2021
- as reported by them**

	REAP's reporting	Attendance/ participation rates as reported by respondents		Rated = most valuable	Rated = least valuable
PSRP workshop curriculum	Three detailed, sequential curricula were designed for Grades 10, 11 and 12. As G12s had not accessed the G10 and G11 material, they were offered a combination of Grade 10, 11 & 12 curriculum.	50	100%	12	4
Academic outcomes: desired course requirements (Gradesmatch)	This was offered - but quite a few learners were excluded as a result of difficulties accessing documents.	34	68%	21	0
Psychometric assessment	A newly-appointed REAP psychometrist assessed 55 learners.	24	48%	2	9
Post-school planning advice ('career guidance')	Learners who had accessed Gradesmatch & psychometric assessments received feedback from REAP staff. Temp staff gave feedback to those who only accessed Gradesmatch.	34	68%	21	0
Career fair	Yes – but on-line during the workshop sessions – connecting HEIs, alumni etc	19	38%	2	5
Support on-line NSFAS application	Yes	27	54%	7	7
Support PSET application	Yes - through Gradesmatch.	22	44%	7	8

OTHER ORGANISATIONS OFFERING PSET PREPARATION OPPORTUNITIES FOR HIGH SCHOOL LEARNERS ¹¹⁹

This section addresses an aspect of the question about **reviewing 2020 and 2021 Grade 12s** by answering ‘What else was available?’

(The main question of ‘where are they now?’ is addressed in Section J below – and whether other organisations’ offerings were a factor in poor attendance at the PSRP has been answered above in this section.)

It also begins to ‘deepen our understanding of other **complementary opportunities** such as those offered by the mines’ but the question about ‘what this means for young people from the catchment area who are groomed for this sector and then not selected.’ has not been answered. This can still be done – but our sense is that the numbers affected will not be large, given the findings in this section.

Two sources were used to identify other organisations which may be offering PSET preparation opportunities for high school learners, in order to identify organisations that may be more visible to one source than the other. They were:

- desktop research
- the learners themselves.

Desktop research

The brief to the commissioned researcher was to ‘deepen our understanding of complementary PSET preparation opportunities for high school learners - such as those offered by the mines’.

Other than the three programmes listed below, this research did not discover any sustained or long-term support for high school learners – be they Grade 9 subject choices, career guidance or Grade 12 post-school studies and bursary application support.

They did find that there have been occasional or ad hoc events / interventions, however e.g. a career exhibition at **Kolomela mine**; and an **NPO-led radio career fair** run over two weeks with various educators and representatives from the mines presenting career options (Mulungisi, 2021).

¹¹⁹ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

Lesedi Power Project

The Lesedi Power Project is currently implementing a Maths tutoring programme for learners in Grade 10 and 11 at Kuilsville High School in Danielskuil. Delivered from Mondays to Thursdays after school, it aims to improve Maths passing levels as well as encourage learners to take up STEM-related subjects.

Peace Humansrus Trust (PHT)

The Trust has funded two programmes:

- to help Grade 12 learners apply for university bursaries; and
- a winter school for Grade 9 learners regarding subject choice - at which various types of jobs are presented and learners are helped to make subject choices that match these careers. (Horwitz, 2019, p9).

Resources and materials¹²⁰

There is a multitude of on-line and print-based resources around subject and career choices and about PSET options – some of which are South African / suitable for this context. They are offered by a range of providers including NPOs and universities.

African Scholars Fund (ASF) Workbooks

An NPO, the African Scholars Fund (ASF), has self-guided, interactive workbooks for:

- Grade 9 Subject Choice; and
- Grade 10 Career Guidance.

There is also an on-line guide to NSFAS applications for Grade 12s.

They make them available nationally, to any learner who needs them.

Universities

Many of the universities have websites or published webinars or videos around making subject choices that articulate with careers or further studies, e.g.

- University of Johannesburg Subject Choice Webinar (University of Johannesburg, 2022)
- Stellenbosch University video on Grade 9 subject choice (Stellenbosch University, 2021)
- Go Study Wits: a web portal with many resources including a comprehensive listing of careers with the study choices that lead to these (Go Study, 2022).

An extended search can be conducted for these if this is useful.

¹²⁰ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

What the matriculants said

The surveys asked current and past matriculants about other organisations that were helping school learners with post-school study options (question 3.1 and 4.8); and what they offered (question 3.2).

Although the majority simply mentioned REAP and what they had accessed, both groups identified a number of organisations working with high-school youth not mentioned in the desktop research – though it is not clear what they offer or whether this is always focussed on post-school options.

Importantly no solar power projects were visible to either of the matriculant groups.

Current matriculants

Three current learners each identified **Kolomela Mines**, **loveLife** and two learners identified a **Maths Centre**:

- **Kolomela mine** apparently offers
 - “Lifeskills training.” (x2)
 - “Careers guidance.” (x2)
 - “Job search training.”
 - “Work experience / internships.”
 - “Funding for university/TVET.” (x3)
- **loveLife** apparently offers
 - “Lifeskills training.” (x3)
 - “Careers guidance.” (x1)

The ‘**Maths Centre**’ apparently offers

- “Careers guidance.”
- “Help with Physical Sciences and Maths (gaps).”

NSFAS was also identified as offering ‘funding for university/TVET college’.

Past matriculants

17 past matriculants also identified **Kolomela Mine**.

They also mentioned the following (though it is not clear if this is just in relation to funding as they did not specify what was offered):

- | | |
|---|---------------------------|
| • NSFAS (3) | • Idwala mine (1) |
| • Sishen Iron Ore Company (SIOC) (3) | • loveLife (1) |
| • Stellenbosch University (2) | • Isibindi (1) |
| • Sol Plaatje University (1) | • Youth centre (1) |
| • Petra mining (1) | • NCRT (1) |
| | • Summit (1) |

The majority of the remaining responses simply affirmed REAP’s visibility (46) or commented that they did not know of any other organisations (40).

OTHER ASSISTANCE THEY WOULD HAVE LIKED

Current and past matriculants were asked what else could help/have helped them prepare for work or studying after school (questions 3.3 & 4.9 respectively). This was an open-ended question and responses were sorted thematically:

- Assistance to access PSET / funding
- Exposure to PSET
- Post-school planning advice and information
- Better subject advice
- Study support – and perseverance
- Lifeskills and opportunities
- Psycho-social / emotional support
- Family assistance
- Part-time work / work experience
- Assistance from REAP and others

Reminder

Survey responses were received from

- **56 current** matriculants
- **126 past** matriculants

While the question was intended to identify **gaps in provision**, the answers do not always indicate this, so much as affirm what they hope will happen (current matriculants) or what they would have liked or should have done (past matriculants). Where a past matriculant's need seems to be current, this is being followed up by REAP's post-school planning advisors.

Assistance to access PSET / funding

Assistance to access PSET / funding was the most desired by current matriculants, 19 of whom would like this help.

They will be receiving this as part of PSRP before the end of the year.

14 responses from past matriculants wanted assistance with applying for funding for post-school study and 6 with applying to the PSET institutions themselves – e.g.

- *“Knowledge or help with applications regarding financial assistance.”*
- *“Getting assistance with tertiary and bursary applications on an earlier stage.”*
- *“Assistance to apply for funding to study at a tertiary institution.”*
- *“To have people who could have assisted me with applying for TVET college on time.”*

We have checked if this need is till current (i.e. they are not in PSET) and are responding accordingly.

Exposure to PSET

Two past matriculants had wanted exposure to the institutions themselves – e.g.

- *“A tour around an institution so that I could feel the environment, instead of focusing on theory.”*

Post-school planning advice and information

13 current matriculants want some form of **post-school planning advice** – e.g.

- *“To give me more knowledge of what I want to study or the career I choose.”*
- *“Studies na skool.”*
- *“Advices on how to adjust.”*

They will be getting this through Gradesmatch portal and through the post-school planning advisors who are currently contacting each learner.

10 past matriculants wanted various forms of assistance with making decisions about post-school options - e.g

- *“Career exhibition.”*
- *“Information sessions regarding applications at different institutions.”*
- *“Workshops and guiding us on how to choose a better and good choice for my career path.”*
- *“More information with various options to take at university if one does not materialise then there is a second and third option to look at.”*
- *“Having people whom I can speak to in terms of what is in offer after completing my matric.”*

Although these are now part of the PSRP programme, there is room for improvement regarding career information / the career fair.

Some needs seem to be current:

- *“Career guidance and choosing best option on how to upgrade my matric because I had a bad performance.”*

Again, REAP is checking if this need is till current and are responding accordingly.

Better subject advice

No current matriculants say they want better subject advice – which is interesting. (Perhaps the consequence of some of their choices is yet to be understood?)

5 responses from past matriculants were about having wanted help with making choices – e.g.

- *“If the school had more options when coming to subjects.”*
- *“If REAP could've help me with choosing the better course that goes along with my P score.”*

Study support – and perseverance

7 current matriculants identified **study support** – and their **own perseverance** - as the factors that they think will help prepare them for work or studying after school – e.g.

- *“A tutor or extra lesson, for me to can prepare and process my institution.”*
- *“Concertrating on my books.”*

The 34 past matriculants’ comments were broadly about their own perseverance and the need to study hard (21) while 13 would have liked more support from teachers / the school –e.g.

- *“Attending all the classes at school.”*
- *“Preparation, working hard.”*
- *“Om hard genoeg te leer.”*
- *“Someone to assist me to explain subjects that I’m taught in Afrikaans.”*
- *“Having teacher’s who gave us attention and made us understand the subject’s.”*

Lifeskills and opportunities

4 current matriculants identified lifeskills and opportunities as being helpful – viz.

- *“Learn to focus on what you doing.”*
- *“Commitment.”*
- *“Kolomela skills programme.”*

11 responses from past matriculants were about having wanted lifeskills of various kinds – e.g.

- *“Time management so that I can I could had time to study more.”*
- *“Mentoring or REAP-like workshops.”*

Psycho-social / emotional support

Only one past matriculant wanted *“A therapist that will assist us with dealing with coping with stress and anxiety.”*

No current matriculants identified this need.

Family assistance

3 current matriculants identified the value of 'support from my family / familie support'.

4 responses from past matriculants were about the role of family and parents – e.g.

- *"If my family would have prioritised an educational savings plan. If my family had saved up for me to be able to study, and had taught me the importance of saving for future plans, then I would have been better prepared to study after school. If there were savings in place for my studies, it would also have motivated me further to attain better marks, as I would have wanted to live up to the financial planning that my parents would have put into place for my studies. ."*

Part-time work / work experience

Five past matriculants wanted either work experience or to work part-time – e.g.

- *"Deeltydse werk naweke."*
- *"Learnership."*

One of these wanted to learn by volunteering:

- *"Vrywillige werk en kursusse wat aangebied word in die gemeenskap."*

Assistance from REAP and others

8 responses from past matriculants identified various organisations from whom they would access help – namely Isibindi, REAP, "the mine".

CONCLUSIONS AND RECOMMENDATIONS

REAP is developing and refining its Catchment Area Youth Development model, with some pieces being more advanced than others. Certainly the circumstances in which it started to work in Lesedi Catchment Area have not been ideal and the offerings have sometimes been uneven.

REAP has been constrained to offering compressed programmes to Grade 12s, not having had the opportunity to work with Grade 10s and 11s. Resource uncertainties have again meant that in 2022 the Grade 12s are the only PSRP group, despite having worked with them in Grade 11. This model cannot hope to have the impact a more sustained programme intends.

The 'hard skills' in the workshop curriculum have been more valued than the more future-looking 'journey to tertiary' and vision for 25 - while the social skills like cultural differences/awareness and conflict management have been valued by some. Nonetheless both have their own value and we recommend continuing with both.

The obstacles to participating in the PSRP (particularly the workshops sessions) have largely been around timing. Implementing the programme in the lifeskills sessions is one way of mitigating this – though how possible this is remains to be seen.

While the perception of the respondents was that most learners who had not attended were not interested, this was not born out by the survey respondents who themselves had not attended - who cited transport and uncertainty about whether they were eligible to attend. Communication about who may attend and how to access the programme may have to be clearer (though communication confusion is never a simple, one-sided issue). These go to responding to the research question about **barriers to attendance** for those learners who initially signed up to attend the PSET readiness programme but then did not show up.

Advice about post-school options and the workshop sessions were most valued by the past matriculants – and will remain staples of the PSRP.

Psychometric assessment was among the least valued. This will be examined below and a proposal made.

Interestingly applying to a university or TVET college and NSFAS were not valued by some – perhaps as accessing the documents needed was frustrating? It will nonetheless remain an essential part of the offering.

In terms of what other organisations offer, only a few were identified as offering programmes at schools – while the survey respondents themselves identified a (small) range of organisations who work with youth, possibly more generally than just at schools. REAP would do well to confirm what they are each offering with a view to avoiding duplication and to co-operation. That being said there was an overwhelming number of responses who said they had not heard of anything – so this may not be as fruitful as the list suggests.

This section addressed an aspect of **reviewing 2020 and 2021 Grade 12s by** answering ‘What else was available? Were these a factor?’ While it may have begun to ‘deepen our understanding of other **complementary opportunities** such as those offered by the mines’ the question about ‘what this means for young people from the catchment area who are groomed for this sector and then not selected’ remains unanswered. As suggested above our sense is that the numbers affected will not be large, given the findings in this section.

G: SUPPORTING DECISION-MAKING

This section ‘explores the desirability of commencing in Grade 9 when consequential subject choices are made’ and ‘review[s] the **psychometric testing component** – for effectiveness and efficiency’.

SUBJECT CHOICE IN GRADE 9¹²¹

In both Postmasburg and Daniëlsskui, government officials and NGO representatives maintain that it is imperative that Grade 9 learners receive guidance on which combination of subjects they should choose that would appropriately align with their post-school ambitions.¹²²

While REAP’s Post-School Readiness Programme is currently designed to start at Grade 10, it is clear that the subject choices made in Grade 9 have an impact on learners’ possible school, and even post-school, outcomes. A question of how to support subject choice in Grade 9 was thus included in this research.¹²³

Introduction

Grade 9 subject choice is often framed as the first step in choosing a career. There is also considerable agreement that working with Grade 9 learners is a key time to intervene in thinking about post-school work and study options.

Part of the Life Orientation school curriculum comprises a careers-based project, which includes the potential for job shadowing. The extent and ways in which this is offered at the schools in which REAP works needs to be ascertained.

¹²¹ This section presents the main points from the *PSRP Review Sub-Report: Guidance regarding subject choice for Grade 9 learners* prepared by Emma Arogundade, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

¹²² Kgomoiso Bolele (Office of the Mayor, Postmasburg, 1 August 2022)
Helena English & Kgomoiso Bolele (Office of the Mayor, Postmasburg, Postmasburg, 4 August 2022)
Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)
Christopher Brand (Pioneers of Change, Daniëlsskui, 3 August 2022)
Tumelo Sekang & Lebogang Franse (Solution to a Better Kgatelope, Daniëlsskui, 3 August 2022)

¹²³ In addition to an internet search for existing programmes, interviews were conducted with key informants who were also asked for contacts for additional informants. The perspectives of key informants is supplemented by blog pieces from professionals, as well as a limited review of academic literature.

There seem to be two schools of thought around the correct approach to take, however:

1. Learners need is to identify **scopes of interest**, and be given advice that keeps their options open.
2. Learners need to be assessed, **matched with careers**, and start working toward fulfilling that goal.

As the majority of available resources fit into the second option, these will be addressed first.

Career-oriented psychometric assessment for subject choice

Psychometric assessments are offered widely to Grade 9 learners by private career guidance/education experts.

- SCI-BONO uses a big group approach for some interventions, combining subject choice presentations, and workshops on what to expect after school. They also use self-developed quizzes and group feedback for these engagements. The drawback mentioned is that the results are based on outdated norming and career options, and so the career results are often outdated. However, they seem to be the most applicable and useful.
- Objectiva often uses the same suite of tests as those used with Grade 12s. They see this as beneficial, noting that instruments like SAVII show coherence in interests from Grades 9 to 12 in the same learners.
- Balance your Life also noted that the results are consistent from Grade 9 and Grade 12 in the learners with whom she works in a national foster care organisation.
- While Young Aspiring Thinkers uses a RIASEC test which is based on the Holland Codes,¹²⁴ the psychologist who advised them about its use selected an option that shows results in career fields more broadly (e.g. finance) rather than a specific career/job (e.g. accountant).
- On-line resources – Fundi Connect, gostudy.net, PACE career centre, iLoveGrade9 project and the National Career Advice Portal – all take a career choice centred approach to inform subject choice. Many of these have on-line quizzes that are based on psychometrics of some kind, but are not technically psychometric tests.

Although many higher education institutions were suggested in internet searches, their information is geared specifically toward studying at their institutions is a combination of recruitment and marketing as well as services offered. The one exception is the Grade 9 Career Guidance Project made available by Stellenbosch University as it offers equitable information on a number of universities, technical colleges and TVET institutions.

¹²⁴ Holland's theory posits that people can be categorised according to six personality types—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional - known collectively as RIASEC.

The career choice approach assumes the following:

- Learners have been exposed to, know about and have access to a wide range of career options.
- 14–15 year olds have an idea about what kind of careers they want to pursue.
- Learners know what the requirements for particular career options are in terms of subject choice, study paths and accessibility.
- Learners know how and where to access this kind of information.
- Advisors or test administrators know enough, and can convey enough information in group feedback settings.
- Life Orientation teachers have enough information to adequately assist learners.
- The options provided by the tests are all valid and appropriate.

Sports Skills 4 Life Skills (SS4LS) suggested that using psychometric assessment in Grade 9 is too early; that they can box young people, and that they are unlikely to be self-aware enough to answer psychometric assessment questions adequately, or be able to deal with the results.

Opening pathways – guided conversations

Key informants across the board noted that the emphasis at this stage (Grade 9) should be on guided conversations that stress heavily that there is no right or wrong path on the journey, that there are always options; that there are different kinds of pathways to get what you want; that choosing now does not lock you in, and that the average (middle class) person has on average seven different careers in their life these days. The emphasis is on building on strengths, likes, and choices that keep options open.

The idea of a **journey** was raised - where, for example, someone may want to be a CEO but they might start as a receptionist, and think about ways to build to that (Marguerite, Balance your Life).

A critique of this is that options may be more constrained than they suggest, however. Unsuitable choices and low matric marks - or the lack of a matriculation certificate - do impact young people's choices, particularly in a context of high (youth) unemployment. While some middle class youth may be assisted to overcome obstacles, young people from under-resourced households are likely to have less assistance and fewer options. Contrary to some of the views above, their choices can lock them in. Poor subject choices can exacerbate dropout at school and, later during PSET study.

Other influences

All key informants mentioned the importance of **families and family input**; how outdated ideas, firm positions and lack of knowledge can hinder some learners in the choices they are making.

All informants also raised the necessity of **balancing idealism with realism**. Learners (or their families) may have some overly-aspirational career goals for which they may not have the aptitude, academic results, or be able to take the right subjects to achieve this goal.

As noted in the research on psychometric assessments, **career exposure** could also be a useful tool to use at Grade 9 level, to expose learners to options through case studies or individual's stories.

Conclusions and recommendations

Opening pathways and keeping options open through focussing on fields of interest rather than career choices may better serve young people at the beginning of their exposure to post-school options and choices.

REAP's PSRP efforts would be enriched by contributing to initiatives in Grade 9 where subject choices are being made – not least in framing this as the beginning of a longer journey and beginning to provide information about options.

Recommendations

- Ascertain what is being done in the Life Orientation sessions at the three schools.
- Offer the schools REAP's expertise and materials to assist with subject choice during Life Orientation classes - to strengthen their ability to make better matches with interests and, ideally decrease dropouts.
- Recognising the limited contact hours that may be available, research tools and design a hybrid model of quiz/advising, comprising group interventions and, ideally, exposure to fields and subject requirements.
- In doing so, consult organisations doing this work e.g. Young Aspiring Thinkers.
- If logistically possible, offer one-on-one conversations with learners which could also operate as recruitment into the Grade 10-12 PSRP programme.

This has addressed the research question that requires that 'the desirability of commencing in Grade 9 when consequential subject choices are made' is explored.

DECIDING ABOUT POST-SCHOOL OPTIONS¹²⁵

In a recent article, Zamandlovu et al. (2021) outlines why any kind of career guidance intervention is important for young South Africans. Their study claims high tertiary institution dropout rates are partly because 52% of learners made career selections after Grade 12, 34% making choices at the point of registration. 12,5% say that not having career advice at the right time means they made the wrong choices. The consequent mismatches have personal, familial, and economic impacts.

Zamandlovu et al. (2021) also point out that many learners in rural areas don't have family or associated networks to assist them in thinking through their options; in addition, historical legacies of inequality and access feed into limited exposure and knowledge.

They note that Life Orientation (LO) teachers, specifically in rural schools, lack expertise and experience in career guidance. Upskilling of LO teachers, as well as bringing in private companies, have been some approaches to try to address this.¹²⁶

Aspirations and choices

Both the current and past matriculants were asked whether they knew / had known what they want(ed) to do after school (questions 1.1); and whether they thought they had chosen the right subjects for the studying /work they want(ed) to do after school? (question 1.4 and 1.2).

They were also both asked what they were hoping to do once they left school (question 1.2 and 4.6). In addition, past matriculants were asked why they thought their choice would be the most valuable – and realistic – for them (question 4.7). This was not asked of current matriculants.

¹²⁵ REAP staff, professionals and organisations who work in the field of career guidance for school learners were interviewed and academic and grey literature was consulted. In the process of identifying key informants, there was a wider consultation with people who work in the field of learner assistance programmes – especially those who offer after-school tutoring in order to foster a better range of post-school education and training access.

¹²⁶ These first few paragraphs are from the *PSRP Review Sub-Report: Review of the effectiveness and efficiency of psychometric assessments in REAP's Post-School Readiness Programme*, prepared by Emma Arogundade, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

Whether or not they know what they want to do after school

Current matriculants expressed greater certainty than past matriculants regarding knowing what they want(ed) to do after school - being 91% (either being 'certain' (48%) or having 'a few ideas' (43%) compared with 81% respectively.

A total of 19% of past matriculants did not know – while only 9% of current matriculants (5 learners) expressed this uncertainty.

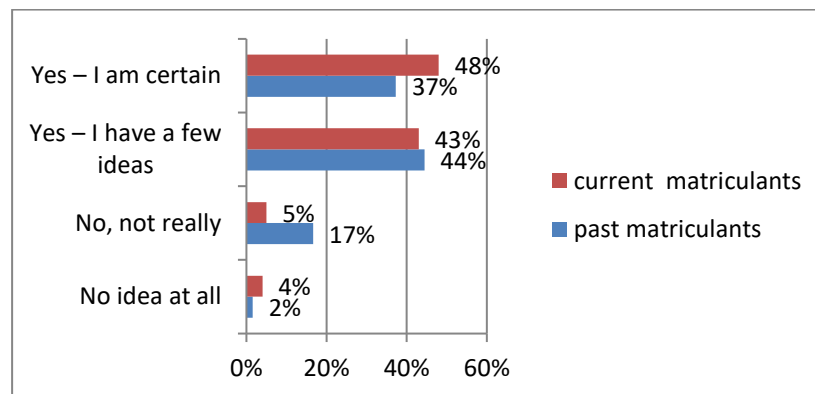


Figure 25: What current and past matriculants want(ed) to do after school

Among the **past matriculants**, a higher proportion of those who had attended the PSRP said they had been 'certain' or 'had a few ideas' about what they wanted to do after school (85%) – than those who responded but did not attend (72%).

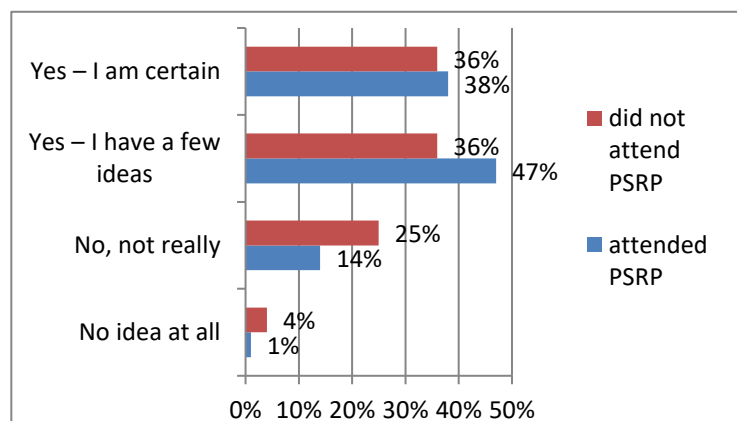


Figure 26: Extent to which past matriculants knew what they wanted to do after school – by those who registered only / attended the PSRP

The causes of this cannot be known. It could be

- that those who were generally more motivated, self-selected to attend the PSRP; and/or
- that their retrospective view is clearer than they felt at the time; and/or
- that being in a process that focussed on preparation for post-school - and the various resources made available to them, especially in 2021 – actually helped them.

