



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

December 2023

Penny Morrell
with Emma Francis

Funded by



CONTENTS

TERMS USED.....	1
Acronyms.....	1
Use of terms.....	3
EXECUTIVE SUMMARY	5
THIS RESEARCH	5
CONTEXT	5
REAP'S WORK IN CATCHMENT AREAS.....	6
EDUCATION AND TRAINING FOR WORK.....	8
QUESTIONS ADDRESSED	8
CONclusion.....	20
PURPOSE	21
STAFFING	22
METHODOLOGY.....	24
Surveys	25
Commissioned desktop research	30
Key informant and stakeholder interviews	31
Delayed timeframe	32
THIS REPORT.....	33
The sub-reports	33
Presentation	34
A: CONTEXT.....	35
ECONOMIC CLIMATE in the FREE STATE	35
Poverty and unemployment.....	35
Dealesville and Soutpan / Ikgomotseng.....	37
Mangaung / Bloemfontein	49
Solar power parks	59
PERCEPTIONS OF YOUTH IN DEALESVILLE AND SOUTPAN/IKGOMOTSENG	62
PROSPECTS FOR SOUTH AFRICAN YOUTH	66
Educational outcomes: the importance of matric.....	66
Dropping out of school.....	69
NEET.....	70
CONCLUSIONS	71
B: SCHOOLING	73
MATRIC RESULTS	73
Provincial matric pass rates.....	73
Projections: Learners' eligibility for university and TVET college based on matric results	79
The Grade 12 results	84
Grade 11 results.....	89
WHAT THE MATRICULANTS SAID ABOUT THEIR RESULTS	91
Expectations compared with actual matric results	93
How their results affected their choices after school.....	94

Post-school outcomes of those who 'did as well as expected'	95
Conclusions.....	96
C: THE POST-SCHOOL EDUCATION AND TRAINING (PSET) SECTOR	98
Brief overview of skills training in SA.....	98
PSET for youth from the Letsatsi catchment area.....	99
Vocational colleges	105
Internships / Workplace Learning Placements.....	109
Apprenticeships and learnerships.....	110
Funding/ bursary options for PSET opportunities – particularly universities and TVET colleges.....	113
Conclusions and recommendations	117
D: PSET OPPORTUNITIES FOR LEARNERS NOT ELIGIBLE FOR TVET / UNIVERSITY.	118
Bridging the gap to PSET	118
University and college is not for everyone!.....	120
Other post-school opportunities	122
Community Education and Training Colleges (CETC)	122
Innovative interventions.....	134
Access to information about options	136
Conclusions and recommendations	139
E: REAP'S CATCHMENT AREA YOUTH DEVELOPMENT PROGRAMME	140
REAP's model.....	141
REAP's programmes.....	142
F: REAP'S POST-SCHOOL READINESS PROGRAMME	143
WHAT REAP HAS OFFERED: 2020 - 2022.....	144
PSRP services accessed by learners	146
Barriers to accessing the PSRP	149
Value of the PSRP	150
OTHER ORGANISATIONS OFFERING PSET PREPARATION OPPORTUNITIES FOR HIGH SCHOOL LEARNERS	157
Desktop research.....	158
What the matriculants said	160
OTHER ASSISTANCE THEY WOULD HAVE LIKED	161
G: SUPPORTING DECISION-MAKING.....	166
SUBJECT CHOICE IN GRADE 9.....	166
Career-oriented psychometric assessment for subject choice.....	167
Opening pathways – guided conversations	168
Other influences.....	169
Conclusions and recommendations	169
DECIDING ABOUT POST-SCHOOL OPTIONS	170
Aspirations and choices.....	170
Effect of subject choice on their post-school options.....	175
Past matriculants' views of their Grade 12 results	176
Effects of results on post-school outcomes	180
Psychometric assessments: process to date.....	183
What the matriculants said	187

Conclusions and recommendations	188
Fields of study.....	189
H: APPLYING TO STUDY	192
Applying to study at a university or college after school.....	192
Whether they were accepted to study	194
Whether they were offered a course they wanted to do.....	195
Conclusion.....	196
I: WHERE ARE THEY NOW? PSRP ALUMNI'S CURRENT OCCUPATIONS and ASPIRATIONS	197
What they are currently doing.....	197
Institutions being attended	202
What they think they will be doing in 2023	204
Projections for 2023: those 'at home' or taking a gap year	207
J: WHAT FURTHER SUPPORT THEY WANT	210
What current matriculants said they wanted	210
What past matriculants said they wanted	211
Conclusions and recommendations	215
K: SELF-EMPLOYMENT / ENTREPRENEURSHIP	216
Promoting self-employment / entrepreneurship.....	217
What the matriculants said	221
Conclusions and recommendations	221
L: SUPPORT SYSTEMS AND PARTNERS.....	222
PARENTS AND CAREGIVERS.....	222
What the matriculants said	222
Key informant interviews	223
ECOSYSTEMS OF SUPPORT	228
Working with other organisations	228
Conclusions and recommendations	231
SCHOOL AND DISTRICT EDUCATION STAKEHOLDERS	231
Conclusions and recommendations	236
APPENDICES	237
APPENDIX A: Advertisement for temporarily-employed field researchers.....	238
APPENDIX B: Sample of contract letter of temporarily-employed field researchers	239
APPENDIX C: Correlation of the questions in the two surveys: current and past Grade 12 learners	242
APPENDIX D: Key informants interviewed	245
APPENDIX E: Extract from 'Get to grips with the brains of youth'	248
APPENDIX F: Qualifications offered at TVET colleges	250
APPENDIX G: National state-funded bursary schemes	251
APPENDIX H: Examples of corporate bursaries.....	253
APPENDIX I: Examples of entry-level on-the-job training.....	255
APPENDIX J: Memorandum of Understanding (MOU) with Kgololosego secondary School.....	257

LIST OF FIGURES

Figure 1: Numbers of surveys completed.....	28
Figure 2: Survey response rates by school – by matric year.....	29
Figure 3: True matric pass rate	73
Figure 4: Proportion of those who wrote who passed – by province:	74
Figure 5: Proportion of Free State learners who wrote matric and passed – by district municipality: 2017 – 2021	75
Figure 6: Proportion with Bachelor passes - as a proportion of those who passed G12: National compared with Provincial	75
Figure 7: Proportion with Bachelor passes	76
Figure 8: Proportion with Diploma passes	76
Figure 9: Grade 11 results and offers to a university.....	80
Figure 10: Grade 11 Maths and English results in relation to offers of a place at a university	81
Figure 11: A comparison of the variances between Grade 11 and Grade 12 results of the 2022 G12 learners at Kgololosego and Kagisano secondary schools - by proportion of learners (n = 60).....	84
Figure 12: Number of learners in Grade 12 each year who wrote matric exams, by school: 2017 - 2021.....	85
Figure 13: Pass rates at the two schools – as % of those who wrote matric each year: 2017 – 2021 (DBE data).....	85
Figure 14: Kagisano’s matric outcomes: 2017-2021	86
Figure 15: Kgololosego’s matric outcomes: 2017-2021	86
Figure 16: Trends in Bachelor’s passes at both schools: 2017 – 2021 (% of learners who passed matric).....	87
Figure 17: Trends in Diploma passes at both schools: 2017 – 2021 (% of learners who passed matric).....	87
Figure 18: Trends in Certificate passes at both schools: 2017 – 2021 (% of learners who passed matric).....	88
Figure 19: Average annual number of matric outcomes by PSET option - across both schools (2017-2021)	88
Figure 20: Grade 11 results.....	89
Figure 21: Comparison between historical matric results (2017 – 2021)	90
Figure 22: How well current matriculants think they will do in the matric exams (% of 50)	91
Figure 23: Past matriculants’ views of their matric results – by matric year.....	92
Figure 24: The effect of the respondents’ matric results on their aspirations.....	94
Figure 25: Options/pathways for REAP-supported youth in Letsatsi catchment area in the Free State: 2023 – 2025	140
Figure 26: REAP's model of its Catchment Area Youth Development Programme.....	141
Figure 27: REAP's Catchment Area Youth Development Programmes	142
Figure 28: Past matriculants’ attendance – and registration only – at the PSRP: total data set and survey respondents.....	147

Figure 29: PSRP services accessed by current and past matriculants, as reported by them	148
Figure 30: Possible reasons why current and past-matriculant respondents thought other learners did not attend PSRP workshops sessions.....	149
Figure 31: Topics rated a '3' or '4' by current matriculants (% of 50 respondents)	151
Figure 32: Topics rated a '3' or '4' by past matriculants (proportion of 110 respondents)	152
Figure 33: Whether current and past matriculants knew what they want(ed) to do after school (current n = 50; past n = 115).....	171
Figure 34: Current matriculants' aspirations of what they would do once they matriculated (n=50).....	172
Figure 35: Grade 11 results of current G12s (2022).....	172
Figure 36: Whether or not they have chosen the right subjects at school	176
Figure 37: Past matriculants' views of their matric results	177
Figure 38: Past matriculants' views of their matric results – by matric year.....	178
Figure 39: The effect of the respondents' matric results on their aspirations.....	180
Figure 40: Fields of post-school study identified by current matriculants (n= 36).....	190
Figure 41: Fields of study being undertaken by respondents in PSET	191
Figure 42: What respondents found the most difficult	193
Figure 43: Proportion of respondents who applied to study who were accepted (n=73)	194
Figure 44: The extent to which respondents were offered a course they actually wanted to do (n=39)	195
Figure 45: Whether or not respondents have been studying in 2022 (n=39)	196
Figure 46: What past-matriculant respondents are currently doing (n=115).....	198
Figure 47: PSET institutions being attended by respondents	202
Figure 48: Sources of funding of PSET students	203
Figure 49: What respondents think they will be doing in 2023	205
Figure 50: Projections for 2023 by those 'at home'.....	207
Figure 51: Projections for 2023 by those 'taking a gap year' in 2022.....	208
Figure 52: The opportunities /extra support current matriculants would like in 2023 (% of 50).....	211
Figure 53: Support / opportunities wanted in 2023 which would help get work/ be able to study (n=115).....	212
Figure 54: Support wanted in 2023 by those who are not currently studying and who want access PSET in 2023	213
Figure 55: Support wanted in 2023 by those currently 'at home – not studying or working' (n=60).....	214
Figure 56: Support wanted for 2023 by those currently 'taking a gap year' (n=20).....	215
Figure 57: The extent to which all respondents felt their parents/ caregivers have been helpful regarding their post-school lives (n = 165).....	222