That being said, a much higher proportion of those who attended the PSRP in 2021 (who received a more comprehensive set of services) – 94% - were certain (38%) or had some idea (56%) of what they wanted to do after school, compared with 76% in 2020.

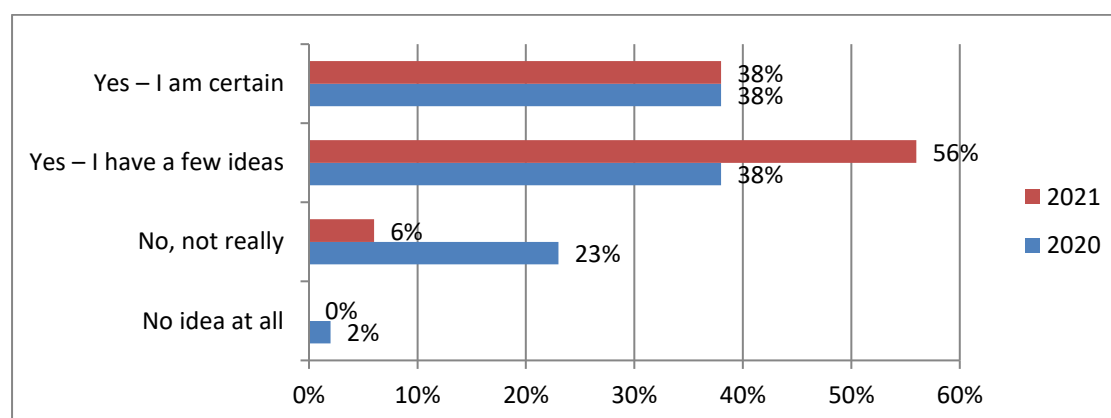


Figure 27: Extent to which past matriculants knew what they wanted to do after school – by matric year (2020 and 2021)

Again care needs to be exercised when claiming effect – though the more comprehensive programme in 2021, may simply have boosted their confidence in their own choices, as a substantive difference could not have been made under those circumstances.

Of the five **current matriculants** who were uncertain:

- 3 want to **study at university** – two of whom also said they want to work (and one that they would also do voluntary work); and
- 3 want to **study at a TVET college** (one of whom also chose going to university).

Interestingly, as seen in Table 11, the Grade 11 results of these five were wide ranging – so being uncertain does not mean they are poor performers.

Table 12: Grade 11 results of five learners uncertain about what to do after school

	Average	AP score	English	Math Lit	Maths
1	59	28	56		53
2	48	21	53	33	
3	45	20	38	53	
4	43	17	59	29	
5	38	16	44	24	

What they are hoping to do post-school

When describing what they want(ed) to do after school, current and past matriculants could choose more than one from a list of options.

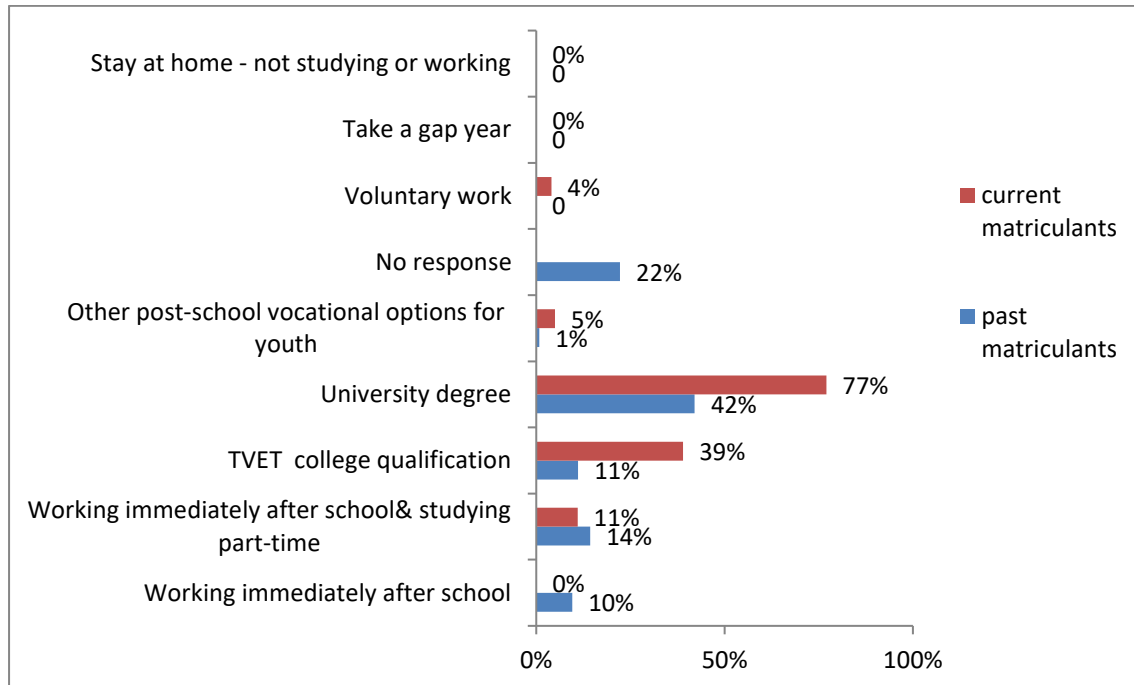


Figure 28: Current and past matriculants' aspirations of what they would do once they matriculated

A **university qualification** was the most sought after – though more so by current than past matriculants – at 77% and 42% respectively.

Access to a **TVET qualification** was also unequally aspired to, with 39% of current matriculants wanting this compared with 11% of past matriculants.

(The extent to which the past matriculants' responses have been tempered by their lack of eligibility for either institution cannot be known.)

Compared with their Grade 11 results: current matriculants

If Grade 11 results are predictive (which is obviously not straightforward) of the 43 current matriculants who say they want to go to **university**, only half are eligible according to their Grade 11 results (Maths-willing!):

- 53% (23 of 43 learners) had an AP score in Grade 11 above 21 (minimum for a Bachelor's degree)¹²⁷ – although 14 of these have Maths results below 55%.
- 21% (9 of 43 learners) had an AP score between 18 and 20 (minimum for a Diploma).
- 11 had an AP score of 17 and below.

Extraordinarily, this 53% possibility is entirely aligned to the data reported above ('Conversion of Grade 11 results to offer at a university') where 52% of the current matriculants thought they 'will do well enough' in the matric exams to do what they want to do'.

Of the 22 learners who say they want to go to **TVET college**, two thirds are eligible according to the Grade 11 results:

- 68% (15 of 22 learners) had an AP score in Grade 11 of 18 and above (minimum for a Diploma).
- 7 had an AP score of 17 and below.

68% is higher than the 52% who might 'get what they want'.

That being said, neither of these are aligned to the finding from the past matriculants' responses that only 16% of the 126 respondents were able to do what they wanted to do, given their matric results.

Reasons past matriculants gave for their choices

Past matriculants were asked why they thought their post-school choice (reported above) would be the most valuable – and realistic – for them. Their responses are reported according to those choices – namely

- to study at university or TVET college qualification
- to work immediately after school and study part-time
- to work immediately after school
- other post-school vocational options for youth.

¹²⁷

<https://www.careersportal.co.za/education/how-to-calculate-your-aps>

Study at university or TVET college

20 comments linked getting a TVET or university qualification with greater opportunities, particularly the ability to **get a job and earn an income** – e.g.

- *“Because there are a lot mines this side so having a university qualification is going to make me earn a job much more easier.”*
- *“Becoming a professional teacher and getting a better job.”*
- *“Having a university degree makes you to get paid a lot of money.”*

3 commented that these qualifications would **facilitate access to higher salaries and status** – e.g.

- *“It would gave me a much higher paying job.”*
 - *“Having a tertiary qualification makes you someone worthy in the community”*
- while another 3 saw getting a qualification as an end in itself– e.g.
- *“I wanted to further my studies and study a course that I'm interested in and get my degree.”*

13 saw university / TVET study as a **way of improving themselves** – but did not link this to work/ income etc – e.g.

- *“It will help me a lot and I will learn more.”*
- *“Because it mostly helps me to keep mind on a good thinking skill.”*
- *“Because i see it as a good opportunity to achieve my studies.”*
- *“Because I was motivated to study at a University.”*

2 people understood that having a university or TVET qualification would be **valuable to their community** – e.g.

- *“Because without having qualifications in life is very difficult to get employed, and I want my family and the young generation in my community to see how important it is to have qualifications in life. And also for them to stay motivated, not to give up on their dreams and to stay away from things that Will delay them to fulfill their dreams.”*

Working and studying

6 respondents who said they would be working and studying in 2023 thought this would **give them independence** – e.g.

- *“So that I can become independent and earn a salary of my own.”*
- *“So that I would be able to pay for my fees.”*
- *“Because I do whats best for me and Im doing is because I want to achieve my dreams.”*

Another 6 respondents who chose working and studying thought this would **help their families** – e.g.

- *“Omdat ek gedink dat my ouers sou onderhou terwyl ek werk en studeer om vir myself n beter lewe te gee. “*
- *“Because we are facing many challenges after finishing school. and also situation at home. “*

Working only

7 of those who thought they would be working (and not studying) in 2023, cited the **needs of their families** as the reason – e.g.

- *“Because I had to support my family no one was working. “*
- *“After losing my father I had to look for a job so that I can help my mother. “*

3 imagined what working would do/be – e.g.

- *“It will Open Oppoturnities for me. “*
- *“To be working at a mine. “*

Other vocational options for young people after high school

The respondent who said they would pursue ‘other vocational options for young people after high school said:

- *“Since an opportunity comes once therefore I would take any opportunity that will come upon.”*

Whether or not they have /had chosen the right subjects for the studying /work they want to do after school

In addition to competitive results the second piece that needs to be in place is whether or not they have chosen the right subjects.

Just over a half (55%) of the current matriculants thought they have chosen the right subjects – while a fifth (20%) thought they had chosen the right subjects but not enough of them.

This was remarkably similar to the findings for the 83 past matriculants who had some idea of what they wanted to do (they were either ‘certain’ or had ‘a few ideas’) – at 57% and 22% respectively.

A case study of each respondent would have to be done to ascertain the extent to which their subject choice was a factor in what they will be/were ultimately able to do.

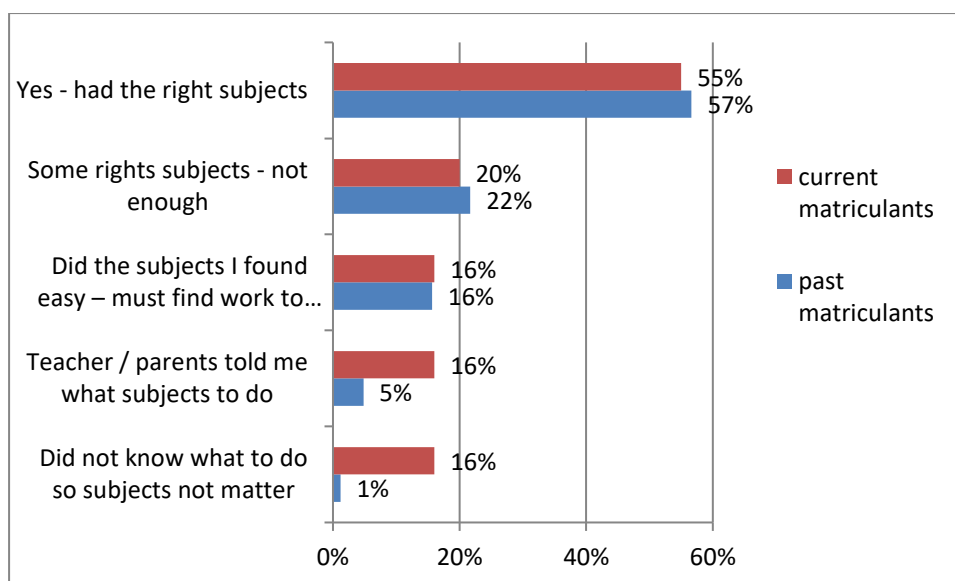


Figure 29: Whether or not they have chosen the right subjects at school for the studying /work they want to do after school – past & current matriculants

Conclusions and recommendations

Current matriculants have a generally more optimistic view about their choices and outcomes than those reported (retrospectively) by past matriculants. Their optimism is not borne out by a sample of testing their aspirations against Grade 11 results, however – nor by the overarching finding of only 16% of past matriculants ultimately only being able to do what they wanted to do.

While these data and findings are not definitive, they point to the need to moderate expectations to more realistic options – perhaps in the form of thinking about second choices in order not to demotivate these young people.

While there are mixed views on whether or not they had made the right subject choices – they are consistent across current and past matriculants. It cannot really be known on the extent to which their predictions were correct in each case – other than presumably subject choice – and the related matric results – were major contributors to the 16% ‘success’ rate mentioned above.

Psychometric assessments: process to date¹²⁸

Since 2020, REAP has been using various forms of psychometric assessments with learners in the three¹²⁹ schools in the Lesedi catchment area and two schools in the Letsatsi catchment area in which it works. The aim has been to assist learners to make appropriate choices about post-school education, education and training options; to promote self-knowledge and work with the post-school information available.

2020 Process

In 2020 REAP commissioned Objectiva to offer a series of psychometric assessments to learners in the three partner high schools. They administered and analysed a combination of three different tests – aptitude, personality, and interest assessments:

Aptitude Assessment	Differential Aptitude Test – Form S (DAT-S)
Personality Assessment	Jung Personality Questionnaire (JPQ)
Interest Assessment	South-African Vocational Interest Inventory (SAVII)

The process comprised:

Recruiting interested learners	REAP staff
Signing up interested learners with consent forms and collecting academic reports	REAP staff & Objectiva
Administering tests	Objectiva
Analysing tests	Objectiva
Compiling individual reports	Objectiva
Sending reports to REAP	Objectiva
Communicating results to learners	REAP mentors

Timing and attendance

There were a number of delays in implementing this, however - being late confirmation of funding¹³⁰ and COVID lockdowns which delayed access to learners. This meant that the PSRP workshop sessions and the psychometric testing were offered in December, immediately after the final matric examinations, much later than planned.

¹²⁸ This section presents the main points from the *PSRP Review Sub-Report: Review of the effectiveness and efficiency of psychometric assessments in REAP's Post-School Readiness Programme*, prepared by Emma Arogundade, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

¹²⁹ A number of learners from two other schools joined in 2020 – but REAP is not working in those schools.

¹³⁰ The MOU with Peace Humansrus Trust was only signed on 10 November once Grade 12s were already out of school and preparing for their final examinations.

To participate in the PSRP, Grade 12 learners were required to submit parental consent and sign-up forms. Despite initial interest, there was ultimately a big difference between those who signed up¹³¹ and those who actually turned up for the workshop sessions and to be assessed. This was possibly due to the December timing clashing with end-of-school parties; in addition an exam was re-written on one the PSRP dates.

Table 13: Number of Grade 12 learners assessed in 2020

School name	Number of learners
Kuilsville High School	21
Danielskuil High School	7
Blinkklip High School	13
Ratang Thuto High School	23
Postmasburg High School	2
TOTAL	= 66

Results and feedback

The late implementation meant that assessment results were only available from January 2021 which was too late to assist learners with PSET and NSFAS applications – or to guide their choice of PSET options.

Given the effect of COVID19-related restrictions, group feedback was not possible. REAP therefore arranged to provide individual feedback using Objectiva's reports prioritising learners who had applied for PSET to ensure that they were at least registering for appropriate courses. While individual telephonic feedback sessions were conducted by part-time mentors, some REAP staff felt that the mentors did not sufficiently understand the personality types in order to give valuable and meaningful feedback to learners – and, if repeated, this would need to be improved.

2021 Process

In July 2021¹³², REAP employed psychologist Emanuel Dubula as a full-time staff member to undertake the psychometric assessments, among other things. This was the first year that learners in both Grade 11 and Grade 12 participated in the PSRP – and psychometric assessments were made available to the first 50 learners in each grade to express an interest.

¹³¹ A total of 129 students applied for the programme, of which:
48 attended the full 3-day of the programme,
14 attended 2 days of the programme
17 attended 1 day of the programme.
50 did not attend at all. (March 21 – Board prog report)

¹³² Emanuel worked for REAP for seven months – he left end January 2022.

Emanuel administered the following three professional tests on-line:

Personality Assessment	Jung Personality Questionnaire (JPQ)
Interest Assessment	South-African Vocational Interest Inventory (SAVII)
Career Readiness Assessment	Career Development Questionnaire

Timing and attendance

COVID19 restrictions again required that REAP adapt its planning and implementation of programmes. Although testing was scheduled for 5-9 July 2021 (after learners had finished writing exams and while teachers would be engaged in marking), another lockdown was announced and schools were closed from 5 July. The work was also stalled by the withdrawal of the donor – such that REAP was only able to start fresh negotiations with schools for new implementation dates in August once further funding had been secured.

Tests were conducted with 58 learners in each grade as more learners than had indicated interest arrived and were not turned away.

School name	Number of learners assessed 2021	
	Grade 11	Grade 12
Kuilsville High School	15	22
Danielskuil High School	0	0
Blinkklip High School	22	13
Ratang Thuto High School	21	23
TOTAL	58	58

Matching school results with career options - Gradesmatch

In 2021, REAP also commissioned Gradesmatch to work with Grade 11 and 12 learners.

‘Gradesmatch is a comprehensive career guidance technology that assists learners in Africa with career planning to unlock their potential. The technology is designed to map career data to learners, teachers and mentors, assisting in making well-informed good career decisions to improve long-term education and career outcomes.

‘Our main goal is to provide good quality career guidance to every learner in Africa, enabling them to easily navigate through the complexity of understanding career pathways from education to employment. We achieve this by [among others] assisting high school learners to match their grades to opportunities for further education.’¹³³

¹³³ <https://www.gradesmatch.co.za/info/about-us>

In 2021, they matched the Grade 12s' results obtained in Grade 11 with their desired PSET choices. This information complemented the psychometric assessments with ideas for actual career options.

Gradesmatch also submitted applications to NSFAS and possible PSET institutions.

The fact that learners can access Gradesmatch on their phones is thought to allow them to make their own decisions, whether they do what is recommended or continue with what they wanted to do and believed in. The options it provides to learners are valuable (Katlego, REAP).

Integrated feedback

In late 2021 REAP employed a number of 'career guidance' officers to provide the feedback to learners. Most were psychology graduates who had provided career guidance for UNISA on a contract basis. Together with REAP staff, they provided individual telephonic consultations to give learners integrated feedback and assist learners to explore their options in a process renamed 'post-school planning advice' (given that they are not trained career guidance professionals).

2022 Process

In 2022, implementation of the whole PSRP (starting at Grade 10) was planned for early April – but funding constraints meant this would only be for those in Grade 12. As these learners had been assessed the year before, no psychometric assessment was necessary this year.

Cost of psychometric assessment

The total cost of assessing 182 learners in 2020 and 2021 was R191,049 – being an average of R1,350 per learner. This was

- R793 a learner in 2020; and
- R1,185 a learner in 2021.

The 2020 feedback comprised only the psychometric test results, whereas in 2021 the more integrated process included the Gradesmatch findings.

Pros and cons of psychometric assessment

The following are an overview of the benefits and drawbacks of psychometric assessment.

- **Psychometric assessments can be beneficial** in terms of
 - building self-awareness, providing ideas about possibilities, and fostering motivation to pursue goals;
 - uncovering underlying potential;
 - relative efficiency in terms of time and resources (able to gather a large amount of information that would take months through verbal interactions);
 - finding the 'right fit' in terms of work/career options which may have beneficial results later in life; and
 - being 'tried and tested', reliable.
- **Psychometric assessments may not be beneficial** because
 - they may be outdated and inaccurate, and not sensitive to cultural and social realities;
 - they can suggest options that don't match with learners' interests and box them into study and work/career options that are not interesting to them;
 - the 'expert bias' or perception that the assessment gives 'the right' answer can also box learners into options that are not interesting to them;
 - they can promote linear, fixed thinking in terms of study and work/career options;
 - the results are not necessarily accurate or appropriate where the value of giving honest answers is not made clear to learners, or they are too young to have yet developed self-awareness;
 - jargon and language used in the tests and feedback can be alienating;
 - licensed psychometric tests require professional administration, fees and parental consent which can be a burden.

Best practice for psychometric assessment includes

- good preparation of learners taking the tests;
- good feedback, preferably from an expert who is contextually knowledgeable and can draw on other information in order to provide good interpretation of results and feedback to learners; and
- feedback which emphasises that these options are for exploration and might shift and change along the way, including being affected by the PSET options available.

In looking at a comprehensive engagement with learners, elements of psychometric assessments may be useful, but only as **part of broader interventions** that take some of the 'best practice' ideas into account.

Alternatives to psychometric assessment

Complementary ideas for thinking about PSET study and careers suggested by literature and key informants include the following:

- **Group-based interventions** using some form of quiz that builds self-awareness and links this to **broad career fields (not job titles)** as potential options.
- Learning activities geared **toward building self-awareness and skills** such as organising events, leadership camps.
- Exercises to **build self-awareness** - such as tracking the things people are drawn to, or are strengths or weaknesses - to see what kinds of pattern emerge; then engage with someone knowledgeable about what **options these suggest**.
- **Good, clear and comprehensive information** that encompasses a range of PSET options.
- **Career exposure and role-modelling** – providing access to older people who learners can identify with (ideally from the same community) who have a variety of careers, and who are open about their backgrounds, pathways and how they ended up where they are.
- Promoting **planning for contingencies** and being clear on a primary goal, while also building in options and ideas about different ways to achieve that goal, with a strong sense that learners can pursue other options as they arise.
- A programme built by engaging in **learning partnerships** with other organisations, and partnerships with schools.

What the matriculants said

Current and past matriculants were asked which services they remembered accessing and which they valued the most and least. The list of options included psychometric assessment. Although reported above, a summary of what they said is as follows:

In terms of **accessing the service**, just under half (46%) of the past matriculants said they had accessed psychometric assessments while only 11 current learners (20%) remembered doing so. This is interesting as 58 current learners had accessed this service the year before when they were in Grade 11. Without more information, clearer inferences cannot be drawn except that these assessments were not memorable.

Table 9 above shows that 7% of past matriculants rated psychometric assessments the most valuable of the PSRP services they had accessed while 9% rated it as the least valuable. (Other services were similarly rated – namely career fairs and applying for NSFAS and PSET institutions – while the workshop sessions and advice about career choices were rated most highly.) Given that the PSRP is still being delivered to the current matriculants, they were not asked to rank the services.

Conclusions and recommendations

1. The first question to be addressed is **whether or not REAP should continue to include psychometric assessment in its suite of offerings** in order to assist learners in making choices about their post-school options.

The recommendation is that it does not do so, for a number of reasons:

- it is expensive;
- learners are too young to be boxed into ‘career options’ – rather than fields of interest and possibility;
- the assessment reports are relatively generic – so the individual testing does not result in sufficiently customised ideas that could not be arrived at in other ways; and
- other tools could be as useful to help people along their career journey.

In the survey responses, students did not rate psychometric assessment as important.

The overall recommendations by many key informants is that assessments have their place but should be used with caution, by informed and skilled administrators, in collaboration with other information, and with knowledge of their drawbacks.

2. The subsequent question, then, is **what is to be done?** How else can information about subject and career/work choices be made available?
 - 2.1 REAP to recruit **an educational psychologist, to be located in Northern Cape**, who can lead this post-school planning work as well as participate in implementation of workshop sessions and organise career fairs etc.
 - 2.2 **Start early - in Grade 9** (see above). Frequent comments have been that starting in Grade 10 is too late.
 - 2.3 **Extend the existing PSRP workshop curriculum to include various post-school planning exercises and tools.**
 - Some are already embedded in the programme e.g. goal setting, opportunity awareness, bridging school and post-school (which includes self-awareness).
 - Self-awareness (which was addressed though the psychometric assessments) requires particular attention however. This comprises strengths, aptitudes, qualifications and qualities, limitations, personal needs, aspirations and values.

3. **Adopt an holistic approach**

- Adopt an approach that guides learners to 'fields' of interest and enjoyment, rather than box them into ideas a 'career'. Keep their options open.
- Provide reality checks and boundaries where school results clearly indicate that an option is improbable.
- Ensure there is multiple exposure to career options (15-30!); one to three exposures are not helpful. This should include career fairs.
- Continue to include Gradesmatch in the mix – such that past results can guide and shape desired fields and learners can access detailed information about study options and careers

4. **Employ a variety of tools and exercises**

- Group exercises about interests and options and can be really useful. Use psychometric-type quizzes in group settings; or quizzes and self-assessment combined with large group feedback.
- Co-operate with other organisations doing this work with groups e.g. SS4LS.
- Arrange career talks with external presenters - apparently most impactful for 14–15-year-olds. Try to choose external presenters 'like them'; ask them to describe their backgrounds and varied pathways they have taken to getting somewhere.
- Ensure advisors have a broad knowledge of options and pathways for all forms of PSET, including
 - School information – required and available subjects.
 - Contextual information – required skills both locally and nationally that would lead to employment.
 - PSET options including alternative pathways to 'big' or currently unrealistic career options.
 - Information about how institutions operate (many learners don't know the difference between undergraduate and postgraduate, for example), and translation of jargon (Ingrid has resources).
- Compile a list of suitable on-line platforms with local resources – though include non-local resources (like gostudy.net) where necessary.

This has addressed the research question: Review the **psychometric testing component** – for effectiveness and efficiency.

Fields of study

Current matriculants

While many of the current matriculants had psychometric assessments as well as access to the Gradesmatch portal (which would have told them what options their Grade 11 results might allow), asked what fields they are wanting to work in / study (question 1.3), most identified options in the professions or which require a university qualification.

The earlier findings above regarding the proportion of who may be eligible for university and TVET college points either to an unbridled optimism or to a lack of information about the requirements for various kinds of work.

- 13 learners want to go into **education** (with two posing the alternatives of being a social worker or an actor)
- 12 learners want to work in the field of **health**, with one specifying nursing.
- 6 want to study **law**
- 5 want to do **business management**
- 3 learners want to study to be an **engineer**
- 3 learners want to do **psychology** or **therapy**
- 2 want to work in **aviation** (Air traffic controller, military pilot)
- 2 learners want to work in **defence** ('soldaat', and military police)
- 2 want to do **tourism / hospitality**
- 2 want to do **Science**-related studies – one specialising in the environment.
- 2 learners want to do **administration**.
- 2 want to study **human resources**
- 1 respondent wants to be an **accountant**
- 1 respondent wants to be an **entrepreneur**.

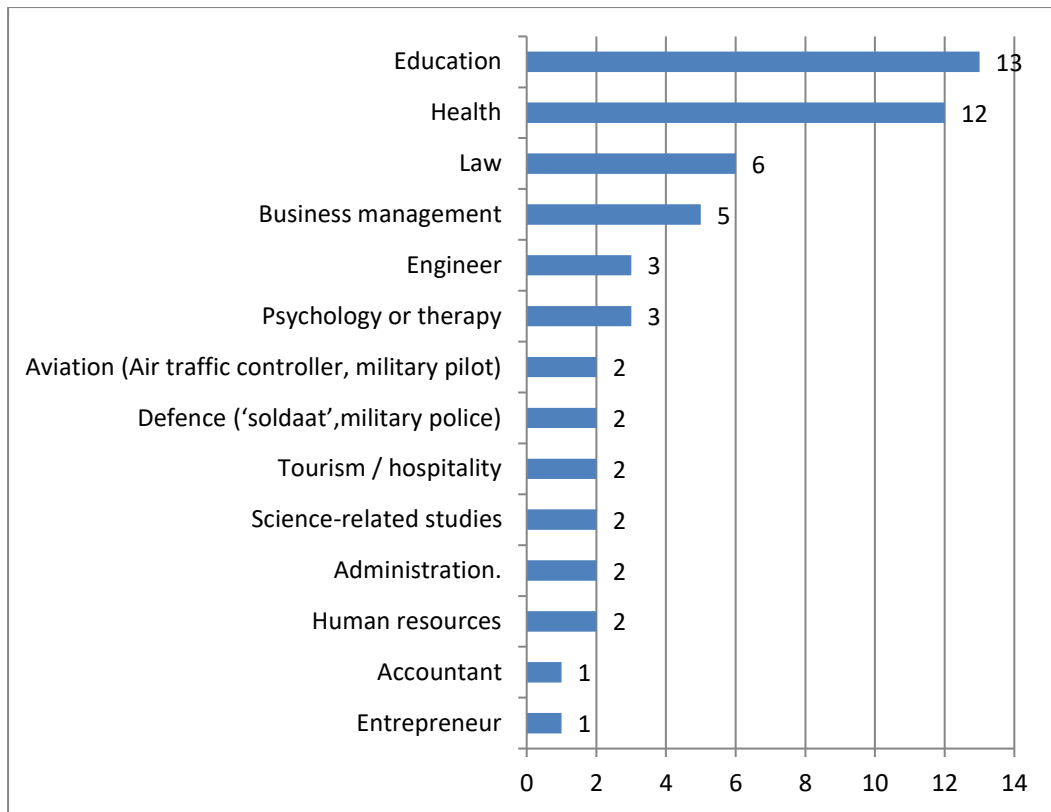


Figure 30: Fields of post-school study identified by current matriculants (n= 56)

Past matriculants ¹³⁴

The past matriculants in 2020 had access to assessment – though very late in their matric year – while those in 2021 had access a bit earlier as well as to the Gradesmatch portal. Through we cannot know, at best these may have moderated some of their aspirations. What is presented here is what they actually ended up studying – with Table 13 indicating if this had been their first choice or not.

The 49 past matriculants who are currently studying are in some of the same fields as those identified by current matriculants – although notably no-one is studying qualifications to do with the **law, security or health** – and no-one is **running their own business**.

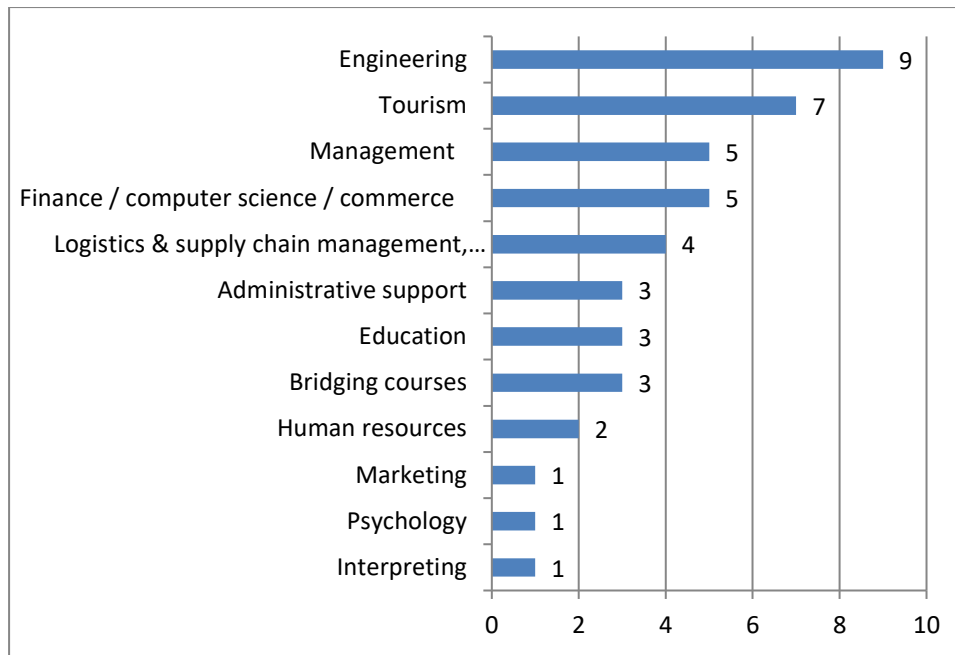


Figure 31: Fields of PSET study of past matriculants (n= 49)

- 9 respondents are studying **Engineering** (only one at university level) - and one other respondent is doing a bridging course at university “that could lead to Civil Engineering or Computer Technology”.
- 7 are doing **Tourism** (all at college level) and 4 **Heritage** Studies (all at university).
- One person is studying **Interpreting** at university.
- 5 are doing **Management** – business and project management - all in TVET or private colleges.
- 5 respondents are studying in **Finance / Computer Science / Commerce**, 3 in universities.
- 3 students are at private colleges studying **logistics & supply chain management**, and 1 is doing **health & safety**.
- 3 respondents are studying **administrative support** of some kind – all at colleges.
- 3 are studying **education** – two at a university.
- 1 is doing **marketing** and 2 **human resources** – all at college level.
- 2 respondents are enrolled in the **Pre-vocational Learning Programme** – a bridging course into TVET study.
- 1 is doing **psychology** at a specialist college and another a general Humanities degree at a university.

Table 13 maps what the past matriculants are doing against whether this is what they wanted; and if it was not what they wanted, whether it is a second choice or if they are 'doing it anyway' (the latter two categories are not easy to distinguish from one another).

Table 14: Maps what past matriculants are studying in relation to their ideal choices (n=49)

	What they wanted	No - but second choice	No - but doing it anyway	Total
Engineering	3	5	1	9
Tourism / heritage studies	2	4	5	11
Interpreting			1	1
Management – business and project management -	2	2	1	5
Finance / Computer Science / Commerce	2	2	1	5
Logistics & supply chain management		1	2	3
Health & safety.	1			1
Administrative support	1	1	1	3
Education	2	1		3
Marketing	1			1
Human resources	1		1	2
Pre-vocational Learning Programme			2	2
Psychology	1			1
General Humanities degree	1			1

It is fascinating that the following are studying 'second choices' / 'doing it anyway':

- 6 of 9 students doing engineering;
- 9 of 11 doing tourism / heritage studies;
- all 3 doing logistics & supply chain management.

It is not clear what this means – or whether it is dirty data.

Aspirations and realities

The figure below compares what current matriculants said they want to do with what the past matriculants who are studying at a PSET institution are now doing.

Although presented as numbers of people, the datasets are sufficiently similar in size (56 and 49 each) that outliers – and those where there are no respondents - are clear.

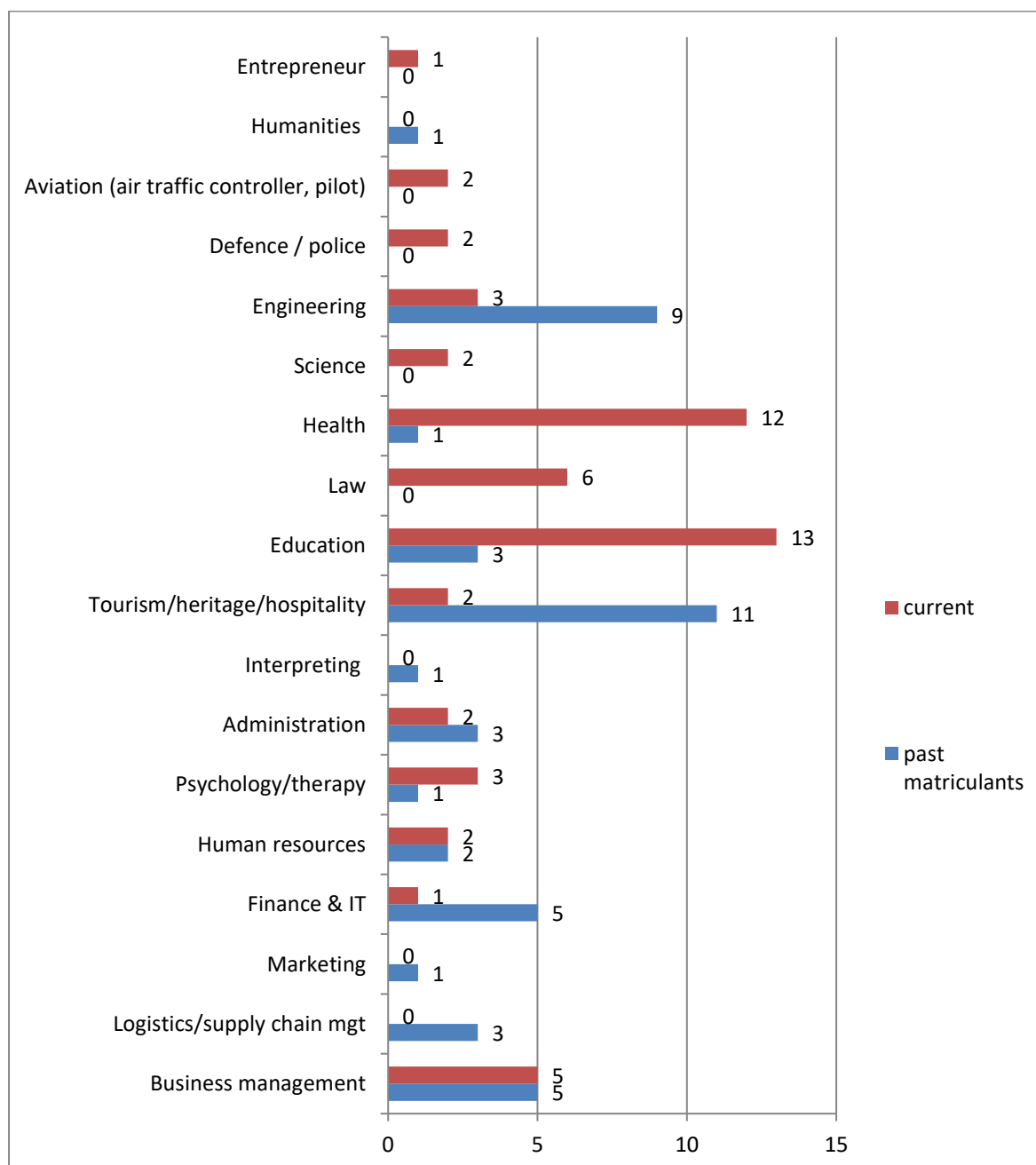


Figure 32: Fields of post-school study identified by current matriculants (n= 56) and those being undertaken by past matriculants (n= 49)

- **Education, health and law** in which many current matriculants are interested is not matched by past matriculants current fields of study; whereas
- they are engaged in **tourism, heritage & hospitality** and **engineering and finance & IT** but current matriculants have not expressed much interest in these.

Conclusions

While many of the current matriculants had psychometric assessments as well as access to the Gradesmatch portal, most identified career options which require a university qualification. Given that only half of the 43 who say they want to go to **university**, are eligible according to their Grade 11 results, this points to a need to work with their expectations.

The 49 past matriculants who are currently studying are in some of the same fields as those identified by current matriculants – although notably no-one is studying qualifications to do with the **law, security or health** – and no-one is **running their own business**.

While many current matriculants are interested in **education, health and law**, this is not matched by past matriculants' current fields of study

Past matriculants are more engaged in **tourism, heritage & hospitality** and **engineering and finance & IT** but current matriculants have not expressed much interest in these.

H: APPLYING TO STUDY

Given the halting start to the PSRP described above, REAP will have only assisted some learners to apply for NSFAS and to study at a university or TVET college. The survey response reported on here, therefore, cannot be simply attributed to REAP's assistance.

They questions were necessarily only asked of past matriculants, given that the PSRP is still in progress with the current matriculants.

Applying to study at a university or college after school

Asked whether they applied to study at a university or college after school (question 5.1), two thirds of the respondents (68% or 86 of 126) said they had applied to study at a university or college after school.

14 of these (16% of 86) had not attended the PSRP.

Despite the very different circumstances under which REAP offered its PSRP in 2020 and 2021, a similar proportion applied for PSET each year – being 70% and 67% respectively.

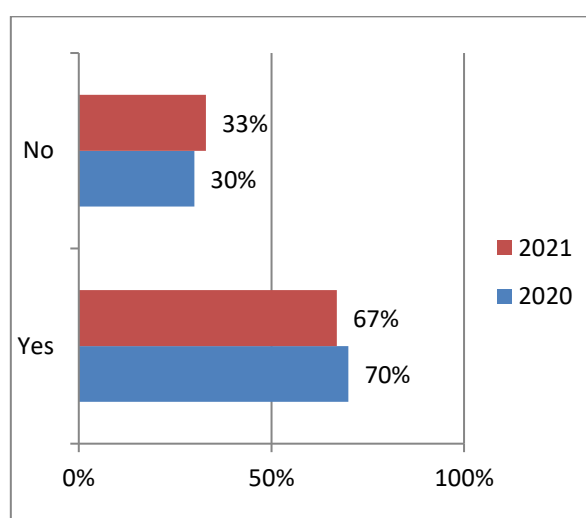


Figure 33: Proportion of respondents who applied for PSET – by year

Difficulties when applying to study

Respondents were invited to choose more than one option regarding what they found difficult when applying to study (question 5.2).

- About a third (31%) of the 86 who applied to study said the most difficult aspect was completing the **on-line NSFAS application**.
- About a quarter (23%) said they **did not know the costs of registration**.

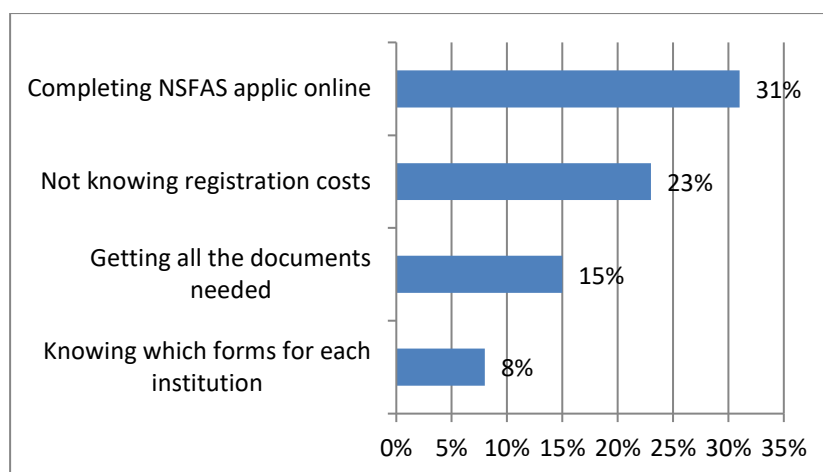


Figure 34: What respondents found the most difficult when applying to study

A **lack of information** - about admission points or where they will be accommodated - mattered to 4 respondents, while 6 battled with completing the forms on-line, e.g.

- *"Applying on-line was difficult for me."*
- *Having data to apply and network glitches."*
- *"My data would deplete while I'm busy trying to apply on-line."*
- *"Thinking that I might apply for a university only to find that I was scammed."*

Two people had **resource constraints**:

- *"I had to go to register at school but I couldn't go, I had no money for the transport."*
- *"I end up giving up because it was difficult for me, and also was nit in my side."*

While seven said there were **no problems, largely as they had received help** – e.g.

- *"Did not really struggle much. Mother helped with the applications."*
- *"I was fortunate enough to have people that assist me to apply."*
- *"Nothing was challenging from my side as it was a very helpful guide from the mine."*
- *"Nothing was difficult because people from Reap helped us a lot."*

Whether they were accepted to study¹³⁵

Of the 86 who applied, two thirds (66% or 57 respondents) were accepted to study – although 9 of these were ‘too late to start this year’.

Table 15: Proportion of respondents who applied to study who were accepted (n=86)

	TOTAL	% of 86
Yes	48	56%
Yes - but too late to start this year	9	10%
No	29	34%

There were five reasons why respondents were not accepted to study:

- 14 said their **results were not good enough** – e.g.
 - *“My Mathematic was low for Electrical Engineering course.”*
 - *“Pinte was swaak.”*
 - *“Did not qualify for the course I wanted to do.”*
 - *“My AP Score were low because of Maths.”*
- The desired **course was not offered** for one respondent – and 5 said the **courses were full**– e.g.
 - *“They said that they were to full.”*
 - *“Space constraints admission.”*
- 5 submitted their **applications too late** – and 2 **did not hear** back from the institution.
 - *“Because I applied late.”*
 - *“It was late and I will apply for next year tomorrow.”*
 - *“Never got a feedback till now.”*
 - *“I did not get the response from Motheo College of whether I was admitted or not.”*

Whether they were offered a course they wanted to do

Question 5.5 asked if they had been offered a course they actually wanted to do and 5.6 whether they took up the offer to study

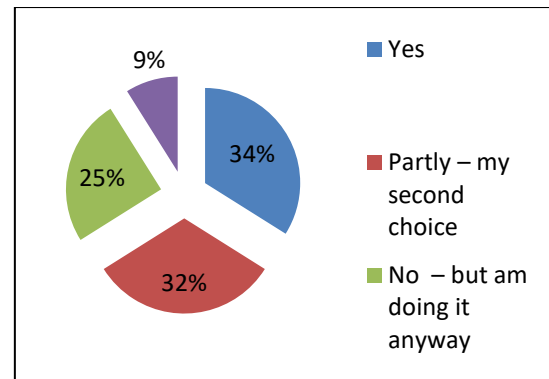
Of the 57 who were accepted to study,

- 19 respondents **were offered a course they actually wanted to do** while another 18 were offered their **second choice**.
- 14 say they are **doing a course they did not want to do**.

¹³⁵ Survey questions 5.3 and 5.4.

- While 5 others said that they were not offered the course they wanted 'so are not doing it', 4 of these are nonetheless **studying**. (The wording of this option was ambiguous – it should have read 'No – so am not studying at all'.)

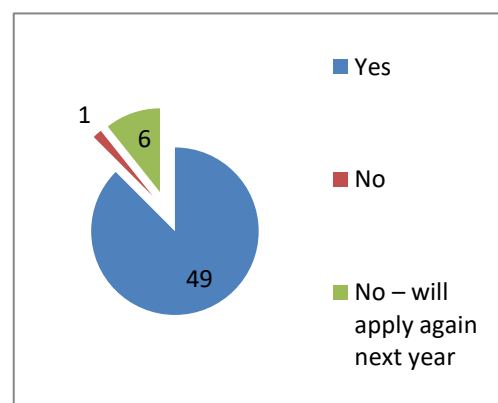
Figure 35: The extent to which respondents were offered a course they actually wanted to do



Ultimately 49 respondents said they are studying at a PSET institution in 2022.

The single respondent who did not take up the offer to study had been offered their second choice.

Figure 36: Whether or not respondents have been studying in 2022 (n=56)



Of the 6 who 'will apply again next year',

- 4 had been offered their second choice;
- one was unclear about the cost of registration'; and
- the other gave no reason.

Barriers to attendance after registration at a PSET institution (university of TVET college)

The intention of question 5.6's asking whether they took up the offer to study was to find out why some students simply did not pitch up to register or start their course, despite being accepted to study and despite getting financial support. It responds to the research question: Research additional barriers for those students who participated in the 2020 and 2021 curriculum, qualified for TVET, were accepted by NSFAS but **failed to show up for registration**.

Regarding barriers to young people registering at PSET when they have been accepted to study, key informant interviews were conducted with

- Ratang-Thuto Secondary School, Postmasburg; and
- Principal, Kuilsville High School, Daniëlskuil.

They could only conjecture and their insights are not conclusive.¹³⁶

The Kuilsville High principal thought that matriculants in Daniëlskuil might opt for securing employment over pursuing tertiary education – irrespective of meeting the requirements for TVET admission and financial support from NSFAS.¹³⁷

The other possible reason was to do with distance and travel. The acting and deputy principals at Ratang-Thuto noted that learners from comparatively distant towns typically return home after matriculating and find it difficult to pursue opportunities in Postmasburg. As travelling from home to pursue employment opportunities in Postmasburg poses a significant obstacle, they thought this may also play a role in young people's decision to enroll at higher education institutions.¹³⁸

Conclusion

Completing the on-line NSFAS application and not knowing the costs of registration were cited as the most difficult aspects of applying to study at a PSET institution.

About two thirds of the 86 past matriculants who applied, were accepted to study at a university or TVET college. Reasons given for not being accepted were that their results were not good enough, the course was not offered or was full. Some had submitted their applications too late and a few had not heard back from the institution.

Of the 57 who were accepted to study, only a third were offered a course they actually wanted to do, while just under a third were offered their second choice. Worryingly, a quarter (14 students) say they are doing a course they did not want to do.

Although key informants were asked about the 'additional barriers for those students who participated in the 2020 and 2021 curriculum, qualified for TVET, were accepted by NSFAS but failed to show up for registration', their responses can only be conjecture. This issue may need further enquiry to mitigate what the causes may be, where this is possible.

¹³⁶ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

¹³⁷ Fritz Steenkamp (Principal, Kuilsville High School, Daniëlskuil, 23 August 2022)

¹³⁸ Menke Ngungu & Patricia Makgoka (Ratang-Thuto Secondary School, Postmasburg, 2 August 2022)

I: REAP's SUPPORT OF PSET STUDENTS

REAP begun to support PSET students in the Lesedi catchment area in 2021 – at PSET institutions both in the province as well as further afield.

The data presented in this section is from the REAP database¹³⁹ and not from the past matriculants' survey responses.

To date, REAP's records show that 37 students have been supported, 33 of whom are currently being supported (either continuing from 2021 or newly recruited in 2022). Of these, 21 are women and 12 are men. 17 of the 33 responded to this survey.

This section, and section J that follows, present similar information - but for different (but overlapping) datasets:

- This section reports on all 33 REAP-supported PSET students (in bold in the figure below) – including the 16 who did not respond to the survey.
- Section E reports on all 49 respondents who are PSET students (shaded in grey) - - including the 17 who are supported by REAP.

	16 PSET students <u>did not respond to survey</u> - supported by REAP
33 PSET students <u>responded to survey</u> (not supported by REAP)	17 PSET students <u>responded to survey</u> - supported by REAP

**Figure 37: Datasets of PSET students
– by survey response (n=49) and REAP support (n= 35)**

We did not think any comparisons between the two datasets were worthwhile as the composition of both - who chose to respond to the survey and who is funded by REAP – is relatively arbitrary, providing little foundation for conclusions. Perhaps the datasets could have been combined – adding the 16 REAP-supported students to the 126 respondents - but this also did not seem particularly worthwhile.