LIST OF TABLES

Table 1: The ways in which data for the research questions were gathered	26
Table 2: Proportion of respondents (past matriculants) who attended the PSRP compared with those who only registered – by school.....	27
Table 3: Respondents' attendance at PSRP – by matric year.....	27
Table 4: Proportion of those who wrote who passed – by province:	74
Table 5: Matric results: Free State and Kagisano and Kgololosego schools: 2017 - 2021	77
Table 6: A comparison of the variances between Grade 11 and Grade 12 results of the 2022 G12 learners at Kgololosego and Kagisano secondary schools - by proportion of learners (n = 60).....	83
Table 7: Average annual number of matric exam outcomes by PSET option - across both schools (2017-2021)	89
Table 8: Grade 11 results	89
Table 9: Comparison between historical matric results (2017 – 2021).....	90
Table 10: The effect of the respondents' matric results on their aspirations – by matric year	95
Table 11: 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=14).....	96
Table 12: Services offered through REAP's PSRP to Grade 12 learners in 2020 and 2021 in Letsatsi catchment area.....	144
Table 13: Services offered through REAP's PSRP to Grade 11 learners in 2020 and 2021 in Letsatsi catchment area.....	146
Table 14: Rating by the past matriculants of the PSRP services as most and least valuable.....	153
Table 15: The uptake and perceived relative value of each PSRP service accessed by respondents who were in Grade 12 in 2020 - as reported by them (n=40)	154
Table 16: The uptake and perceived relative value of each PSRP service accessed by respondents who were in Grade 12 in 2021 - as reported by them (n=70)	155
Table 17: Services identified by past matriculants – offered by REAP and other organisations	160
Table 18: Extent to which past matriculants who attended PSRP.....	171
Table 19: The effect of the respondents' matric results on their aspirations – by matric year	181
Table 20: 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=14).....	182
Table 21: Whether respondents applied for PSET study	192
Table 22: What past-matriculant respondents are currently doing – by year in which they matriculated.....	198
Table 23: Respondents' current PSET studies: fields, institutions and funding.....	201

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)
CETC	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
EPWP	Expanded Public Works Programme
FETC	Further Education and Training Certificate
GETC	General Education and Training Certificate
IDP	Integrated Development Plan
LSEN	Learners with Special Education Needs
LSPID	Learners with Severe to Profound Intellectual Disability
MOU	Memorandum of Understanding
MTVET	Motheo TVET college
NATED	National Accredited Technical Education Diploma
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
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
SNA	Support Needs Assessment
STEM	Science, Technology, Engineering and Mathematics
SU	University of Stellenbosch
TVET	Technical, Vocational Education and Training
UCT	University of Cape Town
UFS	University of the Free State
UJ	University of Johannesburg
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, or interested in, 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

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.

REAP's work, therefore, comprises facilitating and providing financial and personal support to those studying in formal post-school education and training (PSET) institutions - as well as working in schools to promote readiness for, and access to, formal PSET.

THIS RESEARCH

This research into REAP's Post-School Readiness Programme and post-school support initiatives with youth in the Letsatsi catchment area: 2020-2022 follows a brief from the DG Murray Trust to research ten questions in the Lesedi catchment area in the towns of Postmasburg and Danielskuil where REAP had begun to implement the models developed in the Letsatsi area.

Through surveys with current and past matriculants, interviews with a range of stakeholders, desktop research including matric results for five years, the research addressed the ten questions, the findings of which are summarised here. The reports and four sub-reports are available on the REAP website.

In undertaking this research, we have used as a frame REAP's forward-looking catchment area model, which addresses the youth in the area as a whole. Given that only a portion of matriculants is eligible for formal PSET, then, this necessarily includes post-school initiatives other than formal PSET.

CONTEXT

Economic opportunities in the Free State are centralised around Bloemfontein – with all the opportunities a medium-sized city might offer. Rural opportunities mostly comprise agriculture, however, and employment opportunities in the two towns of Dealesville and Soutpan/Ikgomotseng are minimal, requiring that most people, perhaps especially graduates, work elsewhere.

A range of qualifications is offered at the two universities and TVET college (UFS, CUT - and Motheo TVET college) in nearby Bloemfontein and their various satellite campus across the province. In addition to the standard fields of study, courses related to the Free State economy are included, particularly agriculture.

Various options for post-school training exist for those who do not qualify for – or are not interested in attending – university or college. Some are national - like policing and nursing – while others depend on businesses in the area, largely in Bloemfontein or the larger towns nearby. Most are for the formal sector while some are for self-employment. There are also state-funded ‘work opportunities’ to provide income for the unemployed, but they are often short-term and do not seem to lead to more sustainable employment.

REAP’S WORK IN CATCHMENT AREAS

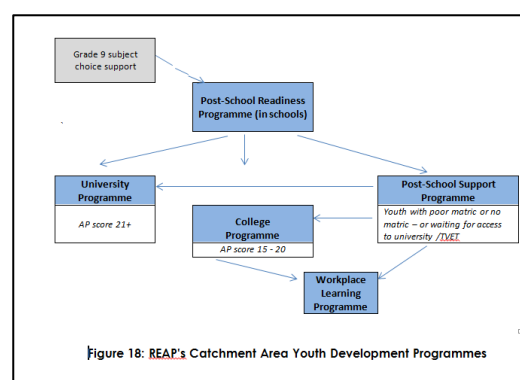
Having worked for many years with individual students around the country, REAP begun working in ‘catchment areas’ in 2018, starting in the area funded by the Letsatsi Solar Park Trust which largely focussed on the two towns of Dealesville and Soutpan /Ikgomotseng. This required that REAP broaden its scope of offerings - from mainly supporting young people to access and succeed at universities to working with TVET colleges - as well as to consider a range of other post-school 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. There is also thinking around working with post-school youth who are not in formal PSET.

REAP's model of its Catchment Area Youth Development Programme 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; and
- **Workplace Learning Support** – for those at universities and colleges who require they 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 areas of focus.

This is offered through five programmes as follows

- Post-School Readiness Programme (in schools)
- University Programme
- College Programme
- (The proposed) Alternative Opportunities Programme
- Workplace Learning Programme



Post-School Readiness Programme (PSRP)

REAP's post-school readiness work in schools provides the foundation upon which the rest of the programmes build. 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% participation in the various aspects of the PSRP is required to access any post-school support from REAP.

The PSRP comprises:

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

School and District education stakeholders

In order to work in Kagisano Combined and Kgololosego Secondary schools, REAP has MOUs with each, which form the basis of ongoing engagements.

REAP does not have a letter of support from the Free State Department of Education (DOE), however, despite concerted attempts to obtain this. While it has not proven to be an obstacle, it means that the schools are not held accountable for the mutual goals agreed to, and that this work is not actively promoted or acknowledged.

University and college programmes

Just under a third (30% - or 35 of the 115) of the past matriculants who responded to the survey undertaken for this research said they were engaged in some form of formal PSET – an overview of which is given below.

Regarding funding for post-school study, NSFAS and funding through REAP (particularly from the Letsatsi Solar Park Trust) were the main sources of funding for these students, with parents funding some studies at private colleges. (This is in contrast to work in the Lesedi catchment area where various donors supplemented the main sources of funding.)

Alternative Opportunities (Post-School Support) Programme

REAP has begun to conceptualise 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 (Not in Employment, Education or Training). The Alternative Opportunities Programme is addressed in various ways in the report.

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 and surrounding areas are reviewed in the report, subsequent pieces of research need to identify the employment opportunities these offer.

QUESTIONS ADDRESSED

1. Other post-school readiness programmes

This research found very little evidence of (other) post-school readiness programmes being run in the two schools in which it works.

The desktop research only identified a few organisations who were offering programmes at schools or post-school information – while the young survey respondents themselves identified only a few 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.

Recommendation

1. REAP to continue to actively promote access to any complementary resources offered in the area that support post-school readiness.
2. Given that there is no immediate duplication with the PSRP itself, REAP to continue to offer this programme.

2. Barriers to attendance at REAP's PSRP

A question about those who registered for, but did not attend, the PSRP was particular to the Northern Cape as this did not occur in the Free State where the majority of those who registered for the PSRP attended – though some less regularly than others.

Nonetheless asked about attendance, the respondents thought the main reason suggested for non-participation was a lack of interest, while some learners thought they ‘did not think the workshops would help someone like them’.

3. Review of 2020 and 2021 matriculants: Where are they?

In PSET

Just under a third of the past matriculant respondents - 30% - said they are studying at PSET institution - 8% at university and 16% at a TVET college. (The rest are ‘studying/training somewhere else’.)

While this may be slightly skewed by those who are more motivated / engaged responding to the survey, the 8% at university is lower than the 13% nationally ‘who pass well enough to go on to university’ cited in DGMT’s school dropout report. Unfortunately, comparisons for the 16% at TVET colleges cannot be made, given the lack of national data.

It is a positive sign that almost all of the respondents at PSET institutions are funded in some way – apart from the five in private colleges who did not disclose how they were being funded. In the short term, REAP may not move to funding students at private colleges as they are not eligible for NSFAS funding on which REAP depends. Liaising with other organisations who support PSET study (broadly-defined) may enable REAP to extend its reach, however, by being contracted to offer those bursary-funded students REAP’s psycho-social support and development opportunities.

Not in PSET

It is very worrying, however, that ***53%¹ of respondents (60 people) said they were ‘at home – not studying or working’*** – although the proportion reduced between the 2021 and 2020 cohorts (from 58% to 43% of respondents).

Similarly, 17 of the 2021 matriculants said they were ‘taking a gap year’ while only 3 were doing so from the 2020 matric class, suggesting that they may have been able to move on.

14 people were doing paid work (though it would be interesting to know what level of work they are doing. As matriculants, it is not likely to be highly skilled.)

¹ Lesedi (Northern Cape) responses = 39%

While some 'at home – not studying or working' indicated that they would like to study at a PSET institution – and REAP followed them up to see if they could be assisted to do so – the residue is the group who might attend REAP's proposed Alternative Opportunities Programme that intends to offer psycho-social support as well as alternative PSET options going forward. Those who went straight to work might also want to join this, in the event that it broadens their possibilities.

Fields of study – aspirations and realities

While many of the *current* matriculants (2022) had psychometric assessments as well as access to the Gradesmatch portal (which advises learners on post-school options in relations to their expressed interests and school marks), most identified career options which require a university qualification.