Nonetheless analyses of the two datasets are both presented - as snapshots of youth in the area but also for completion of the reporting task.

¹³⁹ The data in this section are drawn from REAP's Devman database as at 23 August 2022.

Support offered

REAP currently provides various forms of support for students at TVET colleges and universities. This comprises the provision of

- regular psycho-social support;
- personal development opportunities; and
- regular academic monitoring.

It raises funds to supplement NSFAS / other bursary funding to ensure each student is fully funded. This can include financial support for topping up

- fees (where necessary);
 - accommodation;
 - food/ living allowances;
 - books and technical necessities; and
- includes the provision of a laptop.

Where they are studying

The 33 students currently being supported by REAP are at the following PSET institutions:

- 14 at university;
- 16 at TVET college; and
- 3 at private colleges.

Table 16: PSET institutions attended by REAP-supported students: 2021 & 2022

		2021	2022
Universities			= 14
CUT	Free State	1	1
NWU	North West	1	1
SPU	Northern Cape	2	6
SU	Western Cape	0	1
UFS	Free State	2	4
UWC	Western Cape	1	1
TVET colleges			=16
Motheo	Free State	0	1
NCRT	Northern Cape	1	5
NCUT	Northern Cape	7	10
Private colleges			=3
Taalnet College (Randburg)	Gauteng	0	2
Rosebank College (Bloemfontein)	Free State	0	1
		15	33

Funding students at private colleges is an expansion of REAP's historical reach. In this first instance, then, REAP is currently offering them psycho-social but no financial support.

21 of the 33 students (64%) are studying within the Northern Cape and 12 in other provinces, being

- 1 in North West
- 2 in Gauteng
- 7 in the Free State
- 2 in the Western Cape

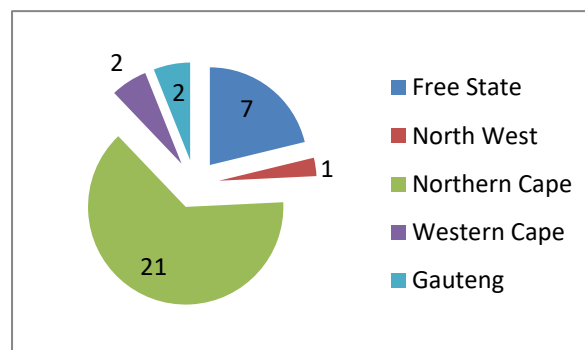


Figure 38: Provincial distribution of PSET institutions at which REAP-supported students are studying

What they are studying

Tourism and Heritage Studies has the most (7 students) REAP-supported PSET students, followed by Engineering (6 students) and management of various kinds (6 students).

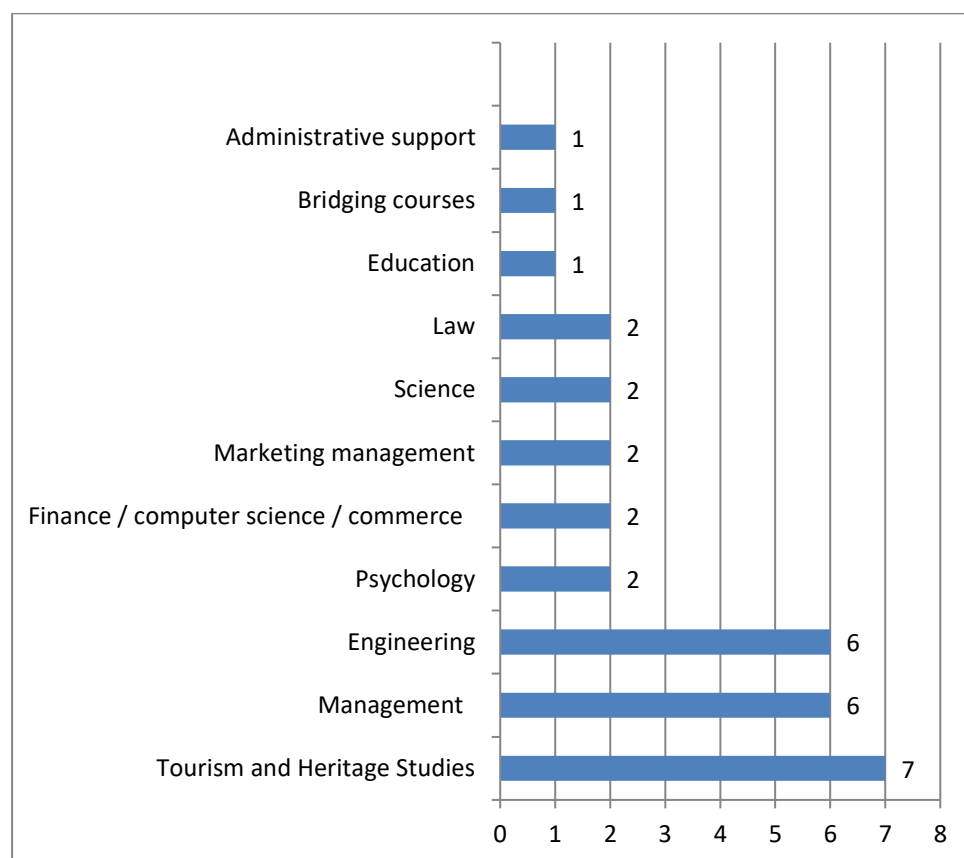


Figure 39: Fields being pursued by REAP-supported PSET students in 2022 (n = 33)

Conclusion

REAP is supporting 16 students at colleges and 14 at universities – reflecting the matric results which equally show that more learners get Diploma or Certificate passes than Bachelor passes.

While REAP is currently offering the three students at private colleges psycho-social support only, it may want to develop a funding model that ensures that those at private colleges who need financial support are able to access it so that their chances of success are not undermined by a lack of basic necessities. Although these colleges can be very costly, they offer some fields of study not offered at TVET colleges. Perhaps REAP could support those courses that would be more likely to lead to employment.

Going forward REAP may consider focussing on supporting fields where there is a greater possibility of employment – but quite these are, still needs to be clarified.

J: WHERE ARE THEY NOW?

PSRP ALUMNI'S CURRENT OCCUPATIONS and ASPIRATIONS

This section reviews 2020 and 2021 Grade 12s: and answers the research question:
'Where are they?'

The main source of data here are the survey responses from the past matriculants. In addition, information regarding students being supported at PSET institutions by REAP has been taken from its database.

As noted in the Methodology section, the timing of the survey was awkward for a number of reasons:

- the answers given by some respondents to this question (2.1) - and then to 6.1 which asks for details of what they are currently studying and where – were inconsistent. Some have said in 2.1 they are studying at a TVET college but later name a private college (which may simply be a confusion about naming); some have said they are not studying but turns out they were.
- In addition, some people registered to study at a TVET college in mid-year just after the survey was completed– so their status on the REAP database kept changing, while the analysis and writing were underway, given options and choices being made. As we wanted to verify their responses with REAP records and give an up-to-date picture of these past matriculants, these findings are necessarily at odds with the answers given in June/July – new registrations notwithstanding.

WHAT THEY ARE CURRENTLY DOING

These findings are according to the past matriculants' responses to question 2.1 regarding what they said they were currently doing in mid-2022 when the survey was administered. They were invited to choose more than one option.

'Being at home – not studying or working'

- Just over a third 39% (49 people) said they were **'at home – not studying or working'**.
- 9 respondents regarded this as **'taking a gap year'**. While none of them actually indicated they were doing paid work, four nonetheless commented:
 - *"I'm working at the supermarket, because there is nothing I can do at the moment. "*
 - *"From next month I'll be working at spar."*
 - *"Because I'm looking for work to provide myself. "*
 - *"Hustling. "*

Three were upgrading their matric marks:

- *"Upgrading my matric results."*

- *“Because I got low marks (AP score) and Im upgrating my marks (AP score). “*
- *“She is supplementing [matric results. “]*

And one said

- *“I am marketing myself at home. “*
- **‘Being at home – not studying or working’** is only slightly more accentuated for those who matriculated in 2021 (40% - or 28 respondents) as opposed to in 2020 (38% - or 21 respondents). This suggests that they have not managed to change their circumstances once they are ‘at home – not studying or working’.

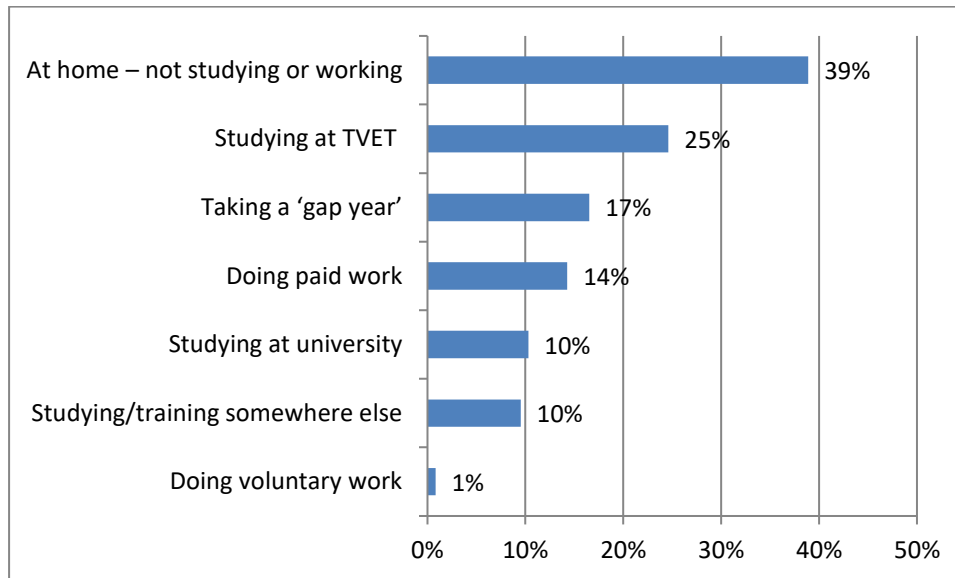


Figure 40: What respondents are currently doing

‘Taking a gap year’

- A total of 22 people (17%) said they were ‘taking a gap year’. Of these, two said they were also doing paid work.

Only three matriculants from 2020 are ‘taking a gap year’; the other 19 matriculated in 2021. This may suggest that their ‘gap year’ only lasted and year and has not become perennial – but it may also be that the 2021 class was exposed to Gradesmatch (whose uses the term ‘gap year’) whereas the 2020 class was not.

‘Doing paid work’

- A total of 19 people (14%) say they are doing paid work. One of these is also studying at university.

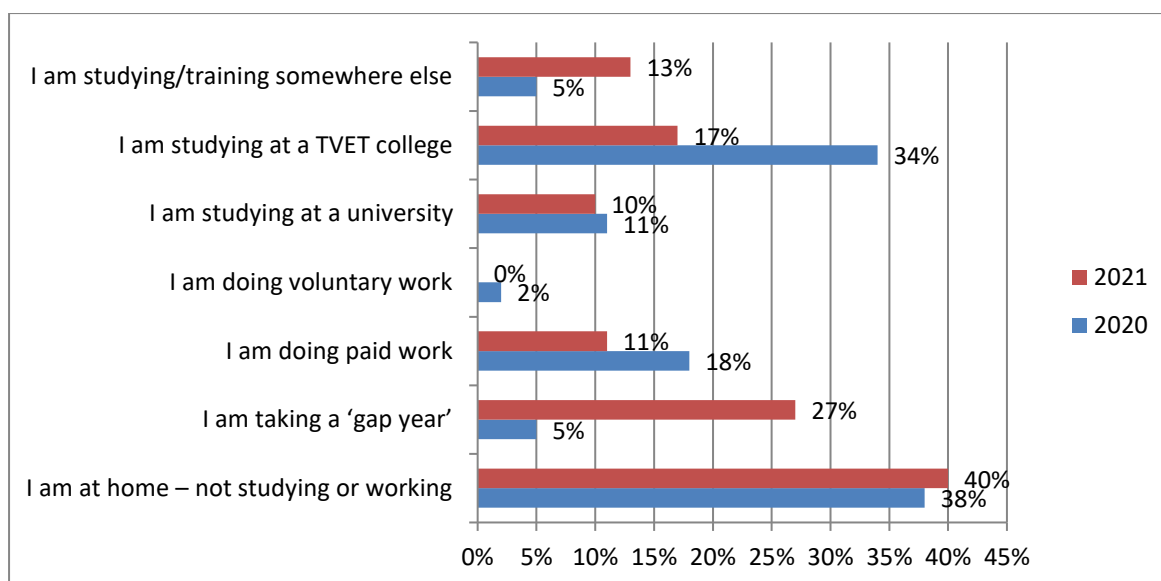


Figure 41:
What respondents are currently doing – by year in which they matriculated

Studying at PSET¹⁴⁰

56 respondents (45%) said they are engaged in some form of PSET:

- 13 at university,
- 31 at TVET college,
- 12 'studying/training somewhere else'.

The 12 studying/training somewhere else includes the 3 who are improving their matric marks. The rest are at

- *"Boston City Campus" (x3)*
- *"Eduvos"*
- *"Rosebank College" (x3)*
- *"Im still doing training at Kolomela "*
- *"Studing from home"*

As seen in Figure 38,

- the proportion of those attending university is similar across the two matric years; but
- there is a larger proportion of 2020 matriculants (34%) in TVET college than matriculants from 2021 (17%).

We cannot know why.

¹⁴⁰ As noted in the introduction to this section, these stats will not tally with those reported in the next section.

Studying at a PSET institution

Questions 6.1 - 6.4 asked about the fields they are studying and at which PSET institutions they are doing so. For methodological reasons given above, the 49 responses reported on here are 7 lower than the 56 who said in question 2.1 they are studying in a PSET institution.

The finding here, then, is that **39% of respondents are studying at PSET institutions** at the time of writing.

Institutions being attended

- 21 respondents (17% of all respondents) are at TVET colleges - only two of which are not in the Northern Cape.
- 16 (13%) are studying at private colleges (Boston, Rosebank, Oxbridge et al).
- 12 (9%) are at public universities.

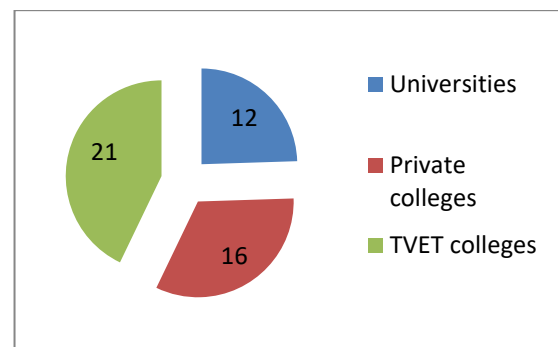


Figure 42:
PSET institutions being attended by respondents

At least 26 of the 49 respondents are studying in the Northern Cape.

The **fields in which they are studying** are given in Section G above – but are reproduced in Table 17 below which presents what and where they are studying, as well as how their studies are being financed. These are presented thematically by field of study.

The **9% of respondents at university** compares well with the 13% nationally ‘who pass well enough to go on to university’ cited in DGMT’s school dropout report.¹⁴¹ The slightly lower outcomes are consistent with the findings from Gradesmatch projections (above) that the Northern Cape has performed between 4 – 8 percentage points below the national average in the years 2017-2021.

Unfortunately we cannot make the same comparison for **17% at TVET colleges** as the country does not have data on the percentage of learners from Grade 9-12 who enter TVET colleges (as noted above in section A above, in ‘Educational outcomes: The importance of matric’).

¹⁴¹ ‘The true matric pass rate’ from ‘School Dropout: What the catch?’ November 2019. DG Murray Trust p21. Downloaded on 10 August from <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>

Funding of studies

As seen in Table 17 below, 37 of the 49 respondents who are at a PSET institution are being supported financially in some way.

- REAP is supporting 17 of the 49 respondents – 5 at university, 10 at TVET colleges and 2 at private colleges.

REAP invariably co-funds with NSFAS and/or another funder – in this case Lesedi Solar Park Trust, Jasper Power Company and Peace Humansrus Trust (PHT), as indicated in that table.

- 10 respondents are being funded by Kolomela Mines – 3 of whom are also being funded by REAP.
- 4 respondents say they are being supported by the college at which they are studying.
- 12 respondents say they are receiving NSFAS funding – though this number may not be reliable (and it could be 16) as
 - a student at Boston City Campus says they are receiving NSFAS funding – which is unlikely; and
 - REAP tends to co-fund with NSFAS where the student is studying in a public institution – and 5 of these REAP-funded students did not identify NSFAS.

REAP currently supports a total of 33 students:

- 14 at university;
- 16 at TVET college; and
- 3 at private colleges (some from 2021 and some from 2022).

17 of these are survey respondents.

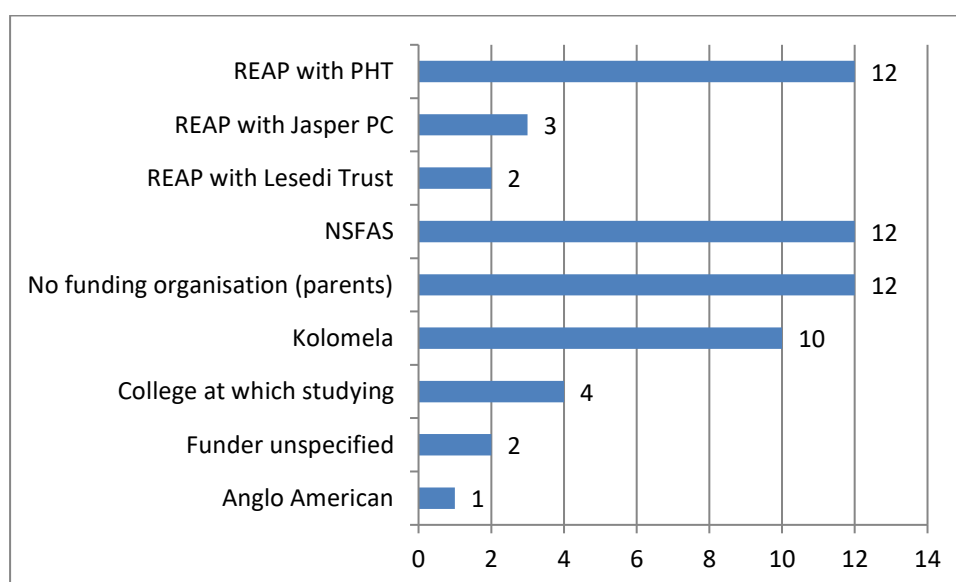


Figure 43: Sources of funding for PSET studies

12 of 49 respondents said they were **not receiving funding from any organisation**, however:

- 9 of these said their studies are being funded by their parent(s) and one by an uncle.
- 2 others who are being funded by their parents are now also being funded by REAP.

While the respondents' information in Table 17 has not been verified, the information in the final column - regarding whether or not they are being funded by REAP and partners - is solely from REAP's database.¹⁴² Where this is the case, their field of study and PSET institution have been updated, if necessary.

**Table 17: Respondents' current PSET studies:
fields, institutions and funding (n=49)**

Field of study	PSET institution	Financial support	Funded: REAP & partners
PLP (Pre-vocational Learning Programme)	NCUT (Moremogolo Campus)	NSFAS	
PLP (Pre-vocational Learning Programme)	NCUT	Parents	
Computer Science	UFS or UP (?)	None	
Accounting Management	North West University	Kolomela	
Marketing Management	NCUT (City Campus)		REAP & PHT
BCom Law (Higher Certificate in paralegal)	Boston City Campus (Bloemfontein)	NSFAS	
Business Administration	Rosebank College	Parents	
Business Management	Motheo TVET College	NSFAS	REAP & PHT
Business Management	NCRT (Upington)	NSFAS	REAP & PHT
Business Management	NCUT (Phatsimang Campus)		REAP & PHT
Public Management	Vuselela TVET College (North West)	None	
Project Management	Advanced College	Advanced College	

¹⁴² REAP supports 16 additional students who are not reported here – but they did not submit a survey response.

		Financial support	Funded by REAP
Logistic and Supply Chain Management	Rosebank College	Parents	REAP & PHT
Logistic and Supply Chain Management	Rosebank College	Parents	
Logistic and Supply Chain Management	Boston City Campus	Kolomela	
Gesondheid en Veiligheid Inspekteer	Oxbridge Academy	Kolomela	

Marketing Management	NCUT (Phatsimang Campus)		REAP & PHT
Human Resource Management	Boston City Campus	None	
Human Resources	NCRT (Kuruman Campus)		

Management Assistant	NCRT (Kathu Campus)	NSFAS & NCRT	
Management assistant	NCRT (Kathu Campus)	NSFAS	REAP & PHT
Professional secretary	Skills Academic College	Parents	

A bridging course that could lead to Civil Engineering or Computer Technology	Stellenbosch University		REAP & Lesedi SP Trust
Engineering	Kitso ya Boleng Academy (Potchefstroom)	Kitso ya Boleng Academy	
Engineering	Boston City Campus	Parents	
Engineering	NCRT (Kathu Campus)	Kolomela	
Engineering Studies	NCRT (Kathu Campus)	Kolomela	
Engineering Studies	NCUT (City campus)	NSFAS	REAP & PHT
Electrical Engineering	NCRT (Kathu Campus)	Kolomela	
Electrical Engineering	CUT	NSFAS	
Electrical Engineering	Taalnet College (Randburg)		REAP & PHT
Electrical Engineering	Rostec College	None	

		Financial support	Funded by REAP
Education	University of Free State	NSFAS	
Education	Sol Plaatje University	None	
Education	Oxbridge Academy	Parents	
Psychology	SA College of Applied Psychology	Is being supported - "can't remember the name"	

Heritage Studies	Sol Plaatje University	Anglo American	REAP & Lesedi SP Trust
Heritage Studies	Sol Plaatje University	Kolomela	REAP & Jasper
Heritage Studies	Sol Plaatje University	Kolomela	REAP & Jasper
Heritage Studies	Sol Plaatje University	Kolomela	
Heritage Studies	Sol Plaatje University	Unspecified 'other funding org'	REAP & Jasper
Interpreting	Sol Plaatje University	Kolomela	
Hospitality, Events & Tourism	Boston City Campus	Parents	
Tourism	NCUT (Phatsimang Campus)	NSFAS	
Tourism	NCUT (Phatsimang Campus)		REAP & PHT
Tourism	NCUT	NSFAS	REAP & PHT
Tourism	NCRT	NSFAS	
Tourism Management	NCRT	NCRT	
Tourism Management	NCUT (Phatsimang Campus)	Uncle	REAP & PHT

Conclusions and recommendations

In presenting rich data about what the past matriculants are now doing, this section has answered the main question 'Where are they?'

It is worrying that 39% of respondents are '**at home – not studying or working**' – accentuated by the fact that the proportion did not reduce between the 2020 and 2021 cohorts, suggesting that they have not managed to change their circumstances once they are 'at home – not studying or working'.

While some indicated that they would like to study at a PSET institution – and REAP is following them up to see if they can be assisted - the residue is the group who might attend REAP's Post-School Support Programme that offers them psycho-social support as well as alternative PSET options going forward.

It would be interesting to know what level of work the 14% who are doing paid work are doing. As matriculants, it is not likely to be highly skilled - and again they might do well to join the REAP Post-School Support Programme that offers (supplementary) training alongside their work lives.

Just over a third of past matriculants - **39% - are studying at PSET institution**. While this may be slightly skewed by those who are more motivated / engaged responding to the survey, the 9% at university are consistent with the national expectations. Unfortunately comparisons for the **17% at TVET colleges** cannot be made, given the lack of national data.

It is positive sign that three quarters of respondents at PSET institutions are funded in some way - though of course the funding status of any other young people from the catchment area who are at PSET is unknown. In the short term, REAP may want to contact students whose families are paying for their PSET studies – but it may need to raise funds to do so, especially if they are not eligible for NSFAS funding.

Liaising with other organisations who support PSET study (broadly-defined) may enable REAP to do this and to extend its reach by being contracted to offer those bursary-funded students psycho-social support and development support.

Funding for college-level study – including private colleges - and for alternative PSET options may need special attention, given the default for bursaries to fund university studies.

Going forward, however, REAP's PSRP should provide a more concerted conduit for linking young people to funding for post-school options.

Perhaps a subsequent study could enquire into the absorptive capacity of the local economy for various fields of study and qualifications as this study cannot say how useful those are that are currently being pursued.

WHAT THEY THINK THEY WILL BE DOING IN 2023

Asked what they would be doing in 2023 (question 2.2), the past matriculants were invited to choose more than one option in the prescribed list – which included 'other' in case they wanted to nominate an option that was not covered.