Given that only 3 of the 38 current matriculants who said they want to go to university, ***had a Grade 11 average above 55%*** (the minimum G12 average needed to even begin to compete for a university position), more work needs to be done to help them adjust their expectations and PSET plans, to include a range of realistic options. This needs to be done carefully, however, as this research also shows that in these two schools, projecting matric outcomes cannot simply be based on Grade 11 results.²

That being said, two thirds of the 73 past matriculants respondents who applied to study at a university or college after school, 39 were accepted to study. As noted above, of the 30 actually studying in 2022, 8 were at a university and 16 at a TVET college, and the rest were in private colleges.

Of the 39 who were accepted to study:

- 14 (36%) said they were offered a course they actually wanted to do, while
- another 17 (44%) were offered their second choice.
- 8 (21%) said they are doing a course they did not want to do.

No-one opted not to study based on being offered a course they did not want to do – but outcomes of this mismatch are not always good.

Recommendations

1. REAP to assist learners to navigate the various bursary options, in the event that their interests / options do not fall within REAP's ambit (e.g. study at private colleges).

² Analysis of 2022 G12 results showed that most learners achieved higher results than they had in Grade 11 – being 81% of the Kagisano matrices and 65% of those at Kgololosego. The opposite was true in the two schools in the Northern Cape.

2. REAP to consider partnering with other bursary providers by
 - providing their beneficiaries with psycho-social support; or
 - assisting learners to apply for other bursaries and offer them REAP's psycho-social support.
3. REAP to link those 'at home – not studying or working' with formal PSET opportunities, where suitable and possible.
4. REAP to continue to increase learners' access to information regarding fields of study and employment – assisting them to develop realistic options.
5. Regarding an Alternative Opportunities Programme, see recommendations below under: 'PSET opportunities for learners without a matric certificate'.

4. Funding / bursary options for PSET opportunities

In addition to the national state-funded bursaries offered through NSFAS, Funza Lushaka and services like the SA Police Services, online databases list a plethora of bursaries, particularly for study at university. Both Free State universities offer various bursaries – as do some private colleges.

Researchers identified various bursaries offered by national corporations – like Shoprite – as well as by local companies like Harmony Gold Mining, VKB Agriculture and the Letsatsi company itself. These are mostly in their fields of operation and are normally for university study - though the Letsatsi Solar Park Trust supports study at both university and TVET (through REAP). Further exploration is likely to identify other local bursaries.

Access to this range of options needs to be mediated, however, as learners are unlikely to find them on their own.

Recommendations

1. REAP to consolidate a list of other viable bursaries for PSET and ensure that these are advertised to learners, to broaden their opportunities.

5. Reasons why those who were accepted for TVET, and were accepted by NSFAS, failed to register

This research did not pursue the question of those who ‘qualified for TVET, were accepted by NSFAS but failed to show up for registration’ as it was not a factor with the Free State youth with whom REAP worked.

Accessing PSET institutions

In terms of applying to PSET institutions, however, completing the online NSFAS application and getting copies of all the documents needed were cited as the most difficult aspects. Not knowing the costs of registration also caused concern.

Recommendation

5. REAP to continue to include in the PSRP active support for the application process to PSET institutions and NSFAS.

6. Analysis of school pass marks: projections of eligibility for University and TVET 2023 – 2025

Data for 2017 – 2021 for the schools in which REAP has been working largely show lower than (provincial) average numbers of Bachelor’s passes and higher than average Diploma passes.³ 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.

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 – nor did the schools make this information available. This would 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 11% of the 115 past matriculants (from 2020 and 2021) who responded to the survey said they were able to do what they wanted to do, given their matric results. Another 40% said they were not able to do what they wanted to do, but had ‘found something else that will suit me’.

³ Obtained from various Department of Basic Education reports on matric results, listed by school.

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 identifying what may be possible for them and encouraging them to focus on realising their options. This, in turn, may focus them on their school work, leading to better academic results. 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. Deciding about post-school options: Aspirations and choices

Slightly more current matriculants (92%) than past matriculants (82%) expressed certainty about knowing what they wanted to do after school.

While three quarters of the current (2022) matric class aspired to go to university, their Grade 11 marks suggested that only 3 of the 38 might be eligible - if Grade 11 results are simply predictive (which, as noted above, they may not be).

Outcomes

Disturbingly, and as noted above, the actual outcomes of the past matriculants - who were equally aspirational - are sobering, namely that **only 11% said they were able to do what they wanted to do**, given their matric results.

48% were not able to do what they wanted to do, and had not found a good alternative:

- A third - 33% - 'do not know what else to do'; and
- 15% were 'doing something I am not really interested in'.

Only 12% of the past matriculants thought they had done 'well enough, which is what I expected' - while about three quarters (74%) thought they 'did not do as well as I expected'.

Indeed only 30% say they were engaged in some form of PSET - which, presumably, is lower than the number who aspired to doing so, if the current matriculants' desires are anything to go by (75% want to go to university and 26% to TVET).

Despite 14 learners doing 'as well as they expected', **a half (7) were not engaged in productive post-school activity or study** at the time of the survey:

- Five of the 14 said they were 'at home - not studying or working'.
- The other two were taking 'a gap year'.

The current and past matriculants had remarkably similar responses regarding whether or not they had chosen the right subjects:

- Just over half (56% and 57%) thought they had the right subjects;
- A quarter (26%) did the subjects they 'found easy' and would 'find work that suits these'; and
- 11% and 8% thought they had 'some but not enough' of the right subjects.

Perhaps significantly, parents and teachers were not a major influence in their subject choices.

The extent to which individual predictions were correct cannot really be known – other than that subject choice and the related matric results are major contributors to the 'success' rate among past matriculants elaborated on below.

Recommendations

1. REAP to link those 'at home – not studying or working' with formal PSET opportunities, where suitable and possible.
2. REAP to continue to increase learners' access to information regarding fields of study and employment – assisting them to develop realistic options.
3. REAP to broaden post-school options beyond studying at university and TVET college, perhaps focussing on fields where livelihoods are possible.

8. Psychometric assessment - pros and cons

An extensive review of the pros and cons of doing psychometric assessments with high school learners – in order to inform subject and career choices – was undertaken for this research. The findings foregrounded the value of 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.

Recommendations

6. REAP does not continue to include psychometric assessment in its suite of offerings.

Rather, REAP to consider the following among others:

7. Extend the existing PSRP workshop curriculum to include various post-school planning exercises and tools.
8. Employ a variety of tools and exercises and access suitable online platforms with local resources and options.
9. Co-operate with other organisations doing this work with groups.

10. Ensure advisors have a broad knowledge of options and pathways for a wide range of post-school options.

9.

Whether to commence in Grade 9 when consequential subject choices are made

Again, an extensive review of supporting Grade 9 subject choice was undertaken for this research.

The main finding is that REAP's PSRP efforts would be enriched by contributing to initiatives in Grade 9 when subject choices are being made. 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.

Recommendations

11. Ascertain what is being done in the Life Orientation (LO) sessions. Offer REAP's expertise and materials to assist with subject choice during LO classes.
12. Recognising the limited contact hours that may be available, research tools and design a hybrid model for group interventions which include exposure to fields and subject requirements. In doing so, consult organisations doing this work e.g. Young Aspiring Thinkers.
13. If logistically possible, offer one-on-one conversations with learners which could also operate as recruitment into the Grade 10-12 PSRP programme.

10. Learners with special needs

Key informants provided insights into referral of learners with special needs.

The facilities available for special needs learners are limited and almost impossible to access for those from poorer households. Learners with special needs thus remain in the mainstream education system and are simply promoted year after year as there are no accessible alternative options. This has severe long-term consequences for them, as they are set up for failure and not for success.

It may 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.

Recommendations regarding any role REAP might play are yet to be made.

11. Bridging the gap to PSET (university / college)

For those who would like to access university or TVET college, despite having insufficiently good matric results, improving these is one option, though not an easy one.

The state-funded Community and Education Colleges (CETC) are one way of improving matric marks; this is offered at the satellite in Soutpan but not Dealesville. A range of private colleges in Bloemfontein also offers various ways to re-writing matric – at a price.

The other option is to participate in bridging courses to post-secondary education offered by the institutions themselves. The UFS offers their University Access Programme (UAP) which provides access to ‘deserving students who have not met the entrance requirements for university study but have a UFS Admission Point score of 18-24’. The CUT’s website is silent on the issue of access programmes and bridging courses.

Unfortunately, the Pre-vocational Learning Programme (PLP)⁴ which facilitates access to some TVET colleges is not offered at any of the TVET colleges in the Free State.

Recommendations

14. Although REAP does not (financially) support matric re-writes, REAP to remain in contact with PSRP ‘graduates’ who are doing this, with a view to supporting them in their decisions based on their new results.
15. Ensure that the criteria for access to the UFS’ UAP are well-known and, where feasible, steer TVET students to colleges where a PLP is available if this unlocks access.

12. PSET opportunities for learners without a matric certificate

As the majority of school leavers in the Letsatsi area are not eligible for – and some may not be interested in - going to university or TVET colleges, they need to be channelled to other options, failing which unemployment becomes a major option. Breaking through the ceiling to employment for those who are NEET – even when they have a matric certificate – is not easy and is recognised as a national problem.

⁴ The PLP targets learners with Grade 9 to 11 who do not meet TVET entry criteria and helps to prepare them for learning at post-secondary level.

Section D of the report identifies a range of complementary opportunities and other post-school education opportunities. It presents a preliminary set of training and experiential opportunities intended for – or possibly available to - 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 check what is available and 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 detailed information from this enquiry is being developed into a database, focussing on options other than university.

To be used in the PSRP

- for learners to broaden their ideas of what may be available; and to
- encourage research into their areas of interest.

The database to become a living resource.

The development of the Basic Package of Support – by a coalition of partners, in government, academia and civil society - should be monitored, given the possibility of synchronicity that it offers.

Self-employment

The youth surveyed for this research are not keen on being self-employed – even those who are ‘at home - not studying or working’.

Only 10% of the 165 surveyed expressed a desire for ‘funding to start a small business’.

Recommendations

Recommendations are made jointly here for opportunities for young people with a poor matric or no matric certificate at all.

1. REAP to develop a reliable list of local, accessible training options for this group of young people.

2. REAP to consider establishing an 'Alternative Opportunities Programme' for young people who leave school in Grade 10, 11 or 12. This would include the following:
 - including in the Grade 12 PSRP workshop curriculum- and in the career fairs held annually at each school⁵ - options other than formal PSET (universities and TVET colleges);
 - advocating that those who are still interested in attending a university or college, consider the bridging programmes;
 - ascertaining which learnerships and apprenticeships are being offered each year – and their entry requirements - and link learners with these;
 - researching and profiling options for careers and funding options for matriculants whose marks did not get them into TVET college or university;
 - compiling a comprehensive list of entry-level opportunities that young people may access.
3. REAP to consider assisting those who are already NEET in these two towns – who have been through REAP's PSRP.
 - Include them in the Alternative Opportunities Programme (above).
 - Link with other organisations who work with youth who are NEET to connect them to various resources and options.
 - Choose particular sectors or fields on which to focus – to limit what may be organisationally possible.
4. REAP to consider the extent to which REAP might work with other organisations to promote self-employment / entrepreneurship – e.g. it would be well within REAP's scope to
 - link school learners to existing competitions/ initiatives; and
 - include entrepreneurs in the career fairs.

13. How best to secure parental buy-in; understanding barriers to parents supplying the required documents for PSET applications.

The matriculants themselves (current and past) reported overwhelmingly (96% and 90%) that they found their parents and caregivers supportive – though a third of the current matriculants also thought their parents did not know what options are on offer for them, post-school. Only 3% of the 165 respondents said their parents 'were not interested' and 2% that they 'just think I should find a job'.

⁵ As we do not want to promote learners leaving school before Grade 12, we will have to consider how to include options into the G10 and G11 workshop sessions.

The key informants provided a fairly predictable account of the concerns and obstacles that may undermine parental involvement, especially in their children's education. They included:

- Parents become more involved in their children's education only once they are in grades 10 to 12
- Those who grapple with alcohol abuse and/or addiction, show little interest in their children's education at all.
- Pervasive poverty causes some parents to encourage their children to leave school and get a job to cut education-related costs and contribute financially to the family.
- They tend to shift the responsibility for their children's development onto teachers.
- Some parents do not even assist their children access healthcare or library services that would help them reach their goals.

While various services and interventions are locally available to support the education and health of children and young people, only some parents access them. Other are thought to be suspicious and some are overwhelmed by their own survival needs, from which they imagine no escape for their children.

Recommendation

1. REAP to consider collaborating with other organisations who already work to support parents to undertake their parenting role towards promoting the comprehensive wellbeing of their children.

CONCLUSION

REAP's work in schools is intended to prepare learners for their lives after school – as well as contribute to better school outcomes by offering them ways to focus on what they might do post-school.

As a significant proportion of young people in the country are not eligible for formal PSET, it is not surprising that this is also true for young people in Dealesville and Ikgomotseng. Learners therefore need to be able to consider a range of feasible options – within and outside of universities and colleges. REAP's work is to increasingly help shape aspirations that are realistic and have a chance of being realised.

REAP may also consider developing more diverse information and programmes to work with those not in formal PSET, once they have left school.

PURPOSE

This review of REAP's work in the Letsatsi 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 for support in the Northern Cape Lesedi catchment area. 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.**

Given that REAP is offering a similar model in Letsatsi – where DGMT is an equal partner rather than a ‘funder’ – the process is being repeated to enrich the work in the Letsatsi area as well as to facilitate comparisons across them, as useful.

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. It was completed by REAP staffers - Almaz Beukes and Thato Mabe.
- **Key informant and stakeholder interviews** were done by Almaz Beukes and Thato Mabe.
- 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 online 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’⁶) thereafter.

⁶ 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.

As field researchers they were required to trace the 131 matriculants with whom REAP had worked in 2020 and 2021 in the Letsatsi 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.

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 online 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 the work in the Northern Cape, after which they repeated 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.

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.

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 were gathered for each research question are outlined in the Table 1.

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 (2022) matriculants

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

- **50 learners completed the survey** – all in English;
- 58% were female and 42% were male.
- 27 were from Kagisano Secondary School/ Soutpan and 23 from Kgololosego / Dealesville.

This was followed by offering them post-school advice and application assistance so that they have a chance of realising their expressed aims, depending on their matric results.

Past matriculants (2020 and 2021)

The contact list of 131 past G12 learners comprised all of those who had either registered for, and/or participated in, REAP's Post-School Readiness Programme (PSRP) during their final year at school. We included those who had registered for PSRP but did not participate (especially attending the workshops), as we wanted to understand why this had happened.

According to REAP's records, 113 of the 131 (86%) learners to be contacted had attended the PSRP.

With respect to survey respondents:

- 5 only registered but did not attend the PSRP; while
- 110 respondents (96%) participated in the PSRP (as shown in Table 2 below).

Of these, 81% attended 'most of them' [the sessions] and the remaining 19% only 'some of them'. (Attendance at workshop sessions in each year was checked against registers.)

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				√	

Table 2: Proportion of respondents (past matriculants) who attended the PSRP compared with those who only registered – by school

	Attended the PSRP	Attended most sessions	Attended some sessions	Did not attend PSRP	Total responses	% who attended PSRP
Kagisano	49	40	9	3	52	94%
Kgololosego	61	49	12	2	63	97%
Total	110	89	21	5	115	96%

Table 3: Respondents' attendance at PSRP – by matric year

	Attended	% of annual total	Registered by did not attend	% of annual total
2020 (n=45)	43	96%	2	4%
2021 (n=70)	67	96%	3	4%
	110		5	

Past matriculants (2002 and 2021)

Data collection by field researchers

Young locally employed field researchers were to trace the 131 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 Kgololosego and Kagisano Secondary Schools on two

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.

Saturdays - 16th and 23rd July 2022. The idea was to get many surveys completed online 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 online.

Of the 65 people who indicated that they wanted to participate in the Internet Café, 48 (74%) arrived. (This is significantly better than the uptake in the Northern Cape of 48%.)



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

Modes of completion

Ultimately just under half of the responses from past matriculants (43%) were completed over the phone by the field researchers, while 41% were completed by the respondents themselves at the internet café. The rest were done online (16%).

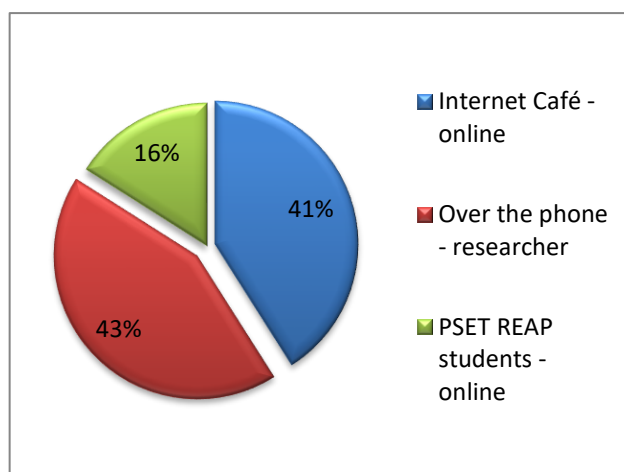


Figure 1: Numbers of surveys completed by past matriculants - by mode of administration

Survey response rates

The 115 responses received (of 131 on the contact list) constitutes an overall survey response rate of 88%.

- There was little difference between Kagisano and Kgololosego whose response rates were 90% and 88% respectively.
- Over half of the respondents were from Kgololosego (55%), with the balance from Kagisano (45%).

(Although different across schools, the figure here indicates that there was minimal difference between responses from 2020 and 2021 matriculants in each school – mitigating a concern that the 2020 matriculants may not feel sufficiently connected to respond to the survey.

Kagisano's response rate for 2020 shows 104%, which is an example of dirty data, as the incorrect Grade 12 year had been recorded on their survey response form.)

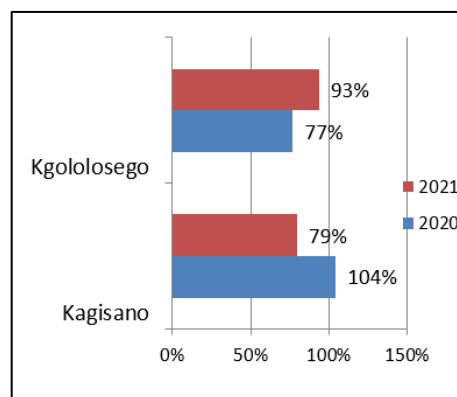


Figure 2: Survey response rates by school – by matric year

Response rate of those who attended the PSRP

96% of all responses from past matriculants were from those who attended the PSRP. Predictably, there was a higher proportionate response than among those who had not.

- Among those who had attended PSRP, 85% (96 of the 113) responded while 28% (5 of 18) of those who had not attended PSRP responded.⁷

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.

⁷ This was checked against attendance registers and anomalies resolved as far as possible.

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

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

Researchers #1: Louise Sterling and Sam Waterhouse

To undertake desktop research, began mapping

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

in the Letsatsi catchment area. This was completed by REAP staff members Almaz Beukes and Thato Mabe.

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. Interview key informants - and write up.

KEY INFORMANT AND STAKEHOLDER INTERVIEWS⁸

Key informant and stakeholder interviews were conducted at the end of 2022 by REAP staff member Almaz Beukes and from July to October 2023 by Thato Mabe. They were qualitative, semi-structured interviews done in person (in Postmasburg and Daniëlskuil), via video conference (using Zoom), via telephone, and via email communication.

⁸ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by her and staff member Robyn Pritchard.

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.⁹

DELAYED TIMEFRAME

While the survey data were collected in 2022 alongside the data in the Northern Cape – finishing a few months later in the Free State – the desktop research and interviews were bedevilled by staffing issues. Two contractors and two REAP staff members worked on the desktop research and the same two REAP staff members on the key informant interviews. They all left without completing the work – largely for personal reasons not to do with the project. The lack of continuity and attendant briefing of each new researcher, in turn, fell foul of the main researcher's competing commitments – quite a few of which were at REAP.

The delay is regrettable – as is that fact that the circumstances and factors researched are not particularly time-sensitive.

This report will be supplemented over time by REAP's intention to do annual exit surveys of the PSRP participants –

- to assess their experience of the programme; but possibly more importantly,
- to compare their desired school results with the actual outcomes and what they had hoped to do with what they did do in the year after leaving school.

⁹ Interviewed DGMT implementing partners include: Flourish (Isurietha Visagie), SmartStart (Priscilla Esterhuizen), Nal'ibali (Eunice Blom) & NACCW Isibindi Ezikoleni (Ipeleng Louw). 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 below.