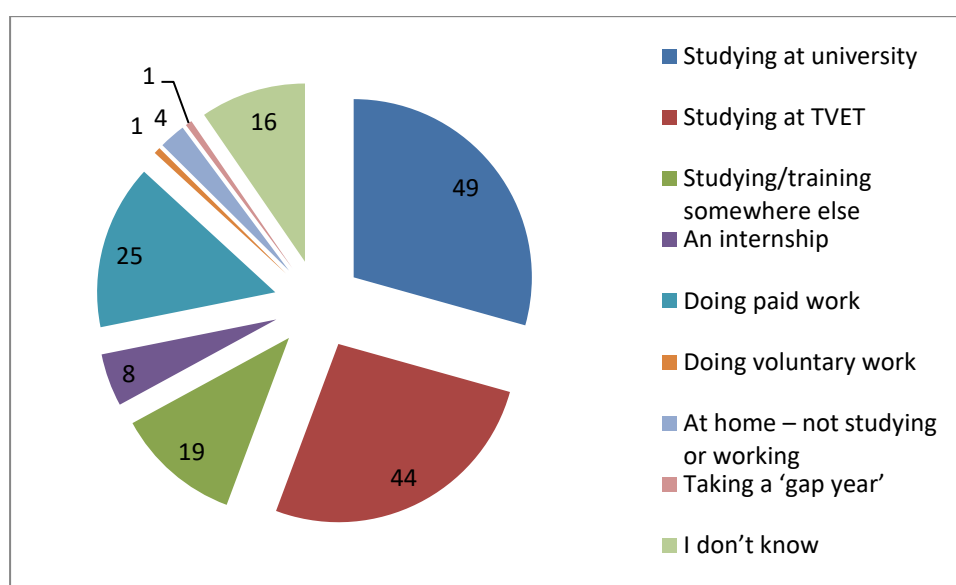


Figure 44: What past matriculants think they will be doing in 2023

Studying at university

- 49 respondents said they would (like to) be studying at university in 2023.
- 13 of these are already studying (in 2022) – implying the other 36 aim to start studying at a university in 2023. This is a 74% increase.
- One respondent noted that *'The problem is my father, he don't want to give me some of his documents to apply at the university.'*¹⁴³

¹⁴³ Unfortunately we do not have matric results for this respondent so do not know if they are academically eligible to attend. They do say later on in their responses that they did not get into PSET as they "failed the selection test" – though eligibility may have included documentation? Their other responses show a strong desire to study and get ahead in life. They will be contacted to access REAP's post-school planning advice currently being offered.

- Of the 3 who are currently at university but do not think they will be there next year:
 - ❖ the one who is currently doing paid work while studying, says they will be working in 2023;
 - ❖ the second says they will be 'doing an internship'; and
 - ❖ the third does not know what they will be doing.

(As none is REAP funded, we do not know the circumstances of their leaving – whether or not they are completing their qualification at the end of 2022.)

Studying at TVET

About a third of respondents think they will be studying at TVET or 'somewhere else' in 2022.

- Of the 44 respondents, 18 are currently studying – so 26 want to start (or return to?) studying at a TVET college in 2023.

In addition, 13 respondents who are currently at a TVET college but do not think they will be there next year chose a range of options – often more than one:

- ❖ 6 say they would like to be at university;
- ❖ 3 say they want to be doing an internship; (*"Since I will be done with my N6 after June next year I will be looking for practical's"*)
- ❖ 1 wants to be 'studying/training somewhere else'
- ❖ 2 may be at home or 'taking a gap year'
- ❖ 1 will be 'doing paid work'; and
- ❖ 4 say they 'do not know'.

Studying/ training somewhere else

- Similarly, the 19 respondents who said they would be **studying /training somewhere else** is 4 more than the 15 who are currently doing so.
- Another 8 who are currently 'studying /training somewhere else' did not chose this option for 2023:
 - ❖ 7 say they will be studying at a university – with one including the alternative of going to a TVET too.
 - ❖ the other respondent did not know what they will be doing in 2023.

(It would be interesting to know if these increases in intended access to university and TVET colleges is as a result of their seeing REAP - and the PSRP - as opening doors for them to PSET opportunities – or whether they are pursuing a deferred intention. They currently no longer have access to that school-based programme, however – a gap which REAP intends to address in 2023 – 2025 by the development of the Post-School Support Programme.)

What else they may be doing

- 4 respondents – who chose a variety of options – want to spend 2023 **improving their matric marks**.
- 5 of the 8 who said they will be doing an **internship**, also indicated they will be studying at the same time.
- Of the 25 who may be **doing paid work**, 10 say they will also be studying.
- Of the 4 **staying at home**, one also intends working, and another may do an internship and/or paid work.
- The one person doing **voluntary work** will also be at university.
- The one person who thinks they may take **a gap year**, also chose three other options.

Two of those who '**don't know**' what they will be doing in 2023 said

- *"Any opportunity that comes I will grab it."*
- *"Any opportunity that might come my way I'll take it."*

Another said

- *"I really don't [know] because my application has not been responded yet from the NCR TVETS so I really don't know where am standing right now."*

Projections for 2023

by those 'at home' or taking 'a gap year' in 2022

Those 'at home' or taking 'a gap year' in 2022 are the PSRP alumni who are NEET and are in danger of not being able to imagine or take up opportunities.

Of this group, REAP is actively offering those who want to study, post-school planning advice – and will link them to opportunities where these are appropriate and possible. The details of the others are being retained and will be contacted once the Post-School Support Programme has been established, which REAP intends will engage them where they are.

Fortunately, most of those 'at home' or taking 'a gap year' in 2022 expressed an interest in changing this.¹⁴⁴ Of the 49 people, 38 thought they would be studying or working in 2023:

- 16 said they would be studying at university and 20 at TVET college;
- 7 said they would be studying/training somewhere else;
- 3 would be doing an internship; and
- 12 thought they would be doing paid work.
- Only 3 thought they would still be 'at home – not studying or working' in 2023 (one of whom would also be working); and
- 11 did not know – but some of them had also chosen other options.
- No-one said they would taking 'a gap year'.

¹⁴⁴ Again they could have chosen more than one option.

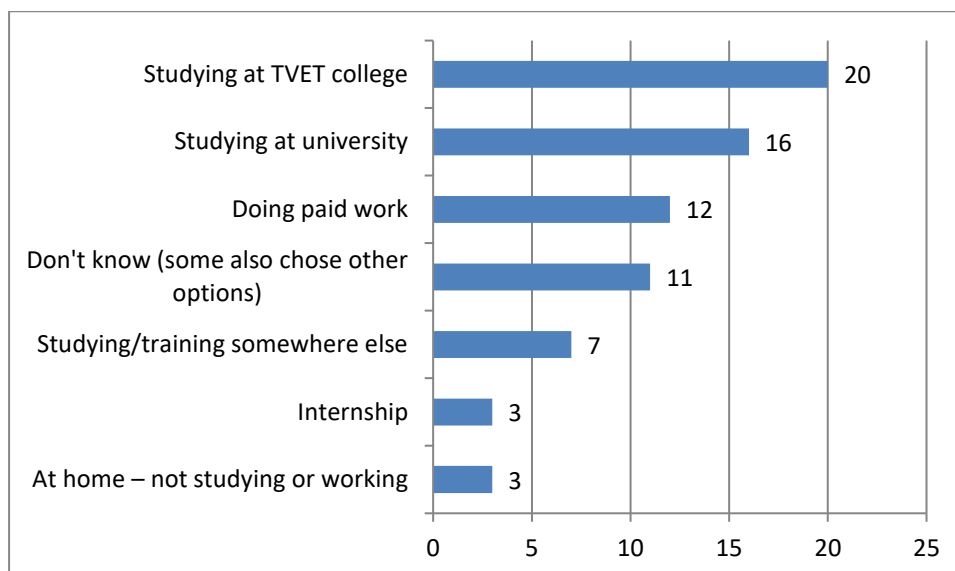


Figure 45: Projections for 2023 by those 'at home – not studying or working' in 2022

Similarly, of the 22 respondents **taking a gap year in 2022**, 15 thought they would be studying or working:

- 7 said they would be studying at university and 8 at TVET college;
- 3 said they would be studying/training somewhere else.
- 5 thought they would be doing paid work and 1 an internship;

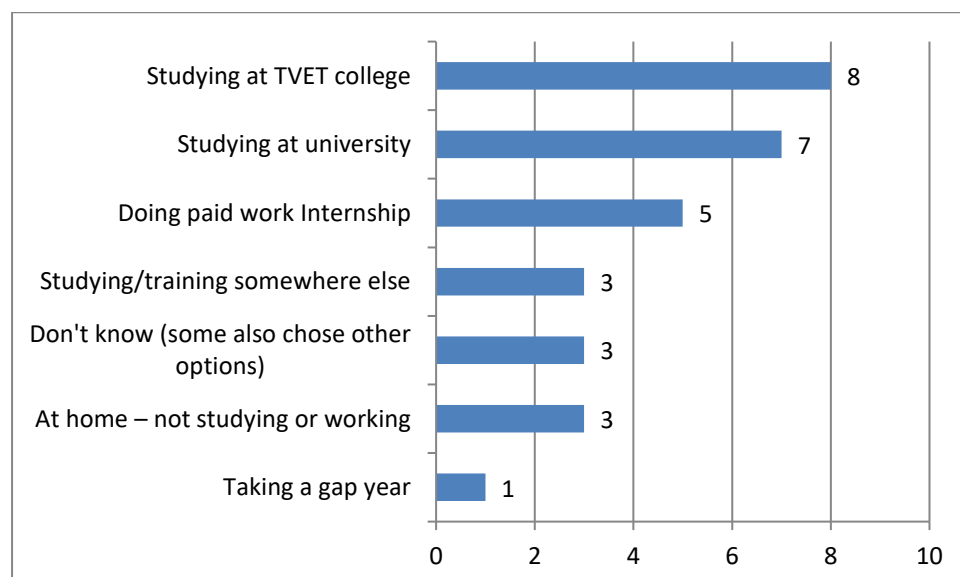


Figure 46: Projections for 2023 by those 'taking a gap year' in 2022

- Only 1 thought they would still be taking a gap year and 3 thought they would be 'at home – not studying or working' in 2023.
- 3 did not know – but some had also chosen other options.

Conclusion

While some pat matriculants are not doing what they want to and / or are 'at home – not studying or working' – and are in danger of becoming NEET - they express high levels of motivation to improve, providing fertile ground for REAP to engage with these young people through the development of the Post-School Support Programme. In doing so it will need to balance opening up hitherto unknown options with realistic expectations – and might consider a programmatic approach to this so that young people are not simply 'at home'.

K: WHAT FURTHER SUPPORT THEY WANT

A similar set of questions has been reported on above – in section F under ‘Other assistance they would have liked’. This was an attempt to find out what was **missing in the current provision** - i.e. gap detection. The questions were about what else could help/have helped them **while they were at school to prepare for work or studying** after school (questions 3.3 & 4.9 respectively). The question was an open-ended to check what REAP may have missed.

The second set of questions - reported here – were about **what else they might want going forward – post-school** - i.e. programme development.

Current matriculants were asked: ‘If you were given an opportunity /extra support in 2023, what would it be?’ (question 1.6) - and past matriculants were asked: ‘What extra support / opportunity would help you get work/ be able to study in 2023?’ (question 2.3).

A list of options was given from which they each could choose as many as they liked.

Placed apart in each questionnaire – and one being open-ended and the other not - was intended to be a thorough way of hearing about needs that REAP may not have considered.

In order to avoid raising the respondents hopes that they might get what they asked for, the preamble to the question said that ‘REAP is unlikely to be able to assist in 2023’. The field researchers were admonished to be clear about this.

As has been said above, however, past matriculants who were not in PSET institutions and had expressed an interest in studying in 2023 are being offered ‘post-school planning advice’ by REAP – to broker access where this is possible.

The field researchers will have told those not wanting this option that REAP is keeping their details in the event that other options arise.

The Post- School Support Programme will be such an offering.

What current matriculants said they wanted

Not surprisingly the dominant interest among the current matriculants was in wanting assistance to apply to study:

- Just under half (48%) wanted ‘assistance to apply to study at university’.
- Another half (46%) wanted an ‘opportunity to study/ train in an employable skill’.
- A quarter (23%) wanted assistance with applying to ‘study at college’.
- 9% wanted ‘assistance with finding training course that will help me get work’.

- A quarter (23%) would like ‘funding for studies’ ¹⁴⁵and
 - Another quarter (23%) wanted an ‘internship to gain work experience’.
- (Some people are represented more than once in these findings.)

Only 11% want funding to start a small business.

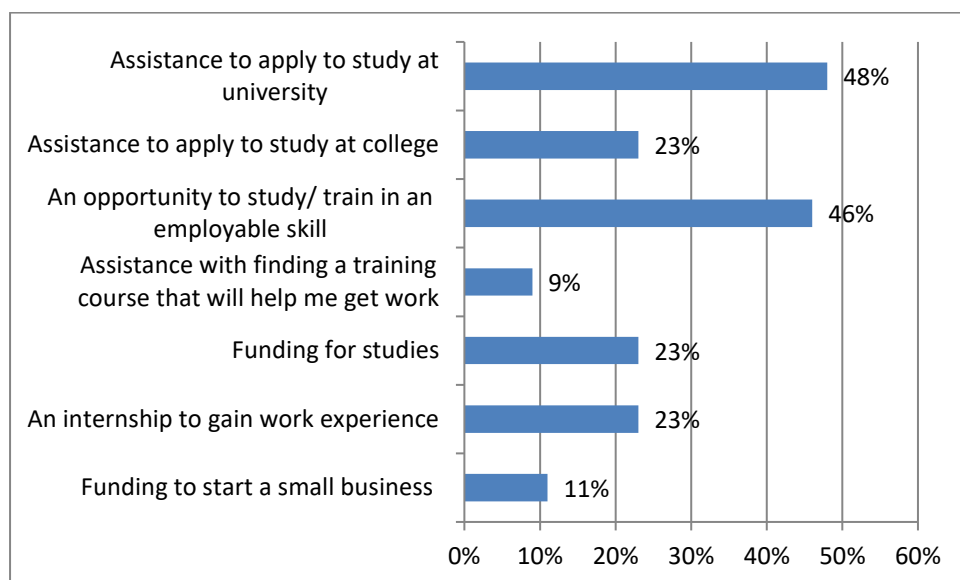


Figure 47:
The opportunities /extra support current matriculants would like in 2023
(% of 56)

Some of these are REAP’s standard offering within the PSRP – while others may well fit into the Post-School Support Programme. Some may not be able to be assisted in the first instance.

What past matriculants said they wanted

NSFAS

Of all the responses, the most sought after assistance for 2023 – i.e. that is still being looked for - was to apply for NSFAS (30% or 38 respondents). Of these, 24 also wanted assistance to apply for a university or TVET college.

Interestingly of the 14 who wanted access to NSFAS but do not also want assistance to apply for a university or TVET college, 10 are not currently in the PSET system –so their wanting NSFAS funding but not assistance with applying is curious. Their responses suggest they may not know what NSFAS does:

¹⁴⁵ This was intended to include applying for NSFAS.

- 4 also wanted 'funding for studies' (but no suggestion of applying for any studies);
- 2 also wanted 'assistance with applying for training course that will help them get work' (which may not be eligible for NSFAS);
- 2 also wanted 'funding for studies' and 'assistance with applying for training course that will help them get work' (as above);
- 1 also wanted funding to start a small business or an internship to gain work experience.
- One only wanted NSFAS but no other assistance.

While an understandable misunderstanding the absences of better information, the hope is that over time these will be better and more accessible information about funding and study options.

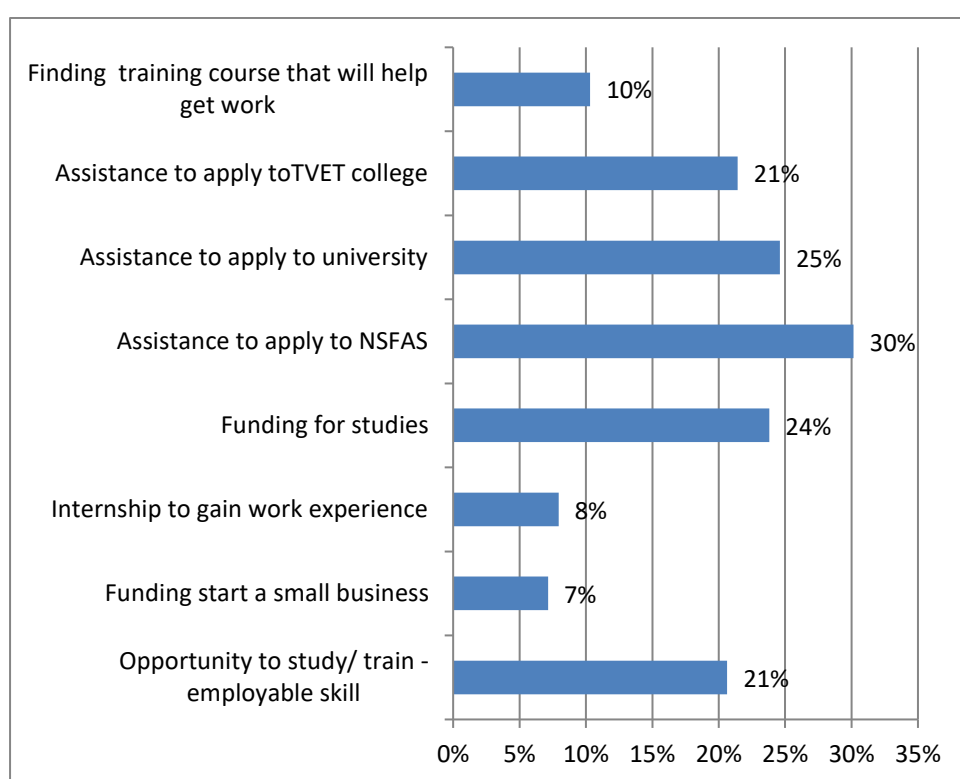


Figure 48: Support / opportunities wanted in 2023 which would help past matriculants get work/ be able to study

Applying for PSET institutions

The next cluster of assistance that was identified was to do with applying to study at PSET institutions:

- for university (25%),
- for TVET college (21%),
- for an opportunity to 'study/ train in an employable skill' (21%).

Other needs

- 24% wanted assistance with ‘funding for studies’.
- Only 7% wanted finance to start a small business.

Currently studying

Of those who are currently studying at a PSET institution:

- 3 (in TVET college/university) wanted no other assistance than applying for NSFAS.
- 1 (in TVET college) wanted ‘assistance with applying for training course that will help them get work’ or ‘an internship to gain work experience’.

Not currently studying

Among the 62 respondents who are not in PSET in 2022 and want to be studying in 2023, the proportions wanting assistance with applications was (understandably) higher than those already in PSET:

- 52% wanted assistance with applying to NSFAS (compared to 30% of all respondents);
- 40% wanted assistance with applying to university (compared to 25% of all respondents); and
- 39% wanted assistance with applying to TVET colleges (compared to 21% of all respondents).
- 42% wanted funding for studies (compared to 24% of all respondents).

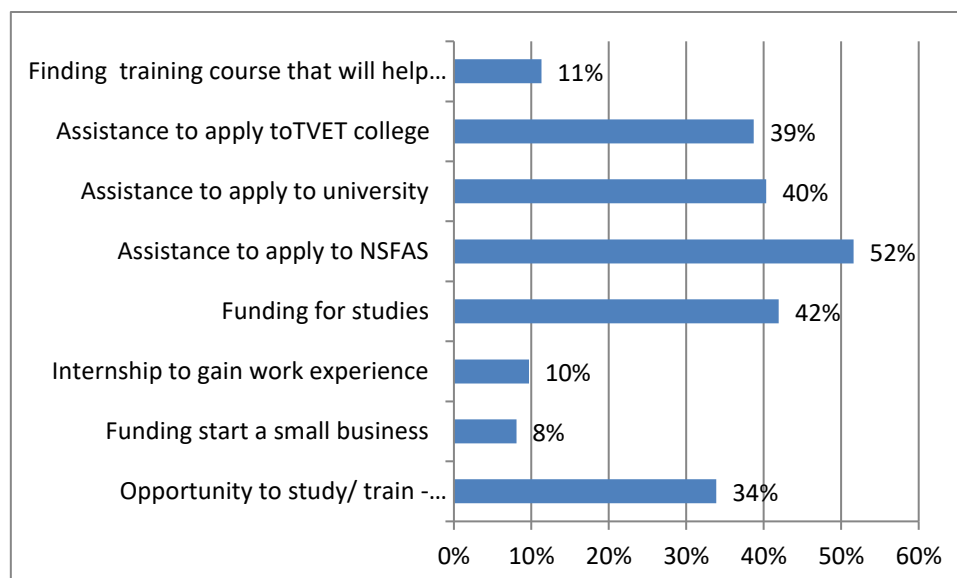


Figure 49: Support wanted in 2023 by past matriculants who are not currently studying and are wanting to access PSET in 2023

Assistance to avoid being NEET

The 49 people who in 2022 are '**at home – not studying or working**', said they would like the following extra support / opportunity to help them get work/ be able to study in 2023:

- **Funding for studying** was the most sought after. 65% wanted assistance with applying for NSFAS while 53% wanted 'funding for studies'.
- This was closely followed by **assistance to apply for university** (51%), **TVET college** (49%) – and '**opportunity to study /train for an employable skill**' (43%).
- Only 10% wanted 'funding to start a small business'.

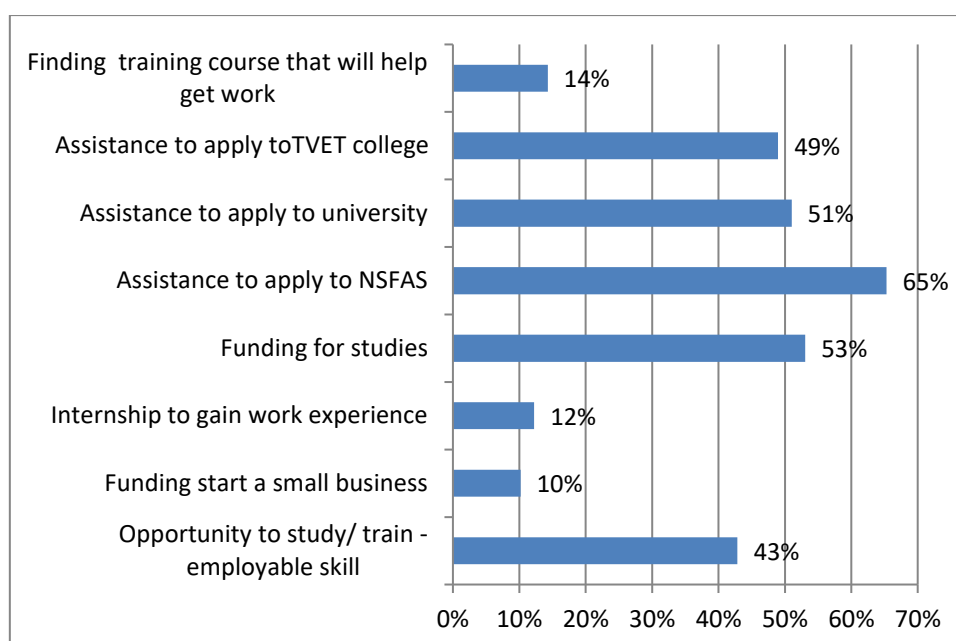


Figure 50: Support wanted for 2023 by past matriculants currently 'at home – not studying or working'

13 respondents said they were **taking a gap year** (5 of whom are part of the 49 above but who also said they were 'having a gap year').

- Again, **funding for studies** predominated – with 14 of the 18 citing this. 56% wanted assistance with applying for NSFAS while 61% wanted 'funding for studies'.
- This was followed by wanting **assistance to apply for TVET college** (50%) – and a much lower proportion, to **university** (22%).
- Again only 6% wanted 'funding to start a small business'.