It reports at four different levels:

5. on **national policies and statistics** that have a bearing on the issues being addressed;
6. on **contextual and systems issues** that shape the contexts in which the young people live; and
7. on **ideas and approaches that inform why, where, what and how** to intervene; and
8. 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 nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State

The first two were written from the survey responses by the lead researcher and REAP's data co-ordinator, Fabian Goodwin, and the last three by the researchers and edited by the lead researcher in conjunction with the Deputy Director.

PRESENTATION

Implications of delay in finalising writing

This report was written over an extended period, given delays in aspects of the desktop research – and was finalised at the end of 2023, though most of the data collection was undertaken in 2022.

- ‘Current matriculants’ were in Grade 12 in 2022 (not 2023).
- The present tense is used – e.g. ‘respondents say they are receiving funding from x’. While this may have been the case in 2022, it may well have changed and no longer be the case in 2023.

Respondents’ voices

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

Numbers

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.

A: CONTEXT

ECONOMIC CLIMATE in the FREE STATE

POVERTY AND UNEMPLOYMENT

In 2023, 5,5% of the households in the Free State were deemed to be living in poverty - as defined by the multi-dimensional poverty index which considers the four dimensions of health, education, living standards and economic activity. The poverty levels in the Free State is ranked as third lowest in the country, after the Western Cape (2,7%) and Gauteng (4,6%)¹⁰ (Comparatively, the Northern Cape is fourth at 6,6% - with Limpopo (11,5%) and the Eastern Cape (12,7%) having the highest proportion of people living in poverty.) These statistics do not address the inequality within the province, however.

In the second quarter of 2023, the unemployment rate in the Free State was 44% - using 'the expanded definition'.¹¹ This was 40,9% in Mangaung and 45,2% in the 'non-metro' areas.¹²

The Letsatsi catchment area

Letsatsi Solar Park's website notes that the '[m]ajority of residents within our priority areas rely on subsistence farming and/or temporary employment opportunities as means to provide for their families'.¹³

The Integrated Development Plans (IDP) for the areas report that employment opportunities are scarce. As such, many Dealesville and Soutpan residents depend on the state-funded Extended Public Works Programme (EPWP) and Community Works Programme (CWP) for work opportunities.¹⁴ In addition, the surrounding agricultural areas provide seasonal job opportunities for local people.

¹⁰ South Africa Gateway. *Mapping poverty in SA*. Researched and written by Mary Alexander. Updated 20 October 2023. <https://southafrica-info.com/people/mapping-poverty-in-south-africa/>.

¹¹ 'A person between the ages of 15 and 64 who is without a job, willing and able to work but is not actively searching for a job.'

¹² STATSSA. *Quarterly Labour Force Survey*. Quarter 2: 2023. <https://www.statssa.gov.za/publications/P0211/P02112ndQuarter2023.pdf>

¹³ <https://letsatsipv.com/covid-19-mitigation/>

¹⁴ Tokologo Local Municipality draft IDP, 2017, p.3; Tokologo Local Municipality draft IDP, 2022, p.40.

Two key informants from Dealesville – the Letsatsi Community Trust Trustee¹⁵ and the Principal of Kgololosego Secondary School¹⁶ – repeated that there are barely no employment opportunities in Dealesville. They noted:

- Some people do seasonal work on the nearby farms.¹⁷
- While nearby entities like Eskom and Letsatsi Solar Park Trust employ some people, they typically look for those who are highly skilled (e.g. engineers).¹⁸
- Typically, people from Dealesville who graduate from college and/or university find employment outside of Dealesville.¹⁹
- The majority of youth drop out of high school, TVET colleges and universities. As such, they end up staying in Dealesville and remaining unemployed.²⁰

The Letsatsi Community Trust Trustee for Soutpan echoed that there were ‘barely any employment opportunities in Soutpan’ – but added that the state-funded Community Work Programme (CWP) does operate there.²¹ This is short-term casual work however, and does not constitute employment.

While salt mining has been a prominent economic driver in both areas – especially in Soutpan – the proposed investments towards co-operatives have not translated into substantial job creation for local residents²². The principal of Kgololosego Secondary School (as a key informant for this research) cited this as a promise of employment opportunities that did not materialise; that a natural salt extraction project was supposed to be launched at which the municipality intended to employ local people, but that this project never came to fruition.²³

(See more under ‘Mining’ below.)

Mangaung/Bloemfontein offers the widest range of economic activity (business, commercial, industrial, agriculture and tourism), and represents the largest concentration of employment opportunities in the province.²⁴ Given the paucity of opportunity in the two towns, then, it is to Bloemfontein - and some of the other substantial towns in the province - that young people are likely to have to look.

Given that Dealesville and Soutpan are about 62km and about 49km from Bloemfontein, respectively, working in the city is not impossible.

¹⁵ Kegomoditswe Mokhobo (Letsatsi Community Trust Trustee – Dealesville).

¹⁶ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

¹⁷ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

¹⁸ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

¹⁹ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

²⁰ Kegomoditswe Mokhobo (Letsatsi Community Trust Trustee – Dealesville).

²¹ Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan).

²² Tokologo Local Municipality Draft IDP, 2017, p.4; Tokologo Local Municipality draft IDP, 2022, p.48.

²³ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

²⁴ Tokologo Local Municipality draft IDP, 2022, p.107.

Shifting poverty through interventions

The process to establish the Letsatsi SP Trust was reported in the *'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed'*.²⁵

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'.²⁶

DEALESVILLE AND SOUTPAN / IKGOMOTSENG²⁷

Dealesville and Soutpan/Ikgomotseng are small rural towns, providing basic services for local agriculture. They are not commercial or industrial hubs.

Dealesville - overview

Dealesville is 62km from Mangaung/Bloemfontein, making the city a possible source of services, shopping, training and employment. Other nearby towns may also be resources for people living in Dealesville - like Bultfontein (64 km to the north), Brandfort (120 km to the east) and Theunissen (120 km to the north east).

During the initial process of setting up the Letsatsi Community Trust, the report 'highlighted the isolation experienced by Dealesville community, which does not have a strong local municipal representation, as the Tokologo Municipality is located in Boshof, 40km North West of Dealesville'.²⁸

²⁵ Social Transformation System. 2016. *'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed'*, p 10.

²⁶ Social Transformation System. 2016. *'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed'*, p 10.

²⁷ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

²⁸ Social Transformation System. 2016. *'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed'*.

Like many small rural towns in South Africa, Dealesville has a central business centre with a municipal office, a police station, churches, a clinic and a few local businesses e.g. PEP, Shoprite Usave, general stores and an hotel. These also form the commercial centre for nearby Tswaraganang where most of the people live with whom REAP works.

On a scale spanning ‘very low’ to ‘very high’, the municipality ranked Dealesville as ‘medium’

- in terms of its economic potential and urban growth potential, as well as
 - human development needs
- (as per the Draft IDP for 2023/2024 of Lejweleputswa District Municipality under which it falls). This means that the need for basic services and associated infrastructure is regarded as ‘medium’.

Soutpan/ Ikgomotseng - overview

As its name suggests, Soutpan was established due to the existence of salt in the immediate surroundings. It is 49 km to Bloemfontein, again making the city a possible source of services, shopping, training and employment. Bultfontein (52km to the north) may also be a resource.

The ‘township’ of Ikgomotseng is 4km to the east of Soutpan (which itself is much diminished). The police station is located in Soutpan but the clinic is in Ikgomotseng; they serve both communities. There are very few local businesses or shops.

Nonetheless, the District Municipality also categorises Soutpan²⁹ as ‘medium’ in terms of its

- ‘Economic Potential Class’ and
- ‘Urban Growth Potential’,

while its Human Development Needs are regarded as ‘low’. This means that for the most part, the basic services and infrastructure in Soutpan/ Ikgomotseng are considered to be met.³⁰

²⁹ This is using a scale spanning ‘very low’²⁹ (need are not being met) to ‘very high’ (needs are being met).

³⁰ This is as per the Draft IDP for 2023/2024 Lejwelputswa District Municipality. But there is a lack of clarity about the municipality in which Soutpan falls. While it is reported that from 2016, Soutpan was included in the demarcation for the Mangaung Metropolitan Municipality (MMM) is it not included in its maps on the website but is included in those of the Lejweleputswa District Municipality.³⁰ But both include Soutpan in their IDPs:

- Mangaung Metropolitan Municipality draft IDP 2022/2027; and
- Lejwelputswa District Municipality draft IDP 2023/2024!

Agriculture

Agriculture is the predominant economic activity in the area – and is the biggest employer.

In 2014, 39% of people in formal employment in the Tokologo Local Municipal area (in which Dealesville falls) were employed in this sector.³¹ In addition the potential for economic development in Mangaung Metropolitan Municipality (MMM)³² – in which Soutpan may fall - mostly lies in agriculture and agri-processing, as well as salt mining.

Planned projects of the Free State Department of Agriculture and Rural Development (DARD), however, are only in Soutpan and Wesselbron (120km from Dealesville). Nothing is specified for Dealesville, Bultfontien or Boshof.³³

While some opportunities may be available to youth locally in the Soutpan area, those wanting to work in this sector may well have to relocate.

The District Municipality has plans for livestock production, including improving quality of livestock, piggery, poultry hub, small stock (sheep) and fish projects in six areas, including Soutpan.

*(Draft IDP 2023/2024,
Lejweleputswa District Municipality)*

DARD has a focus on developing a poultry hub in Soutpan, Winburg and Wesselbron where broiler houses have been established.

(Prov Dept: Agriculture & Rural Development)

Mining

Salt pans

The salt pans surrounding Dealesville have been mentioned above – as has their lack of substantial jobs for local residents.

The draft IDP for 2023/2024 for the Tokologo Local Municipality nonetheless cites as a ‘major initiative’ the ‘salt mining project [which] has been re-established with the intention of job creation for unemployed people at Dealesville’.³⁴ The same document also notes that:

³¹ Tokologo Local Municipality draft IDP 2023/2024, p 18.

³² Mangaung Metropolitan Municipality draft IDP 2022/2027, p 114.

³³ https://www.ard.fs.gov.za/?page_id=1492 Dept Agriculture and Rural Development Free State website - accessed 05 June 2023.

³⁴ Tokologo Local Municipality draft IDP 2023/2024, p 20.

“To date the municipality has assisted community members to establish and register 40 co-operatives and out of that number 26 co-operatives are functional while 14 are dysfunctional, the municipality through the unit of Local Economic Development has develop the programme to resuscitate those dysfunctional co-operatives.”

It is not clear if this last statement refers to Dealesville only - given the extent of the municipal area which includes Boshof and Hertzogville - but as noted above, the perception is that this has failed to deliver local jobs.