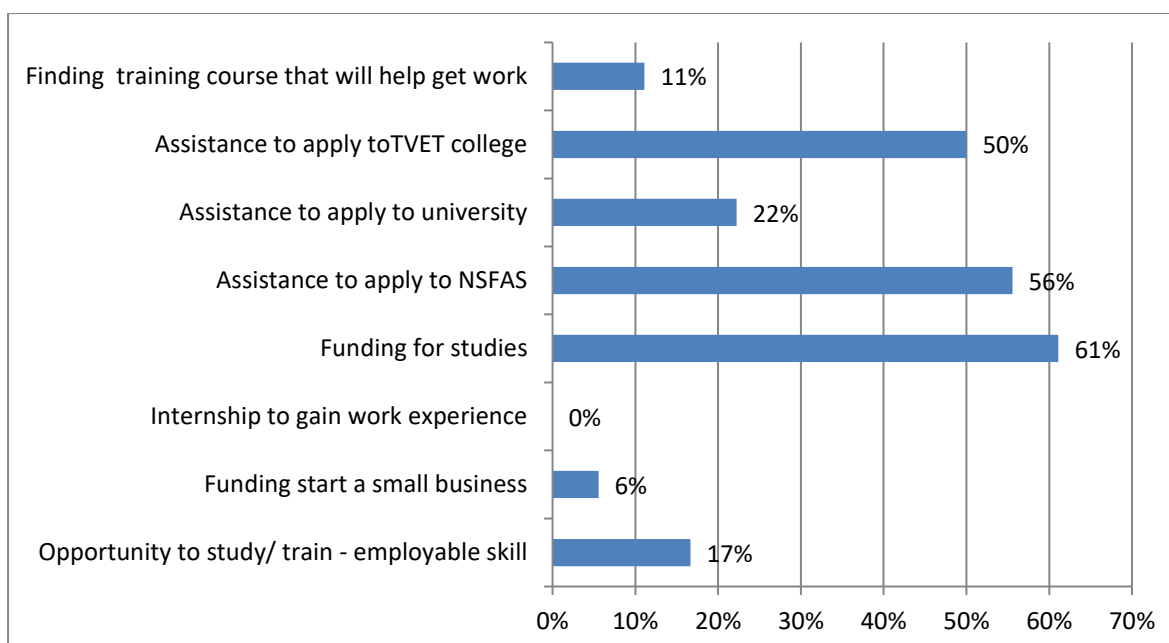


Figure 51: Support wanted for 2023 by past matriculants currently 'taking a gap year'

These young people are currently receiving REAP post-school planning advice to see if they can access some of the opportunities in which they are interested. Failing this they will be invited to participate in the Post-School Support Programme once it is formally established.

CONCLUSIONS AND RECOMMENDATIONS

Although the range of options was quite focussed on assistance to apply to PSET institutions and for funding to study, access particularly to universities or TVET colleges dominated. This need was more frequently expressed among those 'at home not studying or working'. As said, this support is being offered now to those who in their survey responses also expressed an interest in participating in PSET.

For those for whom university and TVET college is not an option, the Post-School Support Programme, once established, intends to provide options.

Internships and funding to start a small business were not much sought after – the former possibly as these are often after a course of study. Throughout the findings, there has been little interest expressed in entrepreneurship / starting own businesses.

This issue will be dealt with in greater detail in the next section, but to date REAP has not included entrepreneurship development in its programmatic response -0 and does not seem likely to do so, other than referrals where appropriate.

L: SELF-EMPLOYMENT / ENTREPRENEURSHIP

Self-employment / entrepreneurship was explored as an option in the context of thinking about post-school options – both for those who are eligible to access universities and colleges, as well as those who are not.

A recent (Gauteng-based) survey of South African youth included their perceptions of self-employment:

'Our findings also support the growing trend in South Africa (and globally) towards self-employment through entrepreneurship and side-hustling. The pandemics of youth unemployment and more recently COVID-19 have further accelerated this shift,... Nearly 2/3 of our members [respondents] indicated that self-employment is their preferred career path – just 21% noted that they would prefer to work for an employer. In addition, more than 2/3 of these members who are hoping to one day be self-employed are already taking action to pursue an entrepreneurial venture.

This entrepreneurial pursuit was also found to be particularly high among Voices members living in rural areas (71%).

An even higher percentage of our members (79%) have a business idea that they would like to work on.'

These statistics are in sharp contrast to the views of the youth surveyed for this research who expressed very little interest (across a number of questions) to be self-employed / run a small business.

This may partly reflect the gaps in support also mentioned in that report:

While the lack of funding for young entrepreneurs is paramount, Voices Unite entrepreneurs who already own/run a business also emphasised the lack of relevant and effective networks and the lack of support from the legal and regulatory environment as other critical factors impeding their success.

Similarly, when asked about what services are most important for business incubators to provide, more than half of Voices members pointed to mentorship and networking services, followed by business guidance and training (Voices Unite, 2021, p.8).

Promoting self-employment / entrepreneurship¹⁴⁶

As part of enquiring about options that may suit those not eligible for university or TVET college, various projects were identified that promote self-employment / entrepreneurship by offering skills training to young people.

BizFlame

Bizflame is six-week entrepreneurial training programme for high school learners. Funded by Jasper Power and implemented by the business incubator specialist Raizcorp, the programme focusses on 'entrepreneurial training, practical experience, along with relevant business skills'.

In March 2022, it was run as a pilot for twenty Grade 10 learners at Blinkklip Secondary School in Postmasburg - offering first and second prizes of a laptop for the best small business ideas. The programme may be offered at other high schools in Postmasburg and Danielskuil (BizFlame, n.d.).

Pitch your Business

Young entrepreneurs can pitch their small or micro business ideas in order to compete for an investment grant from Jasper Power. Their short slide-based presentations (five slides) must include a business plan, equipment or training needs and the costs of these. The investment is only for equipment and / or training.

The initiative is advertised in the first quarter of every year and applicants must reside in Tsantsabane or Kgatelopele municipalities (Pitch your Business, n.d.)

Blossom Care Solutions

Blossom Care Solutions has created an innovative programme that supports young women who are NEET.

Focusing on 'period poverty', the programme trains young women to set up micro-businesses manufacturing and selling sanitary pads. This is sponsored by businesses as part of their SED commitment to local communities. The micro-businesses have guaranteed orders from corporate CSI donation programmes, which give 10 free pads per month to girls in local schools. Blossom is working to secure other channels to market – in townships (spaza shops and supermarkets); and at a national level (Spar and Pick 'n Pay) to increase the market.

¹⁴⁶ This section presents points made in the *PSRP Review Sub-Report: Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape* prepared by Louise Sterling, reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (August 2022).

Tshipié Ntle manganese mine – located in Kuruman (85km from Danielskuil; 150 km from Postmasburg) – has formed a partnership with Blossom Care Solutions to set up a sanitary pad manufacturing factory to implement the programme (Mining Weekly, 2022).

While this programme is in Kuruman, outside of the catchment area of this research, it is included as there is potential for mines, solar farms or businesses sponsor young women from these communities to set up their own micro-franchises.

An innovative Solar PV pilot

The South African Renewable Energy Technology Centre (SARETEC) and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) are currently running an innovative pilot to offer the qualification: Occupational Certificate: Solar Photovoltaic Service Technician.

This will enable learners to mount and install household or small business solar PV systems, and / or work on solar farms. With the potential to ‘sell’ stored energy into the Eskom grid, this presents a real income-generating opportunity for young people in the future.

The programme covers mounting, installing (including electrical wiring), and Farm Technician. It is competency-based and is offered through three components:

- Knowledge components: Completed on-line using cell phones, incorporating augmented and virtual reality for practical simulations. On passing competency assessments, learners are invited to attend practical training.
- Practical Training Workshops: At nominated TVET Colleges with specially designed workshop facilities under the guidance of technical mentors.
- Workplace Assignments: When learners have mastered the practical skills, they enter approved workplaces to complete workplace assignments (MERSETA, 2022).

National Youth Development Agency

The National Youth Development Agency supports young entrepreneurs by assisting with developing business plans, providing start-up capital and entrepreneurial-focused training sessions¹⁴⁷.

¹⁴⁷ Fritz Steekamp (Principal, Kuilsville High School, Daniëlskuil, 23 August 2022)

Other options

In addition, other options already mentioned above:

- the Tsiba Ignition Academy (page 84 above) offers a suite of **short business-related courses**¹⁴⁸ **on-line**, aimed at unemployed youth, employees and entrepreneurs; and
- CUSTODA Trust (page 67 above), trains young people in ECD, which includes a post-qualification small business skills training to support these **ECD practitioners to run their ECD centres as successful businesses**.
- NGOs in Daniëlskuil are intending to engage with local mines regarding the offering of accredited skills development programmes for school-going, out-of-school and post-school youth which would include a focus on developing a small business development programme intended to equip youth with **entrepreneurial skills** (see page 90 above).¹⁴⁹

What the matriculants said

Asked about the fields of study they want to pursue after school (question 1.3), only 1 of the 56 current matriculants said they want to be an entrepreneur.

And asked what assistance they may want in 2023

- 11% of current matriculants (6 people)
- 7% of past matriculants (9 people)

chose that they wanted 'funding to start a small business'.

Running a small business was also not seen as an option by most past matriculants even though they are 'at home – not studying or working'; only 10% wanted 'funding to start a small business'.

Conclusions and recommendations

Despite the research cited above, the youth surveyed for this research in Postmasburg and Daniëlskuil are not keen on being self-employed or running their own businesses – even those who are 'at home - not studying or working'. Only 15 people (of 182 surveyed) expressed a desire for 'funding to start a small business'.

The training options and incentives listed above, therefore, are likely to be sufficient to meet the needs of those who are interested.

¹⁴⁸ Each short course is based on a student guide. A 300 – 500-word article is studied per day, followed by an assessment when the course material is completed.

¹⁴⁹ Tumelo Sekang (Solution to a Better Kgatelope, Daniëlskuil, 3 August 2022)
Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

M: SUPPORT SYSTEMS AND PARTNERS

This section addresses two research questions regarding support for young people – namely support from

- parents /caregivers; and
- local services – be they offered by the state or civil society.

PARENTS AND CAREGIVERS

The research question directed that this process should ‘strategise and learn from other DGMT implementers in the catchment area on how best to secure **parental buy-in** moving forward and developing an understanding of the barriers to parents supplying the required documents for PSET applications.’ This section begins to address this question.

Both key informants have been interviewed and young people surveyed. The young people’s voices will be reported first.

What the matriculants said

Current and past matriculants were asked what they thought about the support they received from their parent(s)/ caregiver(s) regarding their post-school decision making /what they would do after school (questions 1.7 and 4.10). They could choose more than one option from the list given.

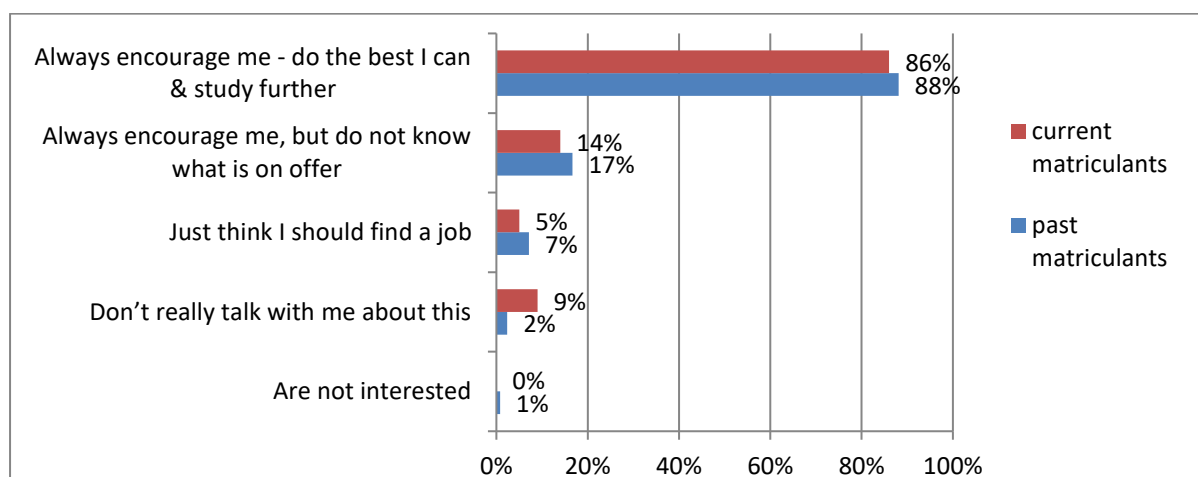


Figure 52: The extent to which current and past matriculants felt their parents/ caregivers have been helpful regarding their post-school lives (% of 56 and 126)

Contrary to a prevailing sense that parents are not supportive, not a single current matriculant said that their parents were not interested regarding what they will do after school – and only one past matriculant said that they were not interested. ***That is 1 out of 182 responses.***

The vast majority said their parents ‘always encourage them to do the best they can and to study further’ – being 86% of current and 88% of past matriculants.¹⁵⁰

That being said, 9% of current and 2% of past matriculants, said their parents **do not ‘really talk to them about this’**.

14% and 17% (current and past respectively) who also felt encouraged by their parents /caregivers added that they ‘do not know what is on offer’, however. (Some of these responses were also represented in the 86%.)

In summary: only 13 of the 126 past matriculants did not feel encouraged:

- Nine (7%) said that their parents/ caregivers think they **should ‘just find a job’** – as did 5% of current matriculants.
- Three (2%) that they **don’t talk** about what they might do after school.
- Only one respondent (1%) said their **parents were not interested**.

The past matriculants made the following comments, reported in relation to their responses above.

They always encourage me to do the best I can – and to study further

- *I was supported by my grandmother and mother they have been with me since day one.*
- *Parents were very supportive. Even though I could not get into university they still encouraged me to do something else.*
- *They always encourage me to do the best I can – and to study further, but i didnt manage to register because the delay on my side.*
- *They are finacing my studies.*
- *They kept on advasing me to go to school but because I needed the money I had to take the job offer, so by the next year in January I will be going back to school.*
- *My mother wanted me to go to university but my father was fine with my choice of being a soccer player.*
- *My parents encouraged me to study further after I matriculated and my father wanted me to study technical engineering which is something I did not like.*

¹⁵⁰ A possible skewing of the findings could be that only supportive parents signed the permission form for the learners to participate in REAP’s programme.

They always encourage me to do the best I can – but do not know what is one offer

- *My parents are old age parents [pensioners] so they would call me to hear how am I doing and encouraged me to study hard then that was that.*
- *They are financing my studies.*

They just think I should find a job

- *They primarily wanted me to find a job at one of the mines in town. They did not really consider my personal study plans and goals.*
- *My mother wanted me to find a job but I wanted to further my studies.*

Key informant interviews¹⁵¹

Regarding perceptions of the role parents/caregivers play in young people's lives, key informant interviews were conducted with

- Principal, Kuilsville High School, Daniëlsskuil
- Ratang-Thuto Secondary School, Postmasburg
- Department of Social Development, Postmasburg
- DGMT partners
 - Nal'ibali,
 - Isibindi Ezikolweni, Postmasburg
 - Flourish¹⁵²
 - Smartstart¹⁵³
- Other NPOs
 - loveLife, Postmasburg
 - Pioneers of Change, Daniëlsskuil
 - Kgatelopele Youth Centre, Daniëlsskuil

NGOs working with parents and/or caregivers reported diverse experiences of parental engagement. While there are parents and caregivers who are readily involved in their programmes, other parents are not as receptive.

In some cases, NGOs have to overcome the stigma and shame that people associate with 'seeking help'. Generally, when parents and caregivers are reassured that their involvement with the organisation is nothing to be ashamed of, they become more receptive to collaborating with the organisation. In addition, assisting and encouraging

¹⁵¹ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

¹⁵² Interviews with implementing partners Flourish and SmartStart (Isurietha Visagie and Priscilla Esterhuizen on 17 August 2022) revealed that these organisations are presently not delivering programmes and interventions that require parental involvement – although there are plans to collaborate with parents and caregivers in future.

¹⁵³ (As in the previous footnote.)

parents and caregivers through referral processes (between different organisations, government institutions etc.) has proven useful in ensuring that parents remain engaged.¹⁵⁴ These strategies seem to contribute to securing parental support and involvement.

Parental engagement can be negatively affected by their sense of distrust of the organisations themselves, however. This includes their being skeptical of the intentions of services offered by the organisation, some of which are perceived as challenging their personal beliefs – for instance, sexual and reproductive health campaigns are perceived as encouraging youth to engage in sexual activity.¹⁵⁵ Some parents and caregivers are also apprehensive of sharing their personal information with an organisation.

In Daniëlskuil in particular, there is a tendency for people to assume that the organisations are affiliated with political parties. Not wanting to get involved in politics, or align themselves with a political party that they do not support, parents and caregivers are reluctant to participate in the programmes that organisations deliver¹⁵⁶. At other times, parents and caregivers simply do not attend dialogues and meetings to which they are invited.

Parents who are full-time workers are not easily able to participate in programmes. According to Nal'ibali

*"Some of the parents we recruited were working parents, so they couldn't join the workshops... When we go to their homes to do the house visits you would find that the parents are not home – they would be at work."*¹⁵⁷

In schools, a lack of parental engagement can be understood to reflect a sense of indifference to their children's education – but some parents are full-time workers and are not available to participate in school meetings.¹⁵⁸ Distance is another issue – particularly for parents and caregivers who reside in towns further away from Postmasburg (Taung and Kuruman, in particular). The distances undermine their ability to attend parent meetings and other invitations to meet with school officials and/or staff.¹⁵⁹

The Department of Social Development's (DSD) community and household profiling in Postmasburg, corroborated that certain parents are more hands-on, while others are less involved in their children's education and well-being. According to Linchen May,

¹⁵⁴ Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)

¹⁵⁵ Abrahentia Stapleton (loveLife, Zoom, 16 August 2022)

¹⁵⁶ Christopher Brand (Pioneers of Change, Daniëlskuil, 3 August 2022)

¹⁵⁷ Eunice Blom (Nal'ibali, 29 August 2022)

¹⁵⁸ Fritz Steenkamp (Principal, Kuilsville High School, Daniëlskuil, 23 August 2022)

¹⁵⁹ Menke Ngungu & Patricia Makgoka (Ratang-Thuto Secondary School, Postmasburg, 2 August 2022)

“it also depends on which area. In [one area]...the parents - not all of them, maybe 60% - are not taking good care of their children.... Then you will go to [another area] and there are more structured houses, where the parents ensure their children are clean and are going to school every day.”¹⁶⁰

Another obstacle to parents’ and caregivers’ participation in their children’s education is the provision of incorrect contact numbers and addresses, which makes it onerous for the schools to locate and contact them. It also creates difficulties for NGOs that collaborate with schools and need to acquire parents’ contact details and related particulars from the school in order to contact them. One speculated reason for this is that incorrect details are purposefully given, following their mistrust in sharing their personal details with unknown people. School officials have also noticed that learners themselves are guarded and reluctant to share their personal information, even more so with people from initiatives external to the school.¹⁶¹

Compulsory attendance seems to work for the DSD. Customarily, parental engagement in the family preservation programme sessions is high as the invitees are sourced from the DSD social workers’ active cases and they are obliged to attend these sessions.¹⁶² Similarly, the Kgatelopele Youth Centre in Daniëlskuil sees high parental attendance at the intergenerational dialogues that they host. Aimed at parents/caregivers and their children, the invited parents/caregivers are required to attend these sessions as participants of the Community Work Programme (CWP). Their attendance is incentivised by being compensated for their participation.¹⁶³

Conclusions and recommendations

This section has begun to address the research questions regarding the need to ‘Strategise and learn from other DGMT implementers in the catchment area on how best to secure **parental buy in** moving forward and developing an understanding of the barriers to parents supplying the required documents for PSET applications.’ Four DGMT partners were interviewed, although two are currently not working with parents and only one works with teenagers and young adults.

The matriculants themselves (current and past) reported overwhelmingly that they found their parents and caregivers supportive – though some said they do not know what options are on offer for their children, post-school. Only 13 of the 126 past matriculants and 8 current matriculants said they did not feel encouraged. This is contrary to a prevailing sense that parents are not supportive.

¹⁶⁰ Linchen May (Department of Social Development, Postmasburg, 2 August 2022)

¹⁶¹ Menke Ngungu & Patricia Makgoka (Ratang-Thuto Secondary School, Postmasburg, 2 August 2022)

¹⁶² Ronwin Davids (Department of Social Development, Postmasburg, 2 August 2022)

¹⁶³ Delani Zweli (Kgatelopele Youth Centre, Daniëlskuil, 3 August 2022)

The key informants provided a nuanced account of the concerns and obstacles that may undermine parental involvement, especially in their childcare's education. Full time employment and distances to be travelled are logistical obstacles, while mistrust, particularly of outsider organisations, can lead to reluctance to share personal information and contact details. The mistrust can also be fuelled by perceptions that these organisations promote values and behaviours contrary to those promoted by the parents.

Some parents associate 'seeking help' is shameful – so those offerings services need to show that this is not the case. Requiring attendance by parents as part of the services provided (by the DSD) and incentivising attendance results in higher levels of participation.

ECOSYSTEMS OF SUPPORT

This section starts addressing the need to 'strategise around making better connections to the ecosystems of support for young people'.

While mapping an 'ecosystem' would be a next stage, we present insights into the various support services available, as reported by the

- key informant who live and work in these towns; and
- the current and past matriculants themselves.

Working with other organisations

Regarding support networks, the 2016 community consultation process for Lesedi and Letsatsi Solar Park Trusts suggested that there is 'a good number of NGOs and government departments offering support services in the communities around Postmasburg' which 'represent an opportunity for the Trust to strengthen partnerships and support collaboration, to build on existing successes and to fill gaps in support'.¹⁶⁴

*'Literally and figuratively, schooling should hold children until they complete it. This requires a mindset shift – teachers who urge children not to 'perform', but to 'thrive' in every respect, and parents who more fully understand that the love and support they give is every bit as powerful as the subject matter their children learn. And before anyone suggests that this psychosocial approach 'dumbs down' education, I should point out that it is associated with better academic outcomes.'*¹⁶⁵

¹⁶⁴ Social Transformation System. 2016. 'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed', p 10.

¹⁶⁵ Harrison, D. (2021) Get to grips with the brains of youth. *Mail & Guardian*. February 26 to March 4 2021. Downloaded on 10 August 2022 from <https://dgmt.co.za/wp-content/uploads/2021/03/Mail-Guardian-David-HF3.pdf>.

‘A number of NGOs participated in the workshop and demonstrated an eagerness to work with the trusts. The work of these NGOs will strengthen the work of the Trust and the Trust will have an opportunity to leverage their work. These partnerships should be pursued.’¹⁶⁶ The NGOs identified were loveLife, Tsantsabane Alcohol and Drug Services, Kids Safety Haven.¹⁶⁷

As seen in Appendix D which lists the key informants interviewed for this research, the following organisations and people are aware of, and are engaged in, support initiatives for youth.

- In local **government**, these are the Office of the Mayor in Postmasburg and the Department of Social Development.
- Two of the three **schools** engaged with this research, offering insights about the youth – namely the acting and deputy principals of Ratang-Thuto Secondary School and the principal of Kuilsville High School.

A range of NPOs has been interviewed and, no doubt, some of the other organisations mentioned above (who offer skills training) may also provide forms of psych-social support (broadly defined). Short descriptions are given here of the organisations which work with teenagers and young adults.

- **NACCW Isibindi Ezikolweni** offers educational and psycho-social support through programmes with school learners and their families.
The organisation implements life skills initiatives, workshops and dialogues; reading programmes and homework supervision (including assistance with assignments). NACCW Isibindi Ezikolweni also assists with child protection cases¹⁶⁸.
- **loveLife** is a youth development organisation focusing on holistic health promotion. The organisation is operating in the Tsantsabane municipal area, and is considered a “special project” funded by SIOC-CDT.
At present, loveLife is rolling out a *Healthy Lifestyle* programme, and an *Active Lifestyle* programme – carried out by on-the-ground implementers (namely ‘groundbreakers’ and ‘mpintshis’).
The *Healthy Lifestyle* programme centers on the education of sexual and reproductive health and related rights. This programme is implemented in schools and clinics.
The *Active Lifestyle* programme centers on education around the importance of leading a physically active lifestyle and the impact thereof in reducing incidences of

Extract reproduced in Appendix BB.

¹⁶⁶ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 11.

¹⁶⁷ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 8.

¹⁶⁸ Ipeleng Louw (Postmasburg, 4 August 2022)

non-communicable diseases. This programme takes the form of after-school physical activity programmes in both primary and high schools.

As part of loveLife's programme implementation, the groundbreakers and mpintshis receive skills development trainings intended to prepare them for employment¹⁶⁹.

- **Kgatelopele Youth Info Centre** is an initiative of the Kgatelopele Youth Development Forum which aims at improving the lives of young people in Kgatelopele by linking them to opportunities like: jobs, learnerships, internships, bursaries, skills development.
- **Solution to a Better Kgatelopele (SBTK)** has been established to reduce unemployment in the Kgatelopele municipal area.
Believing that there is a need for more registered NPOs to collaborate with local mines and solar plants to roll out effective employment schemes to the benefit of Kgatelopele residents, SBTK was formed to address unemployment in the area through engagement with mining and solar plant companies, and government departments.
The co-founders believe that unemployment is the root cause of all other social ills in their communities – so mitigating unemployment will consequently alleviate interrelated social ills¹⁷⁰.
- **Tsantsabane Drug & Alcohol Services (TADS)** addresses substance abuse through the provision of awareness campaigns/ education programmes, and treatment services (including both in-patient and out-patient treatment services). The organisation works in communities and schools in Postmasburg, Olifantshoek and Kuruman in the Northern Cape.
TADS is a project of the South African National Council on Alcoholism and Drug Dependence (SANCA)¹⁷¹.
- **Pioneers of Change** is a mental health NPO. The organisation originated in response to the increase in suicide among youth in Daniëlsskuil. While active since 2020, the organisation became a registered NPO in 2022.¹⁷²

¹⁶⁹ Abrahentia Stapleton (Zoom, 16 August 2022)

¹⁷⁰ Tumelo Sekang & Lebohang Franse (Daniëlsskuil, 3 August 2022).