The MMM draft IDP 2022/2027 identifies Soutpan as the key area for mining in the municipality - that it is the ‘economic anchor of Soutpan/Ikgomotseng’³⁵ - while the MMM OnePlan identifies Soutpan Salt Mining as an ‘opportunity’ to drive economic change **and indicates plans to ‘revitalise’ this activity**, noting that positive investment in salt mining will generate a secure and stable income for the Soutpan area and will assist in alleviating poverty.³⁶

Mangaung recognises that Soutpan’s high concentration of salt results in numerous salt production activities, despite mining being a low opportunity sector for the metropolitan area overall.

(COGTA Profile & Analysis document)

The Letsatsi Solar Park website notes that it has invested R1 million towards the revitalisation of the Dealesville salt pan; and that the Tokologo Local Municipality co-operates with Letsatsi by providing sites and infrastructure for co-operatives linked to salt mining.

According to their website,¹ Letsatsi contributed to the re-revitalisation of the Tokologo Saltworks (located in Soutpan) as part of its required support of socio-economic and enterprise development in the local communities where they are located. They did so in order to support ‘local job creation of the co-operative through supporting the infrastructure development of the Tokologo Saltworks’.

A new compressor was supplied and a separate compressor room was built; and ‘in order to maximize productivity of the site, all four boreholes have been cleaned of existing debris.’ In addition, ‘training has been provided to the co-operative members which has been instrumental in ensuring the co-operative can manage the site effectively’. *(Letsatsi Solar Park website)*

In addition, local farmer, Ntate Thebeaae, employs a few people from Ikgomotseng to produce and sell salt on his farm.

³⁵ Mangaung Metropolitan Municipality draft IDP 2017, p 4.

³⁶ Mangaung Metropolitan Municipality One Plan, p 9, 20 & 53.

The information is confusing. Quite what opportunities the salt pans might provide for anyone – let alone the youth - is not clear. If they prove to be a reality or a growth point, this may need further investigation.

Mining

The **mining sector** in the province has been declining, and continues to do so³⁷ - although an application has been made to the Department of Minerals and Energy to open a small-scale mining initiative in Boshof 'in the next 10 years'.³⁸

While in 2014 mining contributed 21.6% to the economy of the local municipality, this was only 2.72% of formal employment, suggesting that the jobs were at higher skills levels.³⁹

Mining does not seem to provide a major field for employment, as it is elsewhere in the country.

Energy production

Eskom

There are two national power grids/electric sub-stations – Beta & Perseus – both of which rely primarily on coal power.

Many attempts were made to find information about the types of employment, learnerships, apprenticeships/ bursaries they might offer, but Eskom was not forthcoming with the information.

Solar energy

The Lejweleputswa District Municipality IDP 23/24 identifies the need to 'promote the expansion of the solar energy projects at Dealesville into a solar energy hub'.⁴⁰

Solar energy projects related to Dealesville are discussed in more detail under the Letsatsi Solar Park section below.

³⁷ Mangaung Metropolitan Municipality draft IDP 2017, p 4.

³⁸ Tokologo Local Municipality draft IDP 2022-2027, p 51.

³⁹ Tokologo Local Municipality draft IDP 2023/2024, p18 &19.

⁴⁰ Lejweleputswa District Municipality IDP 2023/2024, p 80.

Tourism and Hospitality

There is a guest lodge and a modest hotel – the Olien Hotel - in Dealesville, but they are not big employers. In Soutpan there are bed and breakfast establishments and coffee shops - Truksvy and Koffee Sjop. There is nothing in Ikgomotseng.

Opportunities for income-linked to tourism and hospitality are found in the surrounding areas, however. Near Dealesville these are

- the Baden-Baden Hot Water Spring (near Dealesville);
- the Boshof Nature Reserve;
- the War Museum; and
- the Sol Plaatjie birthplace.⁴¹

Other tourist sites located slightly further away include

- Roossteyn Safaris (north west of Dealesville);
- Mooihoek Safaries (north, north east);
- Tarantaalrand Safari Lodge (west, north west);
- Leilihoek Accommodation (south west) (Google maps 06 June 2023).

Near Soutpan the tourist sites are

- Florisbad Anthropological Centre and
- the Soetdoring Nature Reserve.⁴²
- Andrew McLaren Safaris (north east);
- Floradale Heaven (south, south east);
- Gwenbali Waterworld (south).

The tourism sector employs general and clerical workers as well as guides – while those offering accommodation may employ a range of staff working in customer services, catering and housekeeping. It may provide entry-level and SMME-related opportunities to young people in the area.

Business Services

Financial services in both towns are extremely limited. There are ATMs but no bank branches.

There is a post office in Dealesville – but not in Soutpan or Ikgomotseng.

While these are unlikely to offer training or employment opportunities for local youth, they are services that youth may need (especially if they start micro-businesses?).

⁴¹ Tokologo Local Municipality draft IDP 2023/2024.

⁴² Mangaung Metropolitan Municipality OnePlan, p 26.

Retail

Main retailers in Dealsville are Shoprite and PEP. These are supplemented by smaller businesses like:

- a furniture store and three clothing shops,
- a pharmacy,
- a hardware store (BKB),
- two butcheries and two takeaway outlets,
- bottle stores, and
- an Engen Garage.

There are a number of 'informal' (spaza) shops selling groceries, cell phone time etc.

In Soutpan, there are only a couple of small spaza shops that sell basic necessities. These shops only employ one or two people.

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. While there may be a few jobs in Dealeseville, options in Ikgomotseng, are very unlikely.

Transport and routes

Public transport is crucial for daily commuting workers to Bloemfontein – and for anyone wanting to access services, education and shops, quite apart from seeing friends and family. The public transport services from both towns to the city are negligible, however.

Services to and from Dealesville/ Tswaraganang comprise *4byOne taxis* ⁴³ and taxis (that cost R30 a trip). They only run during the day times, however, constraining the choices of employment (e.g. night work in restaurants etc). People rely on walking, hitch hiking, and using private vehicles.

The Tokologo Local Municipality draft IDP 2023/2024 indicates that the public transportation system is 'less effective'; that 'non-motorist transport' from Dealesville is 'a great challenge', as is the revenue to address this. (p5).

Services to and from Soutpan/ Ikgomotseng include two Interstate buses which leave early in the morning for Bloemfontein and return to Soutpan at 17:00. There are also two taxis that travel to Bloemfontein daily, also in the morning and returning in the afternoon (again costing R30 a trip). People also hitchhike but it is not clear how much these rides costs as they are mostly negotiable.

⁴³ Tokologo Local Municipality draft IDP 2023/2024, p4.

Transport routes – the roads - impact on the economics of an area.

- Local shops and cafés are thought to benefit from the R64 which cuts through Dealesville.⁴⁴
- If the planned truck stop on the R703 (between Soutpan and Dealesville) is realised, overnight accommodation, a service room and convenience shops may be needed in Dealesville.⁴⁵
- Road construction jobs may be created if the planned upgrading and maintenance of the R59 (between Hertzogville and Dealesville)⁴⁶ and the R700 (Bloemfontein to Bultfontein via Soutpan)⁴⁷ are realised. These routes have been identified as priorities given their economic significance, to agro-industries.

Driving taxis and buses may be an employment option for some - while for others, public transport is an essential service only. Construction companies may employ local people during road building – but this is likely to be temporary.

Early childhood development (ECD)

There are five ECD centres in Dealesville (four of which are underserved in terms of water provision). There are four ECD centres in Ikgomotseng, one of which, Smart Start, is funded by Letsatsi Solar Park.

The Letsatsi Solar Park has supported nine ECD centres in total.⁴⁸ Through Letsatsi, ‘early childhood centre has been assisted with new classroom, play-ground equipments and toilet facilities to improve education of children as part of social responsibility’.⁴⁹

In the absence of many options, working in an ECD centre is an obvious choice for some young people, particularly those who study ECD at a TVET college and who want to work with children.

Letsatsi Solar Park has ensured that ‘these ECDs are compliant with legislative requirements and thus qualify for the respective government operating subsidies/grants ...[to] support ECD running costs.’ They do this, recognising that ‘ECD centres located in rural and or peri-urban areas often operate as informal day care centres’ and ‘struggle to afford to purchase basic educational resources and often are non-compliant with the Department of Social Development (DSD)’.

The nine centres were also supplied with furniture, mattresses, fire extinguishers, HSE [health safety and environment] training, implements and learning material’ as well as ‘12-month practical training’. Five ECD centres also received ‘Prefab Nutrition Kitchens’.¹

⁴⁴ Tokologo Local Municipality draft IDP 2023/2024.

⁴⁵ Tokologo Local Municipality draft IDP 2023/2024, p 42.

⁴⁶ Mangaung Metropolitan Municipality OnePlan, p 81.

⁴⁷ Mangaung Metropolitan Municipality OnePlan, p 81.

⁴⁸ <https://letsatsipv.com/>

⁴⁹ Tokologo Local Municipality IDP 2022-27, p 50.

Schools

There are two primary schools and a secondary school in Dealesville – namely Dealsville Primary School, Tshomarelo Primary School and Kgololosego High School.

The only school in Soutpan/ Ikgomotseng is the Kagisano Combined School –which has both primary and high school learners.

Becoming an education assistant or teacher may be a real option for some young people. In addition, schools may employ, cleaners, gardeners, administration people, sports coaches and catering people.

Library

There is a public library in Dealesville which is open on week days – as is the Boitumelo Sebothelo Public Library in Ikgomotseng.

In addition to books, Boitumelo Sebothelo has a computer centre with access to the internet, enabling people to apply for jobs, for learners to do homework etc. The library employs only one library assistant and about four security personnel.

While libraries are an important information source, there are unlikely to be many jobs at the library.

Municipalities

Dealesville – Tokologo Local Municipality

In general, municipalities offer potential employment in finance, administration, electricity, water and sanitation, roads, and other special projects.

While Tokologo Local Municipality maintains a small office in Dealesville, it is staffed from Boshof and it is only for payment of municipal bills.⁵⁰

The municipality's plans for upgrading water and sanitation, and building a 'multi-purpose court' in Dealesville/Tswaraganang offer potential opportunities for local employment - though no clear timeframe is indicated.⁵¹ Its negotiations to procure a water supply for Dealesville are reported as being 'underway'.⁵²

⁵⁰ EnviroAfrica EIA, p 12.

⁵¹ Tokologo Local Municipality draft IDP for 2023/2024, p 74-5.

⁵² Tokologo Local Municipality draft IDP for 2023/2024, p 19.

In terms of services for those with a **disability**, the municipality's IDP indicates that the Disabled People South Africa structure serving Dealesville is ineffective:

*'In Dealesville the Municipality has donated the old beer hall to the disability structure after refurbishing it but to date it is not occupied by the structure and we are worried that it might be destroyed again.'*⁵³

Municipalities typically employ a range of staff – in services like cleaning and refuse removal, building and road maintenance, and jobs to do with the provision of water, sanitation and electricity. While some may be locally based, others may be in a central location e.g. in Boshof. Jobs and training are advertised through the municipality's website: <https://www.tokologo.gov.za/>.

Soutpan - Mangaung Metropolitan Municipality (MMM)

Soutpan and Ikgomotseng fall under the Mangaung Metropolitan Municipality (MMM) which, over the past couple of years, has had major service delivery issues following political instability within local government. The Municipality has fired several mayors and other top people in management, resulting in there being no mayor for a couple of months. Although this position is currently filled, service delivery is still a major issue within the MMM. This includes the lack of garbage collection, dirty streets, water and electricity outages, poor roads/ potholes and many others. These have also affected Soutpan and Ikgomotseng.

Again, municipalities offer potential employment in finance, administration, electricity, water and sanitation, roads, and other special projects. This would typically include a range of staff – in services like cleaning and refuse removal, building and road maintenance, and jobs to do with the provision of water, sanitation and electricity. While some may be locally based, others may be in a central location like Bloemfontein.

In Soutpan/Ikgomotseng, municipal jobs are advertised at the Ikgomotseng Municipal Office and in the shops and streets in Ikgomotseng.

Social and community services

On the whole, the provincial, metro and municipal documents paint a bleak picture for Dealesville, with very little indication of significant future investments in the town.

The documents demonstrate higher investment planned for the development of the economy in the Soutpan area, however – with social and community services ('tertiary sector' opportunities) identified by the MMM as the key economic sector in the province.

⁵³ Tokologo Local Municipality draft IDP for 2023/2024, p 10.

They are discussed in further detail in the section on Bloemfontein/Mangaung below. This suggests opportunities in Soutpan, Boshof and Bloemfontein should be considered in terms of opportunities for young people living in Dealesville.

Health services

Dealesville

Dealesville is served by a **municipal clinic**.

For further treatment, patients are referred to the Mohou District Hospital or the Bongani Hospital in Welkom⁵⁴ - from where they are referred to one of the three hospitals in Bloemfontein.

Soutpan

The municipal clinic in Ikgomotseng 'serves between 1,800 and 2,000 people monthly'.⁵⁵ – from both Soutpan and Ikgomotseng.

The Letsatsi Solar Park reports that 'all public clinics have taken on the initiative of attaining the "ideal clinic" status as mandated by the Department of Health (DoH)' which 'means that public clinics must work towards achieving the same level of service delivery as private clinics'. They comment that 'public clinics face the challenge of a lack of resources and funds which makes it difficult to attain the "ideal clinic" status' - adding that the Ikgomotseng clinic 'appeared to be a Reconstruction and Development Programme (RDP) house that had been converted into a clinic, hence the facility was too small to accommodate all patients'.⁵⁶

'In partnership with the DOH and Boshof Solar Plant, Letsatsi has undertaken extensive upgrades of the clinic to increase its capacity and achieve the ideal clinic status.

They have provided a pharmacy and dispensing area, two additional consulting rooms (a doctor's consultation and an emergency room), a multifunctional room and a sluice room. They have upgraded the toilets for people who are disabled and enlarged the reception area, improved signage, security measures and upgraded the parking area.⁵⁷

⁵⁴ Bongani Hospital info <https://www.health.fs.gov.za/wp-content/uploads/2012/04/Bongani-Regional-Hospital.pdf>

⁵⁵ <https://letsatsipv.com/>

⁵⁶ <https://letsatsipv.com/>

⁵⁷ <https://letsatsipv.com/>

In addition:

*An archive has been constructed to allow for confidential files to be stored safely and reduce the waiting time for patients.*⁵⁸

Online searches have not been fruitful regarding information on the referral pathways for patients from Soutpan. The shift of the town to the MMM from Lejweleputswa District Municipality may have affected this information.

Employment opportunities

While the local clinics may offer some direct opportunities for employment, potential for working in the health sector and service-related employment at health facilities in Bloemfontein may also be an option. In addition, health qualifications are portable and there is invariably work available.

Care for the elderly

There is one old age home / care for the elderly in Dealesville – while there are none in Soutpan or Ikgomotseng. There are likely to be a number in Bloemfontein however.

Care for the elderly is a field which employs many carers, while formal ‘old age homes’ also employ staff to clean and cook and liaise with the families of the residents.

Police and security services

There is a SAPS branch in Dealesville as well as in Soutpan (which also serves Ikgomotseng as there is no satellite station in Ikgomotseng).

A private security firm, GBH, advertises ‘cargo protection in Dealesville’ while there are no private security firms in either Soutpan or Ikgomotseng. There is also a security company that works for Eskom and another working for the court.

This sector employs people who are physically fit, have a driver’s licence and training or experience in policing, safety and security. It would be important to find out if they valued those with the ‘Safety in society’ qualification from the TVET colleges.

While there may not be many jobs locally, there will be many in Bloemfontein – though applicants would be competing with those who live in the city.

⁵⁸ <https://letsatsipv.com/>

MANGAUNG / BLOEMFONTEIN

Mangaung/Bloemfontein serves as the administrative headquarters of the Free State and is the economic hub of the local economy.⁵⁹

The Mangaung Metropolitan Municipality (MMM) houses approximately 28% of the province's population; its 285 385 households have an average of just over three people per household.⁶⁰ The population continues to increase due to immigration of people from other towns and cities.

The municipality's economy is the largest and most diversified contributor to GDP in the Free State.

Between 2008 and 2017 the MMM showed

- an average economic growth rate of 2.3% - largely accredited to tertiary sector activities (services), particularly the community services sector being the only sector in which growth was recorded in that period;⁶¹
- a 3.7% fall in the primary sector in the period – specifically in mining and agriculture.

Historically, the primary sector (which includes activities that 'exploit natural resources' like 'mining, deposits, agriculture, fishing, forestry'), contributed more than 50% to the provincial economy compared to the 13% in 2010.

As the mainstay of the provincial economy, the contribution of mining dropped from 16% of the provincial output in 1996 to 9% in 2010 – leading to a decline in jobs from 180 000 in 1980 to 33 000 in 2010.⁶²

The situational analysis in the MMM draft IDP 2022-2027 concludes that agriculture/agri-industries, business, logistics-based and service industries, and tourism are the most viable economic sectors in MMM for investment.⁶³

⁵⁹ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 8.

⁶⁰ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 9.

⁶¹ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA). Undated, it includes information on Covid19 suggesting it is relatively recent.

⁶² *Free State Growth and Development Strategy* (GDS) 2030, p 9.

⁶³ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 105 & 111.

Agriculture

While the Free State's economy relies mostly on the agricultural sector in the form of large-, small-scale and subsistence agriculture, this only contributes 1.7% to the Gross Value Added (GVA) of the MMM.⁶⁴

Although agriculture is a 'critical sector' in the Metro,⁶⁵ it is also identified as being vulnerable, given its high dependence on irrigation.⁶⁶ The Municipality's IDP therefore identifies issues of environmental development and climate change as long-term strategies to protect the agricultural sector.

The largest concentration of dairy cattle in the province is situated in the Metro (COGTA profile, p24).

Crop farming is most dominant in the MMM, accounting for 67.5% of agricultural activities. This is followed by livestock farming, mixed farming and, lastly, other types of agriculture.⁶⁷

The provincial DARD says it supports Boichoko beef production and the Matsha Piggery Project in Mangaung.¹ (These are briefly mentioned on their website – but no further information can be found about them.)

Again, those wanting to work formally in the agricultural sector may well have to relocate to these larger agricultural concerns.

Mining

As noted above, mining is reflected as a relatively large sector in the province, contributing to a quarter of the province's output. While this incorporates the 12 gold mines in 'Goldfields region' and includes Free State Consolidated Goldfields, silver, coal and uranium are also mined in the province.⁶⁸

That said, besides the investments in the salt mining industries and the potential they represent (discussed above), mining represents a relatively low opportunity in the Mangaung area.⁶⁹ The COGTA indicates that mining plays only a small role towards the Mangaung economy, contributing only 1% towards the GVA. It notes that the relevant mining activities are related to mining sand, gravel, clay and salt; and that these activities have a small impact on rural development.⁷⁰

⁶⁴ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p 24.

⁶⁵ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 84.

⁶⁶ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 84.

⁶⁷ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 84.

⁶⁸ <https://www.freestateonline.fs.gov.za/index.php/profile/>. Accessed 05 June 2023.

⁶⁹ Mangaung Metropolitan Municipality One Plan, p 39.

⁷⁰ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p24.

The province identifies 'spin-off industries' relating to mining - such as processing and manufacturing - as an area of potential growth, however. The profile for development in MMM notes that opportunities lie in 'minerals value addition, production of fuel from shale gas, salt repackaging, salt lakes and salt bars'.⁷¹

The points about mining as a potential employer have been made above. Apart from work related to the salt mines, mining-related work in the Mangaung area is not a major employment prospect.

Construction (and civil engineering)

Construction is a big industry in Bloemfontein. Most people work in the construction industry, be it for government, big construction companies, or small- and medium-sized construction companies.⁷² Some people obtain temporary construction employment in companies who have received the government's tenders for various construction projects in the city.

The construction industry comprises the following:

- Construction
- Civil construction
- Fencing
- Maintenance
- Painting
- Plumbing and tiling
- Road works and road maintenance

While work is not always permanent, this is a field which may have opportunities for young people.

⁷¹ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p24.

⁷² The main companies in Bloemfontein are Sebedisan Construction, Tau Pele Construction, FMPG Construction Group, Raubex Infra, BC Building Contractors, Sky Construction, REDER Construction, Roadmac Surfacing, Lenova Construction & Development, Ruwacon, Qualicon Construction, Numeric Roofing & Construction.