¹⁷¹ Abrahentia Stapleton (Zoom, 16 August 2022)

¹⁷² Christopher Brand (Daniëlsskuil, 3 August 2022)

Key informant interviews¹⁷³

Key informant interviews were conducted with

- Office of the Mayor, Postmasburg
- Department of Social Development, Postmasburg,
- Principal, Kuilsville High School, Daniëlsskui
- Pioneers of Change, Daniëlsskui,
- Kgatelopele Youth Centre, Daniëlsskui

Kolomela mine is regarded as the ‘main mine’ in Postmasburg, while Sishen Iron Ore Company (SIOC) is also a prominent mine that provides various community development initiatives to benefit of young people in the area.¹⁷⁴ As mentioned above, both mines - along with the Office of the Mayor in Postmasburg, loveLife and DGMT - will be launching the **Tsantsabane Youth Centre in Postmasburg** from where a network of support services that will be made available to young people in the area.¹⁷⁵

In Daniëlsskui, the **Kgatelopele Youth Centre** funded by the local DSD plays a role in ensuring that high school learners access higher education institutions.¹⁷⁶ Also as mentioned above, the Community Work Programme (CWP) offers skills development programmes and access to job opportunities from which local youth can benefit.¹⁷⁷

Organisations yet to be pursued are churches (esp youth groups) and sport /recreation clubs.

Conclusions and recommendations

The support services offered in these two towns – as well as other services yet to be identified – provide a valuable basis for referral and co-operation. As a relative newcomer to the area it will be important for REAP’s post-school support programme to work with those with local knowledges and who have been offering services to youth, to avoid repetition and duplication, among other things.

¹⁷³ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

¹⁷⁴ Linchen May (Department of Social Development, Postmasburg, 2 August 2022)

¹⁷⁵ Kgomoitso Bolele (Office of the Mayor, Postmasburg, 1 August 2022)

¹⁷⁶ Delani Zwelli (Kgatelopele Youth Centre, Daniëlsskui, 3 August 2022)

¹⁷⁷ Fritz Steenkamp (Principal, Kuilsville High School, Daniëlsskui, 23 August 2022)

SCHOOL AND DISTRICT EDUCATION STAKEHOLDERS

This section reports on the question of ‘engagement with schools and district education stakeholders to agree on modus operandi for PSRP in schools’.

REAP has a letter of support from the Northern Cape Department of Education (DOE) (Appendix M). It also has Memorandums of Understanding (MOUs) with Blinkklip, Ratang Thutho and Kuilsville high schools (example in Appendix N) which form the basis of ongoing conversations.

The value of MOUs

While MOUs exist at school level, the Provincial Education Departments seem not to be optimally utilising the available mechanisms to hold stakeholders accountable to these agreements. Ideally there should be MOUs in place at least at a district level so that the programme outcomes are part of the district level work plans against which the participating schools report. The protocols are that the provincial directors need to introduce potential partners to the relevant district officials, who then sign MOUs and develop work plans.

Numerous attempts have been made to engage the provincial education department. The National Director of Social Cohesion and Equity Education, Mr Bottoman, sent a formal introduction and request of co-operation to the director of learner support programmes in the Northern Cape, Ms NV Mlambo Izquierdo Rodrigues – following which a meeting was successfully arranged with her on 8 October 2021 in Kimberley. She felt that she was the incorrect person to move the process forward, however, and requested that we send a draft MOU and she would link us to the correct official. The draft MOU was submitted a year ago, on 9 October 2021. Subsequent repeated attempts to contact Ms Mlambo Izquierdo Rodrigues have been unsuccessful.

A follow-up request was then addressed to Mr Bottoman who sent an introduction to the National Head Office of Rural Education, Dr Phumzile Langa, in August, 2022, for her office to facilitate introductions to the relevant officials in the Provincial Education Department. There has been no response to this introduction or to meeting requests from REAP.

While there are organisations, such as REAP, who are in a position to partner with government and schools, it seems that the scale of the work is too small to garner much interest. This means that we need to work with schools directly. As this work does not contribute to the official targets set at district level, however, schools are not required to report through the DOE systems and are not acknowledged for any successes related to these programmes.

Assessment support for placement of special needs learners

Following a request from the Free State DOE to provide support for assessments for appropriate placement of learners in the target schools, REAP included in this research a question on what this might look like within the Letsatsi (and Lesedi) catchment areas. The research was undertaken by REAP Deputy Director, Emma Francis.

The information was extremely difficult to obtain, however.

Three DOE staff from the relevant districts identified as potential informants failed to respond to requests for an interview. In an effort to engage with DOE psychologists, the researcher used personal contacts, asking two staff in the DOE to participate. They explained that the political climate within the Department is strained as numerous officials are under investigation. As a result, Department staff are reluctant to talk to anyone without written permission from the provincial office. The two people interviewed only agreed to do so on the grounds that they remain anonymous.

From these two interviews it is apparent that there are different levels of teaching which have been partially implemented by the DOE. These are:

1. **CAPPS 1:** The curriculum which is offered in mainstream schooling which make up the majority in South African schools.
2. **CAPPS 2:** The curriculum offered in special classes within the mainstream schools, care centres and special schools. This curriculum is designed for learners with mild learning challenges.
3. **Vocational Stream:** This is for learners with a high level of functioning, not suited to main stream schooling. Vocational maths is required and is more difficult than maths literacy which is offered in mainstream.
4. **Occupational stream:** This is for learners with a lower level of functioning, and an IQ below 55. By age 18, learners exit this stream with an N1 and could go on to do N2 at TVET.

This stream was introduced by DOE about 3 years ago. The Department envisioned that learners could exit mainstream schooling at Grade 9 and enter the occupational field (intake year is the year the learner turns 14). However, there are too few of these schools to meet the demand, About 10% of children in mainstream schools require specialised education with the largest need being in the occupational stream.

Most stay in the mainstream system due lack of space in the alternative system. The shortage of psychologists is not the reason why learners not suited for mainstream stay in the system, as even when assessments are completed and recommendations made, the facilities suited to their needs are full.

The unit responsible for special needs learners falls under the unit, Inclusive Education/LSEN (learners with special education needs).

There is also an LSPID (learners with severe to profound intellectual disability) Unit which is funded as a DOE grant - though its placement in the system is unclear. Sometimes it is seen as independent and at other times as part of the inclusive education team. This unit is staffed on a contract basis.

Private facilities

The national organisation, Pathways, has excellent private facilities that are demographically integrated. Fees are approximately R4,500 per month, however, and there are no hostel facilities. They are trying to raise funds to develop a sheltered labour environment for school leavers. There may be opportunity to develop something in the catchment areas if there is sufficient funding.

Key informant interviews¹⁷⁸

Regarding additional assessment support for placement of special needs learners, key informant interviews were conducted with

- Department of Social Development
- Principal, Kuilsville High School, Daniëlskuil
- Isibindi Ezikolweni
- Kgatelopele Youth Centre, Daniëlskuil
- DOE inclusive education officials who remain anonymous.

Learners who do not benefit from mainstream education are primarily those with physical disabilities and/ or with learning and/or behavioural challenges.

Typically, children with **physical disabilities** are enrolled at the Association for People with Physical Disabilities in Upington in the Northern Cape, while learners with learning and/or behavioural challenges are transferred to a school of skills – namely Daeraad School in Wolmaransstad in the North West province.¹⁷⁹

According to Ipeleng Louw from Isibindi Ezikolweni, the organisation refers learners' cases back to the school if their assessment protocols determine that a learner has learning difficulties. She explains,

¹⁷⁸ From interviews conducted by REAP staff members Almaz Beukes and Robyn Pritchard.
¹⁷⁹ Ronwin Davids (Department of Social Development, Postmasburg, 2 August 2022).

*"We have to get to the root when we are doing the assessment...so you have to do the home visit where you see the parent, and you also assess the situation, and then you say, 'Okay, we will address 'this', and...'this' we will take back to the school if it is a learning challenge."*¹⁸⁰

She added that they collaborate with teachers to implement intervention strategies to assist learners with learning challenges. In the event that these are not helpful to the learner, school officials administer internal assessment tools – namely the Support Needs Assessment (SNA) 1 and SNA 2 – to ascertain the extent of the learning challenge that the learner is experiencing. The SNA 1 and SNA 2 tools are also used to refer the learner to an educational psychologist for further assessment and intervention.¹⁸¹

In Daniëlskuil, high school learners with learning difficulties are transferred to NJ Heyns High School in Kimberley in the Northern Cape. However, the process of referring learners at a mainstream school to a specialised school is quite long and tedious. For instance, as Delani Zweli from Kgatelopele Youth Centre explained:

*"You will find Grade 11s here [at Kuilville High School] that you cannot help. Then you do your needs analysis [SNA], write a letter [to the Department of Education] ...and then when it gets to them to approve and answer, then they answer in September – and September is late. Then they cannot take a learner in matric, then they will have to finish here."*¹⁸²

Consequently, despite education officials referring learners with special needs to specialised schools, learners are often obliged to complete their schooling in a mainstream school.

An NGO in Daniëlskuil – Joy Centre: The Place of Hope – provides support to youth with special needs.¹⁸³ It provides care to young people with physical and cognitive special needs, and works towards addressing the community-wide stigma and shame associated with being related to people with physical and cognitive disabilities. The Joy Centre provides individualised education and training to young people which are guided by the recipient's needs and the level of basic education already received, and are informed by guidelines from the Department of Education. Training in manual skills is also offered, depending on the equipment to which the NGO has access.¹⁸⁴

¹⁸⁰ Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022).

¹⁸¹ Ipeleng Louw (Isibindi Ezikolweni, Postmasburg, 4 August 2022)

¹⁸² Delani Zweli (Kgatelopele Youth Centre, Daniëlskuil, 3 August 2022)

¹⁸³ Fritz Steenkamp (Principal, Kuilville High School, Daniëlskuil, 23 & 31 August 2022)

¹⁸⁴ Helena Barnard, Jonges 'n plek in die son gegee, Netwerk24, <https://www.netwerk24.com/netwerk24/za/noordkaapbulletin/nuus/jonges-n-plek-in-die-son-gegee-20210907-2> (2021, September 9)

Conclusions and recommendations

The facilities available for special needs learners are very limited and almost impossible to access. Learners with special needs thus remain in the mainstream education system and are simply promoted year after year as there are no alternative options. This must have severe long- term consequences for these learners, as they are set up for failure and not for success. It would be worth working with DOE to establish special needs classes and/or special facilities in the catchment area. Officials are unresponsive to REAP, however, so joint partner/community advocacy or further lobbying at national level may be required.

APPENDICES

APPENDIX A: Advertisement for temporarily-employed field researchers

Researcher and career guidance facilitator - Danielskuil

REAP is a national NGO and Associate Body of the Southern African Catholic Bishops' Conference that facilitates access to Higher Education for poor rural matriculates. REAP is seeking to appoint two researcher field workers/ career guidance facilitators on a casual temporary basis between 30 May and 15 August 2022.

The main task will be to get young people to complete a questionnaire. These young people were in Grade 12 in 2020 and 2021 in Danielskuil and registered for / attended REAP's Post-School Readiness Programme. The questionnaires will be completed

- by themselves at special events held for this purpose – which you will help organise;
- by you over the phone, entering their responses on-line; and
- by you at their houses if they do not answer their phones.

Career guidance (16 August – 1 November 2022)

- The career guidance will consist of offering career counselling sessions for the learners allocated to you – up to a max of one hour per session.
- Ideally these sessions will be conducted in-person with the learner at the school; alternatively, they may be conducted telephonically.

In addition, you will need

- 30 minutes of preparation prior to each counselling session; and
- 30 minutes of record-keeping of the session.

Minimum specific requirements:

- Grade 12 certificate;
- good interpersonal skills;
- computer skills;
- well-organised;
- able to do repetitive work
- Knowledge of the community of Danielskuil

Other requirements:

Fluency in relevant local languages

- A diploma or degree in psychology, social work or related field will be an advantage.
- Self-management skills

Applications:

Applicants must clearly state how they meet the requirements in a motivating letter, accompanied by a full CV and 3 current, contactable referees. Please indicate on your covering letter that you are applying for the Danielskuil position.

Applications to: The Director, russell@reap.org.za

Closing date: Applications must be submitted by 5pm on 25th June 2021

Start date: 30 May 2022.

APPENDIX B: Sample of contract letter of temporarily-employed field researchers

[date]

PERSONAL & CONFIDENTIAL

[field researcher's name]

ID No:

Postmasburg

Dear [field researcher's name]

TEMPORARY EMPLOYMENT CONTRACT

REAP is pleased to offer you temporary employment between 30 May to 30 October 2022 to assist us on a flexible and casual basis to implement and review our Post-School Readiness Programme (PSRP) in the Northern Cape - on the following terms:

1. Duties:

There are two sets of tasks: field research and career guidance.

Field research (30 May – 15 August 2022):

The main task will be to get young people to complete a questionnaire. These young people were in Grade 12 in 2020 and 2021 in three schools in Danielskuil and Postmasburg and registered for / attended REAP's Post-School Readiness Programme.

The questionnaires will be completed

- by themselves at special events held for this purpose – which you will help organise;
- by you over the phone, entering their responses on-line; and
- by you at their houses if they do not answer their phones.

Career guidance (16 August – 1 November 2022)

- The career guidance will consist of offering career counselling sessions for the learners allocated to you – up to a max of one hour per session.
- Ideally these sessions will be conducted in-person with the learner at the school; alternatively they may be conducted telephonically.

In addition you will need

- 30 minutes of preparation prior to each counselling session; and
- 30 minutes of record-keeping of the session.

You may be required to help with other tasks, as required.

We will train you in how to implement both of these tasks and will oversee your work (see below). During the training we will outline our expectations of how long a questionnaire should take to complete as well as how long you might spend looking for someone who does not answer their phone.

You therefore need

- good interpersonal skills;
- computer skills;
- to be personally well-organised; and
- to be able to do repetitive work.

2. Tools to do the job:

REAP will provide the tools, data and airtime required for work purposes.

We will also pay for authorised local travel for work purposes.

Ideally you need to have a cell phone and a laptop computer with internet connectivity.

We will lend you one if you do not.

3. Duration of employment:

Your employment will commence on 30 May 2022 and will end no later than 1 November 2022. There will be a two-week probation period.

4. Rate of pay:

You will be paid Rxx5 per hour – against a time sheet kept by you and verified by

- Almaz Beukes (30 May – 15 August 2022); and
- Robyn Pritchard (16 August – 1 November 2022).

You will be paid for time spent

- being trained;
- completing questionnaires;
- providing career guidance sessions, including preparation and administration (max of 2 hours per person per session)
- organising work as required;
- on authorised travel.

5. Hours of work:

Your hours of work will be flexible and vary depending on the need and availability of the respondents – though we imagine you will work at least 5 hours on most days. Some of the work may need to be in the evening or weekends when the respondents are available.

6. Required training and performance

We will train you in the technical aspects of the work as well as induct you into the work and ethos of REAP, as you will be representing the organisation in your interactions with other people. We require that you ask for assistance / training if you need it.

Although a short-term contract, we will oversee the quality of your work – and hope that this helps build your work experience on your CV.

7. Conduct

As you will be representing REAP, we expect you to be punctual, neatly dressed and respectful of the people with whom you interact.

8. Obligations

- During your employment, you will report to Almaz Beukes or such other supervisor as REAP may direct.
- You will be expected to be prepared to carry out the duties assigned to you in a competent and efficient fashion.
- If you have any problems or questions, you will be expected to bring them either to your supervisor, or, if your supervisor is not available, to another supervisor.

Either you or REAP may end the contract for any reason by giving appropriate written notice of termination as outlined in the *Basic Conditions of Employment Act*. In the event cause for termination without notice exists, REAP may terminate the contract immediately. This may include unsatisfactory quality of work.

If you have any questions regarding any of these terms, please contact me immediately. If you are prepared to accept this offer of employment, please sign below in the space provided and a copy of this letter will be returned to you.

Sincerely,

Russell Davies

Director: REAP - Russell@REAP.org.za

I have read and understand the conditions of the offer of employment set out above and I accept REAP's offer.

DATE

SIGNATURE

**APPENDIX C: Correlation of the questions in the two surveys:
current and past Grade 12 learners**

CURRENT GRADE 12		PAST GRADE 12	
1.	After school	1.	YOUR MATRIC RESULTS
1.1	Do you know what you want to do after school?	1.1	At the <u>end of Grade 12</u> did you know what you wanted to do after school?
1.2	What are you hoping to do next year (2023)?	2.1	What are you currently doing?
		4.6	When you were in Grade 12, what did you think the most suitable work/study options would be for you, once you had matriculated?
		4.7	Why do you think this would be the most valuable - and realistic - for you?
		2.2	What do you think you will be doing next year (2023)?
1.4	Have you chosen the right subjects at school for the studying /work you want to do after school?	1.2	Did you do the right subjects at school for the studying /work you wanted to do after school?
1.5	How well do you think you will do in the matric exams?	1.3	What do you think of your Grade 12 final results?
		1.4	How did your results affect your choices for your life after school?
1.6	If you were given an opportunity /extra support in 2023, what would it be?	2.3	Although REAP is unlikely to be able to assist in 2023, what extra support / opportunity would help you get work/ be able to study in 2023?
1.7	How helpful have your parent(s)/ caregiver(s) been regarding what you will do after school?	4.10	How helpful were your parent(s)/ caregiver(s) regarding what you would do after school?

CURRENT GRADE 12		PAST GRADE 12	
2.	The Post-School Readiness Programme		
2.1	Did you attend the REAP workshop sessions offered at your school this year?	3.1	When you were in Grade 12, did you attend the REAP workshop sessions offered at your school?
		3.2	If no, what were the reasons for this?
2.2	Why do you think some people may not have attended these workshop sessions?	3.3	Why do you think some people may not have attended these workshop sessions?
		4.1	What proportion of the 5 or 6 workshop sessions did you attend?
2.3	What were the most and least valuable topics that were addressed in those sessions? Please rate the value of the topics	4.2	What were the most and least valuable topics that were addressed in those sessions? Please rate the value of the topics in relation <u>to your life now, outside of school</u>
2.4	Which of the following assistance, offered by REAP, have you accessed?	4.3	Which of the following assistance, offered by REAP, did you access when you were in Grade 12? <i>(You can choose more than one.)</i>
		4.4	Which of these was <u>the most valuable</u> to where you are now, outside of school?
		4.5	Which of these was <u>the least valuable</u> to where you are now, outside of school?
3.	Other assistance		
3.1	What other organisations are helping school learners with post-school study options?	4.8	What other organisations were helping school learners with post-school study options?
3.2	What do they offer?		
3.3	What else will help you prepare for work or studying after school?	4.9	What else could have helped you prepare for work or studying after school?

CURRENT GRADE 12	PAST GRADE 12
	5. APPLYING TO STUDY
	5.1 Did you apply to study at a university or college after school?
	5.2 What was the most difficult part of applying to study?
	5.3 Were you accepted to study?
	5.4 If no, why not?
	5.5 Were you offered a course you actually wanted to do?
	5.6 If yes, did you take up the offer to study?
	6. AFTER SCHOOL
1.3 What field are you wanting to work in / study e.g Admin, Education, Engineering etc?	6.1 What field are you studying e.g Engineering, Admin, Education?
	6.2 At which university or college are you studying?
	6.3 Are you getting financial support from any organisation? (<i>Choose only one</i>)
	6.4 If yes: which organisations are giving you funding? (<i>Choose as many as you need to.</i>)

APPENDIX D: Key informants interviewed

Organisation	Name	Position	Interview Platform	Interview date(s)
Local government				
Office of the Mayor, Postmasburg	Bolele, Kgomotso	Special Programmes Officer	In-person (Postmasburg)	1 August 2022
Office of the Mayor, Postmasburg	English, Helena Bolele, Kgomotso	Mayor Special Programmes Officer	In-person (Postmasburg)	4 August 2022
Provincial gov services				
Department of Social Development	Dauids, Ronwin	Social Worker	In-person (Postmasburg)	2 August 2022
Department of Social Development	May, Linchen	Community Development Practitioner	In-person (Postmasburg)	2 August 2022
Schools				
Kuilsville High School	Steenkamp, Fritz	Principal	E-mail correspondence	23 & 31 August 2022
Ratang-Thuto Secondary School	Ngungu, Menke	Acting Principal	In-person (Postmasburg)	2 August 2022
	Makgoka, Patricia	Deputy Principal		

Organisation	Name	Position	Interview Platform	Interview date(s)
NPOs				
Flourish	Visagie , Isurietha	Project Coordinator	Telephonic	17 August 2022
Kgatelopele Youth Centre	Zweli , Delani	Project Manager	In-person (Daniëlskuil)	3 August 2022
loveLife	Stapleton , Abrahenchia	Programmes Coordinator	Zoom	16 August 2022
NACCW Isibindi Ezikolweni	Louw , Ipeleng	Project coordinator	In-person (Postmasburg)	4 August 2022
Pioneers of Change	Brand , Christopher	Founder	In-person (Daniëlskuil)	3 August 2022
SmartStart	Esterhuizen Priscilla	Project coordinator	Telephonic	17 August 2022
Solution to a Better Kgatelopele	Sekang , Tumelo	Co-founder Chairperson	In-person (Daniëlskuil)	3 August 2022
	Franse , Lebohang	Co-founder		
Tsantsabane Drug & Alcohol Services	Van den Heever , Samantha Pheko , Ntebogeng	Manager	In-person (Postmasburg)	2 August 2022

The following key informants were contacted a number of times but were unavailable.

Organisation	Sector	Position
Blinkklip High School	school	Principal
Blinkklip High School	school	Deputy Principal
Kuilsville High School	school	Deputy Principal
Kuilsville High School	school	Teacher – Life Orientation

APPENDIX E: Extract from ‘Get to grips with the brains of youth’

Dr David Harrison is the CEO of the DG Murray Trust.

Published in the *Mail & Guardian* February 26 to March 4 2021

Downloaded 10 August 2022 from <https://dgmt.co.za/wp-content/uploads/2021/03/Mail-Guardian-David-HF3.pdf>

‘To recap, it is the experience of life as a young person that most shapes their frontal cortex. But if we frame our responsibility for shaping that experience merely as ‘growing them up’ – infusing their neurons with information (to the extent they are willing) and then connecting as many as possible to the world of work – we will always be in national arrears. Our benchmarks will be modest improvements in intractably low pass rates and high levels of unemployment and youth discontent. Instead, we should ask how best to ‘grow them differently’ – to capitalise on the different brain that characterises young people.

A starting point is to see school as a brain development process and not an institutional funnel for academic exclusion. If South Africa’s combined human capital ultimately depends on the sum capacity of our frontal cortices, why do we tolerate a dropout of 40% from the schooling system? If those who dropped out then found further opportunities, it would not be so bad. In fact, it would release the psychological pressure valve created by the status conferred on the matric exams. But most school drop-outs don’t find opportunity, and drift into a state of perpetual limbo where violence and risk-taking hold no fear. If the sense of hopelessness was not bad enough already, Covid-19 has just made it worse, intensifying the need for psychological support which builds a sense of purpose, identity and belonging.

Literally and figuratively, schooling should hold children until they complete it. This requires a mindset shift – teachers who urge children not to ‘perform’, but to ‘thrive’ in every respect, and parents who more fully understand that the love and support they give is every bit as powerful as the subject matter their children learn. And before anyone suggests that this psychosocial approach ‘dumbs down’ education, I should point out that it is associated with better academic outcomes. Beyond schooling, any stepping stones for young people must be in reach of another, much like the ability to surf from one mobi site of their choice to the next. In a society of such structural constraint, we cannot expect them to navigate their way without help. Fortunately, there are some green shoots of hope, like the repositioning of the Community Work Programme and the prospect of a Social Employment Fund. These could create new pathways for personal growth and development. Instead of cutting grass in cemeteries, young people could become early learning practitioners or assistant artisans. The rewards can become bigger than anticipated.

In addition to value-added vocational training and job creation, we must create the space for youth leadership and civic participation, beyond that offered through political structures. In this regard, the mainstream media has a major role to play. The notion that the shenanigans of political office-bearers are always more newsworthy than the innovation and enterprise of other networks of young people needs to be tested. After all, it is our young social innovators and entrepreneurs who are working out the future in their minds.

APPENDIX F: Number of matriculants in each of the three schools - by various matric outcomes

Number of matriculants in Blinklip by various matric outcomes

	2021	2020	2019	2018	2017	av per year
Passed	95	79	63	98	81	83
Bachelors pass	32	28	20	19	16	23
Diploma pass	23	18	19	48	34	28
Certificate pass	40	33	24	31	31	32
Failed matric	22	53	6	34	46	32

Number of matriculants in Ratang-Thuto by various matric outcomes

	R2021	2020	2019	2018	2017	av per year
Passed	69	67	67	51	51	61
Bachelors pass	21	18	12	11	17	16
Diploma pass	19	15	23	20	14	18
Certificate pass	29	34	32	20	20	27
Failed matric	34	64	78	33	23	46

Number of matriculants in Kuilsville by various matric outcomes

	2021	2020	2019	2018	2017	av per year
Passed	79	69	42	75	60	65
Bachelors pass	9	12	9	11	9	10
Diploma pass	18	18	18	32	21	21
Certificate pass	15	39	15	32	30	26
Failed matric	21	34	12	41	6	23

APPENDIX G: Qualifications offered at the Northern Cape TVET Colleges

NORTHERN CAPE URBAN TVET (NCUT) COLLEGE

NC(V) - National Certificate Vocational - courses

- Transport and Logistics
- Safety in Society
- Office Administration
- Information Technology & Computer Science
- Tourism
- Finance, Economics & Accounting
- Civil Engineering & Building Construction: Plumbing
- Electrical Infrastructure Construction

NATED Courses

City Campus

- Electrical Engineering (N1 - N3)
- Mechanical Engineering (N1 - N3)
- Fitting
- Diesel / Motor
- Platers

Moremogolo campus

- Civil Engineering (N1 - N2)
- Electrical Engineering (N1 - N2)
- Foundational Programme
- Masonry / Building
- Plumbing

National Diplomas

Phatsimang Campus

- Marketing Management
- Business Management
- Tourism

City Campus:

- Management Assistant
- Financial Management
- Marketing Management
- Intro to Business Management

NORTHERN CAPE RURAL TVET (NCRT) COLLEGE

NC(V) - National Certificate Vocational - courses

Pre-Matric Business Studies

- Pre-Vocational Learning Programme
- Hospitality
- Office Administration

Pre-Matric Engineering

- Electrical Infrastructure Construction
- Automotive
- Fabrication
- Fitting & Turning

NATED courses

Post-Matric Business Studies

- Public Management
- Human Resource Management
- Management Assistant
- Financial Management
- Business Management
- Tourism
- Legal Secretary

Post-Matric Engineering

- Mechanic
- Electrical Engineering
- Fitting & Turning
- Boilermaker
- Auto Electrical

APPENDIX H: Apprenticeships and learnerships

Apprenticeships

The **Lesedi Power Project** offers **apprenticeships / internships for STEM-related subjects**, with a focus on Electrical Engineering.

Lasting 12-24 months, they offer two concurrently.

Requirements:

- A detailed CV
- Relevant certification
- From the Tsantsabane and Kgatelopele Municipal areas.

Funding covers:

- a computer
- transport for daily commute
- monthly stipend
- personal protective equipment (PPE)

Redstone Solar Thermal Power provides **artisan apprenticeship training** for the following trades:

- Electrical
- Mechanical
- Millwright
- C&I Technician
- Fitter & Turner
- Instrumentation Mechanician

Requirements:

- 18-34 years old
- From Tsantsabane and Kgatelopele Municipalities
- Must study at Artisan Training Institute / YES Technical College

Bursaries usually cover

- tuition fees
- on-campus accommodation
- textbooks

Learnerships

Kumba Iron Ore offers artisan learnerships for the following:

- Fitter
- Electrician
- Millwright
- Plater / Welder
- Transportation Electrician
- Diesel Mechanic

Year 1: training at Sivos Technical Training Centre (Kathu)

Year 2: on-the-job training at Sishen mine

Year 3: relevant trade test

The learnership includes an enrichment programme that encourages community service.

Requirements:

- Grade 12 + N2 certificate with 4 subjects relevant to the learnership (5 relevant subjects for Millwright learnerships)
- Participated in Technical Test Battery (TTB) assessments

Funding covers:

- tuition and training
- subsidised accommodation + meals for learners outside Kathu
- monthly stipend
- personal protective equipment (PPE)
- toolbox for trade

Applicants from Northern Cape (especially Tsantabane Municipality) are given priority. (Kumba Iron Ore, 2022). On completion, graduates may be offered employment.

Lesedi Power Project offers learnerships/in-service training for learners who need to complete their P1 & P2 in Electrical Engineering in order to obtain their National Diploma.

They offer three per year, each lasting 12 months.

Requirements:

- A detailed CV
- Academic transcript/marks
- Relevant certification
- Letter from the institution
- From the Tsantsabane and Kgatelopele Municipal areas.

Funding covers:

- a computer
- transport for daily commute
- monthly stipend
- personal protective equipment (PPE)

A growing number of companies across the country are supporting the **YES4YOUTH learnership programme**, including:

- Traffic Metro and Law Enforcement
- Ford
- Ster Kinekor
- Clicks
- Bidvest
- Hyundai (learners also graduate with a driver's licence)

The quality of the learnership experience varies, however. Anecdotal reports indicate that in some cases, learners are not actively given workplace skills training but are left on their own with their smart phones. However, at a minimum the programme does provide workplace exposure and a stipend for 12 months. Stipends vary according to the programme, but are usually around R4 000 p.m.

Examples of learnerships run by companies that have branches ¹⁸⁵ in the catchment areas are:

- **Spar YES4YOUTH Learnership**
- **KFC Fast Food Services Learnership** (NQF Level 3)

¹⁸⁵ Most Yes programmes are offered in the major centres. There is potential to request a local programme if the branch has the capacity to offer it.

Duration and structure	Requirements
YES4YOUTH Learnerships	
1-year full-time work experience for unemployed youth with a monthly stipend. • Learners are given a smart phone from Yes4Youth and will use the app to build skills. • Learners must complete weekly and monthly Yes4You surveys. • After the learnership, learners create a CV with new skills which will be verified and will get a reference from the company or institution.	The requirements vary and are set by the participating company / institution. Most learnerships reviewed required that applicants: • are 18-25 years old • have completed Grade 12.
SPAR YES4YOUTH Learnerships	
1-year full-time Practical work-based exposure in a Spar store plus classroom training.	• Black SA citizen (BEE) • Completed Grade 12 • 18-28 years old • Unemployed • No criminal record • Has not been part of Yes4Youth programme in the previous 8 months. • Will commit to 12-month programme.
KFC Fast Food Services Learnership (NQF Level 3)	
• 1-year full-time • 8 months practical work-based exposure • 4 months classroom training • Opportunity for paid employment after completion	• From Free State or Northern Cape • 18 - 25 years old • Completed Grade 12 • Six months' work experience • Strong English communication skills

APPENDIX I: National state-funded bursary schemes

National Student Financial Aid Scheme (NSFAS)

NSFAS – the country’s National Student Financial Aid Scheme – is the most accessible fund available to financially under-resourced South African students who wish to study at a local university (including universities of technology) or a TVET college.

In 2019 this funding was converted from a loan into a non-repayable grant. Available only to South African citizens, requirements for eligibility are:

- Financial need – household income under R350 000 per annum.
- Meets requirements for chosen course of study.
- Registered for their first qualification
- Max period of funding is 5 years

NSFAS covers

- tuition fees
- residence or private accommodation
- food
- textbooks
- travel costs where applicable

Funza Lushaka Bursary Scheme

The Funza Lushaka Bursary Scheme is a national state-funded bursary for young people who want to become teachers. Two types of qualifications are supported

- 4-year **Bachelor of Education** degree (BEd), specialising in Foundation Phase (Grade R – 3); Intermediate Phase (Grade 4 – 6); Senior and FET Phase (Grade 7-12).
- One-year **Postgraduate Certificate in Education (PGCE)** for graduates whose degrees reflect two priority subjects. Only the PGCE for Senior Phase and Further Education and Training Teaching (SP-FET) (Grade 7-12) will be funded.

Bursaries cover

- tuition fees
- on-campus accommodation
- meals
- textbooks
- living allowance

- Available to South African citizens under 30 years old, 75% of bursaries are for Black candidates (B-BBEE).

BEd

- Grade 12 with exemption or admission to a Bachelor’s degree.
- Level 4 pass in chosen teaching subject.
- For Foundation Phase specialisation: a pass in Maths or a Level 4 in Maths Literacy + Level 4 in the Home Language.
- A Level 4 in Maths if wanting to teach Technology and / or CAT with subjects and marks matching.

- Accepted at a recognised higher education institution.
- The qualification must include subjects which will allow the student to specialise as a teacher in at least two priority subject areas.

PGCE

- An undergraduate degree.
- One recognised priority subject at third year level and one recognised priority subject at second year level.
- Majors in Psychology and an African Language (for Foundation Phase).
- An adequate number of modules in recognised priority subjects.

APPENDIX J: Other PSET bursaries available to youth in the Lesedi catchment area

Qualifications/ programmes supported	Requirements	Support offered
Jasper Power Company ¹⁸⁶		
• <u>Engineering</u> (specific preference for Electrical Engineering) • <u>BCom Accounting</u> – CA stream with CTA. Honours level compulsory. • <u>BCom Information Systems/Technology</u> – Honours level optional	Requirements: • Grade 12, with subjects and marks matching entrance requirements • 75% of bursaries for Black candidates (BEE)	• Tuition fees • On-campus accommodation • Meals • Stipend for books, data and pocket money
Lesedi Power Project		
<u>Qualifications related to STEM (Science, Technology, Engineering and Mathematics)</u>	Requirements: • Grade 12 certificate • Academic excellence based on academic transcripts (latest & previous year) • Proof of university registration letter • Proof of residence • Family proof of income (between R351 000 and R650 000) • From Tsantsabane or Kgatelopele (Postmasburg and Danielskuil are priority areas)	• Tuition fees • Accommodation in residence or equivalent • Stipend • learning materials (books, stationery) • Laptop
PEACE Humansrus Trust (PHT)		
Information was not accessible from PHT – but historically PHT has funded full cost bursaries. They now do so via REAP, supplementing core funding from NSFAS plus funding REAP to provide holistic support. PHT currently supports three university students and 18 TVET students in this way.		

¹⁸⁶

<https://www.jasperpower.co.za/bursaries.html>

Qualifications/ progs supported	Requirements	Support offered
SIOC Community Development Trust Bursary Programme¹⁸⁷		
• <u>Agriculture</u> (specialisations: Agricultural Economics / Agricultural engineer food technologist / Environmental officer / Food technician / Livestock product analyst / Veterinarian) • <u>Business management and economics</u> (specialisations: Accounting / Actuarial Science / Auditing and Tax / Economics / Project Management / Statistics and Mathematics) • <u>Education</u> (specialisations: BEd. Foundation Phase / BEd. Natural Science / BEd. FET Mathematics / BEd. FET Physical Science / Economics and Management Science / BEd. Language / BEd. Special Needs) • <u>Engineering and Science</u> (specialisations: Architecture / Civil Engineering / Electrical Engineering / Environmental health / Geology / Quantity Surveying / Town planning) • <u>Health and clinical related sciences</u> (specialisations: Advanced EMS / Biochemistry / Chemical, Biological, Medical Lab Sciences / Dentistry / MBChB / Nursing / Pharmacy) • <u>Information Technology</u> (specialisations: Computer Sciences and communication / Data Science or Analytics / Software Development / Web design and development) • <u>Law</u> (specialisation: LLB) • <u>Tourism</u> (specialisations: Arts and Culture Heritage / Ecotourism Management / Hospitality Management)	• SA citizen • Under 35 years • Minimum overall average of 65% • From Northern Cape specified municipalities • Accepted at a tertiary institution within South Africa	• Registration fees • Tuition fees • On-campus accommodation • Study material • A quarterly stipend.

Qualifications/ programmes supported	Requirements	Support offered
Kumba Iron Ore Bursary Programme ¹⁸⁸		
• <u>Civil Engineering</u> • <u>Corporate Affairs</u> (B degree in Social Science or Business Science) • <u>Data Science</u> • <u>Electrical Engineering</u> • <u>Environmental Engineering</u> • <u>Geo-Tech</u> • <u>Geology</u> • <u>Industrial Engineering</u> • <u>Mechanical Engineering</u> • <u>Metallurgical Engineering</u> • <u>Mine Surveying</u> • <u>Mining Engineering</u> • <u>Occupational Hygiene</u> • <u>Projects (SIB)</u>	• SA citizen • In Grade 12 or Grade 12 certificate • Good academic record • Valid Code B driver's license or must obtain it during the bursary period • Must complete vacation work in the Northern Cape during university holidays • Must obtain operational experience in the mining industry during university holidays • Preference to students from the Northern Cape, especially communities close to the mines	• Tuition fees • On-campus accommodation • Books • Paid vacation work
Assmang Khumani Mine Bursary¹⁸⁹		
• <u>Electrical Engineering</u> (Heavy Current) • <u>Electrical and Electronical Engineering</u> • <u>Geology</u> • <u>Mechanical Engineering</u> • <u>Mining Engineering</u>	Requirements: • Grade 12 • Registered to study at a recognised university or university of technology • From Northern Cape, residing in: Boichoko, Deben, Dibeng, Groenwater, Kathu, Kuruman, Newtown, Olifantshoek, Postmasburg, or Postdene	• Tuition fees • On-campus accommodation • Meals • Textbooks • Stipend

¹⁸⁸ <https://www.zabursaries.co.za/engineering-bursaries-south-africa/kumba-iron-ore-bursary/>

¹⁸⁹ <https://www.zabursaries.co.za/general-bursaries-south-africa/assmang-khumani-mine-bursary/>

Qualifications/ programmes supported	Requirements	Support offered
Shoprite		
• <u>Diploma in Retail Business Management</u> • <u>Bachelor of Pharmacy</u> <i>Both are offered at Sol Plaatje University, Kimberley.</i>	• Minimum overall average of 60% • Minimum overall average of 65% For both: • 27 years old or younger • Studying at a recognised and accredited SA tertiary institution	• Tuition fees • On-campus accommodation <i>After graduation, guaranteed work-back employment at Shoprite</i>
South African Police Services (SAPS)¹⁹⁰		
• <u>Basic Police Development Learning Programme</u> (24 months) (See Appendix D).	• SA citizen with valid ID • Grade 12 certificate • English proficient + one other language • Mentally and physically fit • Excellent verbal + written communications skills	• Tuition • Accommodation + meals (for Phase 1) • Study material • Medical aid • Stipend
Henrietta Stockdale Nursing College (Kimberley)¹⁹¹		
• <u>Bachelor in Nursing</u> • <u>Diploma in Nursing</u> • <u>Higher Certificate in Nursing</u> • <u>Advanced Diploma in Midwifery</u>	• Financial need • SA citizen • Grade 12 or NC(V) NQF L4 (See Appendix J for required subjects and marks)	• Via NSFAS • Tuition • Accommodation + meals • Study material • Stipend

¹⁹⁰ www.saps.gov.za/careers/basic_police_program.php

¹⁹¹ <https://eduminders.com/henrietta-stockdale-nursing-college-dhet-bursary-scheme/>

APPENDIX K: Examples of entry-level on-the-job training

BASIC POLICE DEVELOPMENT LEARNING PROGRAMME

The 24-month **Basic Police Development Learning Programme** trains young recruits in

- legal and policing skills;
- effective service that will improve community satisfaction; and
- skills to create a safe and secure environment for all who live in South Africa.

There are 10 accredited SAPS academies in the country - located in the Eastern Cape, Western Cape, Kwa-Zulu Natal and Gauteng.

	Description	Benefits
Phase One: Academy (10 months)	Foundational phase – will mainly focus on acquiring necessary knowledge and skills. Practical application of knowledge and skills	R3,175 per month Free meals and accommodation Polmed medical aid – lower plan membership, no pension fund
Phase Two: Workplace experience (12 months)	Workplace exposure at a station.	R 7,275 per month Own meals and accommodation Polmed medical aid – lower or higher plan membership, pension fund and all other benefits (Leave, allowances, etc)
Phase Three: Academy (2 months)	Integrated assessments.	

After graduation, trainees are given positions within SAPS as constables.

Permanent appointment after 24 months:

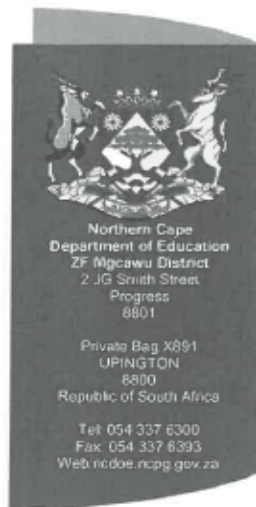
Earnings: R 10,307 per month

All benefits applicable to SAPS Act members
(SAPS, n.d.)

NURSING EDUCATIONAL REQUIREMENTS

Required education		
Registered Nurses (RN): 4 years	Perform all general nursing responsibilities + supervision of Enrolled Nurses and Enrolled Auxiliary Nurses	• National Senior Certificate (GR12) • English (First additional language) – NQF Level 4 with 50% (code 4) • Home Language – NQF Level 4 with 50% (code 4) • Life Science – NQF Level 4 with 50% (code 4) • Mathematics– NQF Level 4 with 40% (code 3) <u>or</u> • Mathematics Literacy – NQF Level 4 with 50% (code 4) 50% • Computer Literacy – NQF Level 3 with 40% (code 3) • Minimum total score of 24 excluding Life Orientation
Enrolled Nurses (EN) 2 years	Perform limited nursing care.	
Enrolled Nursing Auxiliaries (ENA) 1 year	Perform basic procedures and care for patients	• National Senior Certificate (GR12) • English – NQF Level 4 with 40% (code 3) • Life Science or Physical Science subject – NQF Level 4 with 40% (code 3) • Mathematics– NQF Level 4 with 40% (code 3) <u>or</u> • Mathematics Literacy – NQF Level 4 with 50% (code 4) 50% • Computer Literacy – NQF Level 3 with 40% (code 3) • National Vocational Certificate • Life or Physical Science subject - NQF Level 4 with a minimum of 50% • Mathematics– NQF Level 4 with a minimum of 50% <u>or</u> • Mathematics Literacy – NQF Level 4 with a minimum of 60% • English communication Skills – NQF Level 4 with a minimum of 50% • Computer Literacy - NQF Level 3 with a minimum of 40%

APPENDIX L: Letter of support from the Northern Cape Department of Education



DEPARTMENT OF EDUCATION

Enquiries: Mr. L.C. Sehako
christosehako@gmail.com / fax2mail: 0867244226
0825244266 / 0533131354/0533132969
CM & OFFICE HEAD PMG

To whom it may concern

Re: REAP Post School Education & Training Programme

The Rural Education Access Programme (www.reap.org.za) has developed a programme aimed at preparing senior secondary learners for post-school education and training opportunities. This includes basic IT skills training, career guidance, psychometric testing and assistance with applications to both the relevant institutions and to NSFAS.

REAP seeks our support and authorisation to implement this programme with Grade 12 learners at Blinkklip, Ratang Thuto and Kuilsville High Schools in 2022 and has drafted a Memorandum of Understanding for sign off. This matter is still in process with relevant district and provincial officials, but in the meantime I am happy to pledge my support and blessing for this programme to proceed in the designated schools.

Yours Sincerely

MR. L.C. SEHAKO
CM & OFFICE HEAD PMG
11/04/2022



APPENDIX M: Example of Memorandum of Understanding (MOU)

- Kuilsville High School



Memorandum of understanding

between

Rural Education Access Programme (REAP)

&

Kuilsville High School

Preamble

REAP (www.reap.org.za) is a South African NPO focused on assisting academically able South African young people from poor families in rural areas to participate and succeed in higher education. REAP offers partial bursaries and wrap around support. In order to prepare rural learners for post school education and training (PSET) opportunities, REAP has developed a programme which assists learners from Grade 9-12 with goal setting, basic IT skills, psychometric testing, career guidance and assistance with application processes to PSET and for funding, especially NSFAS. These learners will then have the opportunity to apply to join the REAP programme as supported students once they enter PSET.

REAP seeks to formalise the agreement with relevant schools so as to clarify mutual expectations and responsibilities.

Term of agreement: Three years but renewable by mutual agreement

REAP will:-

- Provide the relevant school principals and other relevant staff at the target schools with full information regarding the curriculum and the dates and times they would like learners to be available.
- Provide full information to potential learners and parents

- Deliver the curriculum to the learners as agreed, including career guidance, basic IT skills training, psychometric testing, career guidance and assistance with application to relevant Post School Education and Training opportunities
- Manage an application and selection process on to the REAP programme for those entering PSET.
- Provide transport money as required for learners to return home after the workshops
- Provide refreshments for learners during the workshops

School will:-

- Endorse the programme and encourage learners to participate and co-operate fully.
- Endorse the programme to parents
- Make classrooms available as required by REAP
- Negotiate with REAP regarding timetabling to agree on scheduling arrangements for delivery of the programme
- Appoint a dedicated liaison person who will be REAP's point of contact have authority to make arrangements with REAP on behalf of the school
- Commit to distribute REAP materials to students and parents timeously.

Signed on behalf of Kuilsville High School:

at DAVIDSKWIL

Date 08 APRIL 2022

F. S. KENKAMP



Name

Signature

Signed on behalf of REAP:

at Daniel Skwil

Date 01 April 2022.

B. N. Maditizela-Ther



Name

Signature



REAP

RURAL EDUCATION ACCESS PROGRAMME

THE POST SCHOOL EDUCATION & TRAINING READINESS PROGRAMME

REAP's recent experience working in rural secondary schools in both the Free State and Northern Cape is that very low proportions of Grade 12 learners progress into either university or TVET colleges. The PSET Readiness Programme is primarily designed to build a pipeline of matriculants who are eligible and prepared to take up PSET opportunities.

The Grade 12 PSET Readiness Programme for 2022 consists of 5 x 2 hour modules. In addition, learners will be registered on the Gradesmatch Bridge portal – (www.gradesmatch.co.za). Feedback, follow-up and monitoring will be conducted by REAP staff.

Experiential learning will underpin all learning activities, giving students the ability to practice the technical skills while learning desired soft skills. Sessions will be conducted predominantly in English to improve English language skills as this is one of the biggest barriers on entry to PSET.

The curriculum and career guidance feedback will be implemented from April to October 2022. Exact dates and times will be negotiated with each school, with co-ordination and support from district education officials, school principals and parents. We will provide individualised career guidance and post school application support, via the Bridge portal with individual follow up, monitoring and feedback by REAP personnel.

Grade 12 curriculum

The Programme focuses on the following skills REAP believes are required for success in post-school education. Due to the short time period of the funded intervention and the current level of competence within the communities with whom we have implemented the programme, the level is BASIC.

The following are included:

1. Technical skills

- 1.1. Basic computer skills (caring for laptop, typing/ keyboard skills, email, passwords, online etiquette, navigating the internet).
- 1.2. Understanding contracts and legal consequences (cell phone/rentals/accounts).
- 1.3. Budgeting (income and expenditure, credit history/debt collection/black listing).

2. Soft skills

- 2.1. Communication
- 2.2. Group work
- 2.3. Conflict management
- 2.4. Time management
- 2.5. Goal setting
- 2.6. Knowing myself

3. Intro to the PSET environment

Outcomes

The intended outcomes of the grade 12 PSET Readiness Programme are that students will

- be familiar with a laptop, how to take care of the device and have a basic understanding of navigating a MSWindows system;
- have set up their own email address and be comfortable with the functions of a keyboard;
- have a basic understanding of how to navigate the internet for research purposes;
- be familiar with basic contracts e.g. rental agreements and understand the legal implications of signing a contract;
- have an understanding of budgeting and using resources wisely to enable success;
- have reflected on themselves (strengths, weaknesses, interests and aspirations) and how these influence their relationships and choices;
- be exposed to various learning opportunities, career guidance, aptitude and personality testing which will enable them to make more suitable matches with areas of study;
- understand the role of group work, time management and communication in reaching their goals; and
- know what to expect in the PSET environment.

Curriculum Overview

Session 1	Session 2	Session 3
1. Welcome, introduction and housekeeping 2. Programme overview 3. Group norms, contracting 4. Goalsetting 5. Closing	1. Welcome, introduction and housekeeping 2. Computer parts and accessories 3. Maintenance of a laptop 4. Navigating through a computer 5. Using the internet/passwords 6. Email address 7. Closing	1. Welcome, introduction and housekeeping 2. Revision computer skills 3. Set up email address 4. Internet search and introduction to home row for typing 5. Database information entry 6. Learning styles online quiz 7. Closing.
Session 4	Session 5	Session 6
1. Welcome, introduction and housekeeping 2. Juggling (finance exercise) 3. Budgeting 4. Journey to PSET 5. Closing	1. Welcome, introduction and housekeeping. 2. Four Corners: intercultural interaction. 3. 7UP and discussion: intercultural interaction. 4. Closing	1. Welcome, introduction and housekeeping. 2. Coping with stress 3. Stress in the body 4. Body based stress relief 5. Study tips 6. Closing and evaluation

Research

REAP will also be carrying out research during 2022 with a view to evaluating how effective the programme has been to date, and how it might be improved moving forward. Among other things, this speaks to curriculum design, timetabling, parental buy-in, IT access and career guidance modalities. It is likely that relevant school personnel may be asked to be informants to the research team.