Manufacturing

The industrial sector in the MMM is ‘not strong’, with manufacturing producing only 14% of the provincial output, and contributing only 6% towards its GVA.⁷³ As manufacturing (along with mining and agriculture) has lost ‘a substantial number of formal jobs’, the long-term vision identified in 2012 is to increase the sector’s economic contribution in the province significantly by 2030. The ‘effective support for this sector remains a priority’.⁷⁴

The industries are targeted at local needs, with a ‘growing dominance’ of **‘food, beverages and tobacco’** which account for approximately 28%.⁷⁵ Mangaung Metro is identified as ‘high manufacturing potential’,⁷⁶ with manufacturing output for food and beverages being seen as key potential for the area.

Alongside this, the FS GDS 2030 proposes the creation of an **agro-manufacturing complex**.⁷⁷ The MMM District Development One Plan also recognises that there is ‘opportunity for economic diversification’ relating to manufacture linked to mining and agriculture – and expresses a plan to develop two agri-hubs to realise this potential.⁷⁸ More recent documents indicate that this vision is not being realised, however.

Furniture manufacture and **recycling** make up approximately 15%,⁷⁹ while the **petro-chemicals** sector contributes approximately 10% in MMM. In contrast to the Metro, the provincial petro-chemicals sector accounts for more than 85% of manufacturing output in the province, although it provides only 29% of the sector’s employment.

Given the limited opportunities in manufacturing, the FS GDS 2030 Plan commits to increasing investments in **infrastructure development** as a means to stimulate the economy and by-pass the petro-chemicals-related manufacture gap.⁸⁰

The GDS 2030 links opportunities in the manufacturing sector as a whole to supporting ‘knowledge-based industries’ which will be realised through efforts linked to the higher education sector. It suggests that **research** and **ICT** are the areas of study on which they hope to capitalise.

⁷³ According to *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA).

⁷⁴ *The Free State Growth and Development Strategy (GDS) 2030*, p 23 & 33.

⁷⁵ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p 24.

⁷⁶ *The Free State Growth and Development Strategy (GDS) 2030*, p 35.

⁷⁷ *The Free State Growth and Development Strategy (GDS) 2030*, p 33.

⁷⁸ Mangaung Metropolitan Municipality One Plan, p 37.

⁷⁹ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p 25.

⁸⁰ *The Free State Growth and Development Strategy (GDS) 2030*, p 33.

Employment opportunities

Training for employment in food, beverages and tobacco manufacturing as well as in the agro-manufacturing complex is worth pursuing as they may still be labour-intensive industries, requiring a range of skills levels.

It would also be useful to find out what infrastructure development is envisaged, who the employers might be and what skills may be needed.

The generically described 'research' and 'ICT' are obviously not manufacturing but, if it is intended as a growth area, it will be important to know what kinds of (particularly entry-level) jobs are being envisaged.

Tourism and hospitality

Local tourism in the Free State is the second lowest for South Africa's nine provinces. The tourism market is primarily domestic, with a focus on cultural events, festivals, sporting events and leisure linked to nature reserves and resorts.⁸¹

Events, leisure, agri-tourism and cultural-historic are identified as Mangaung's competitive advantage for tourism⁸² - some of the cultural-historic sites being Naval Hill Planetarium, Boyden Observatory, Mangaung Metro Fire Fighting Museum, National Museum, Oliewenhuis Art Museum, the Anglo Boer Museum.⁸³

Together with the Tourism sub-directorate of the Department of Economic and Rural Development, the MMM has provided specific support for Youth Hospitality Management, Tourism Safety, Tourism Experience and Data Collection.⁸⁴ The access pathways to these need to be investigated, as do the jobs in the sector.

That said, there are numerous hotels and guesthouses in Bloemfontein which have a range of entry-level and junior jobs.

⁸¹ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p 26.

⁸² *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p 26.

⁸³ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 73.

⁸⁴ Mangaung Metropolitan Municipality draft IDP 2022/2027, p 73

Businesses

As the sixth largest city in the country, it is no surprise that a number of larger-scale businesses, including head offices of national businesses are located in Bloemfontein. Examples are African Mining and Crushing, Hestony Transport (long-haul trucking); WGG Construction; Raubex Infra (infrastructure); Mabjo Group; and ACSA operating at the Braam Fischer International Airport.

These could offer opportunities for entry-level work, learnerships, internships, and bursaries that could benefit young people from Soutpan and Dealesville. Information regarding these is provided in the relevant section below.

Business services

Due to the size of the city, there are numerous business services in Bloemfontein ranging from banking, legal, insurance, logistics, postal and delivery companies.

In addition to the specific vocational/professional skills typically employed in these kinds of businesses, they are likely to also employ clerical, data capture, customer service and delivery staff, among others. The dominant employers are as follows:

- Banking: ABSA, FNB, Standard Bank, Capitec, Nedbank.
- Legal: Webbers Attorneys; Phatsoane Henny Attorneys; Legal Wise; Honey attorneys; Lovious Block Attorneys; Duba Attorneys; Van Wyk & Preller Attorneys; etc.
- Insurance: Old Mutual; Sanlam; Assupol; Metropolitan; Momentum; Liberty.
- Logistics: Hestony Transport; Value logistics; Arrow logistics; Pepcor logistics; Triton Express; Interfreight; Headline Transport; etc.
- Courier Companies: The Courier Guy; Postnet; Aramex; Fastway; Fedex; DHL; RAM Couriers; Skynet; etc.

Retail

The consumer market in Bloemfontein is extensive. Trade is estimated to contribute around 16% to the city's economic profile.

In addition to those from Bloemfontein and nearby, there is massive buying power from thousands of Lesotho citizens who do most of their retail shopping in the city, due to its extensive retail industry. Bloemfontein also supplies a great deal of local farmers as well as the population of nearby towns like Ladybrand, Welkom, Bultfontein, Clocolan, Soutpan, Dealsville, Thaba Nchu and many others.

The larger retailers in Bloemfontein include Shoprite, Spar, Pick 'n Pay, Boxer, Woolworths, PEP. Other big businesses include the following:

- bottle stores: Shoprite Liquor, Liquor City, Ultra, TOPS at Spar, Pick 'n Pay Liquor, Checkers Liquor and others;
- cell phone shops: Vodacom stores, MTN Stores, Telkom stores, Cell C shops, Edgars;
- furniture stores: Beares, OK Furniture, Lewis, Mr Price Home, Coricraft, Bradlows and etc;
- clothing shops: Sportscene, Tekkietown, Ackermans, Foschini, Edgars, Woolworths, Mr Price, The Fix, H&M, Cotton On, Jet and etc.;
- pharmacies: Dischem, Clicks, Medi-Wise, Alpha, Local Choice and etc.;
- hardware / building supplies: Builders Warehouse, BUCO, DIY Superstore, Build-It, Easy Build, Builders Mart and many others; and
- food outlets: KFC, Spur, Nandos, Chicken Licken, McDonalds, Steers, Wimpy, Debonairs, Romans Pizza and many others.

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. Some of the national retail chains train their own staff – see below.

Transport services

The transportation sector includes enterprises such as airlines, trucking, railroads, shipping, and logistics firms, as well as those that provide transportation infrastructure.

The transport industry in Bloemfontein comprises:

- bus commuter and coach services
- taxi and cab industry
- road freight

Bus commuter and coach services

The many people who have come to Bloemfontein for work and school are bus users, giving Bloemfontein's bus industry some influence.

- Short distance buses are operated by Interstate Bus Lines which serves Bloemfontein, Botshabelo, Thaba Nchu, Soutpan, Dealsville and other surrounding areas.
- Long distance bus services are operated by Greyhound, Intercape, Translux, Eldo Coaches. None go to Dealesville or Soutpan.

The careers in this sector are: drivers, mechanics, receptionists, IT technicians and marketing personnel.

Taxi and cab industry

The (mini-bus) taxi industry is probably the biggest industry within the transport sector – used by people who work in Bloemfontein who live in nearby townships and towns, some taking one or two taxis to get to work.

The cab services in Bloemfontein are much more expensive than (mini-bus) taxis but there is nonetheless a big demand for them. The main services are Bloem Taxis, BVK, Let it Be Cabs, Vrystaat Taxis, Rooikat Taxis, JR Maxi Taxis, and Bolt.

Careers in this sector include drivers, mechanics, call centre agents and with the possibility of self-employment through companies such as Bolt.

Road freight

The main companies in the road freight services sector include Hestony Transport, Value Logistics, Arrow Logistics, Pepcor Logistics, Triton Express, Interfreight, Headline Transport.

Smaller deliveries are undertaken by courier companies (listed above) and by organisations like Uber eats, Takealot, Checkers (sixty-sixty) who make deliveries on scooters.

The careers in this sector are: drivers of trucks (code 10), vans (code 8) and scooters – all of which youth could take up – as well as mechanics, hostesses, receptionists, IT technicians and marketing personnel.

Early childhood development (ECD)

Given the wide range of income groups within the population of a city, there are likely to be ECD centres of various levels of sophistication – with a similar range of employee needs. As the ECD TVET course attracts quite a number of young people, this may be an area worth pursuing.

Schools

There are 189 schools in Bloemfontein and nearby townships, comprising primary and high schools, both public and privately funded.

This considerably wider range of schools offers a wider range of job types and opportunities. Becoming an education assistant or teacher may be a real option for some young people. In addition, schools may employ, cleaners, gardeners, administration people, sports coaches and catering people.

Libraries

In addition to a National State Library, there is a network of approximately 14 local municipal libraries in Bloemfontein – which employ librarians and assistant librarians, amongst others.

Municipalities

Given that the overall emphasis for economic growth is on infrastructure and on community-services (health, social development etc) there should be additional employment opportunities through projects led by the municipality (and provincial departments).

While advertised job opportunities in these municipalities usually require qualifications and experience, there are occasional opportunities for young people with Grades 10-12. The opportunities for training, work experience and employment available need to be researched.

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

Social and community services

As noted above, the services sector, and specifically the community services sector, is the primary economic sector in the province - and in the MMM. Community services account for 33.2% of the Metro's GVA and is the only sector that recorded growth in the Metro between 2008 and 2017.

The sector includes

- the **headquarters for provincial government departments,**
- **tertiary institutions,**
- **healthcare facilities,**
- **judicial services,** and
- **schools.**

Given the high dependence of the rural areas on the regional hub in Bloemfontein,⁸⁵ building opportunities for young people to work in this sector may be the most strategic.

⁸⁵ *Profile and Analysis for Mangaung*, Department of Co-operative Government and Traditional Affairs (COGTA), p 25 & 26.

- Advertisements for municipal jobs in the Bloemfontein region can be found on the City of Mangaung's website: <http://www.mangaung.co.za/category/vacancies/>; the municipality also advertises their vacancies on their social media platforms – e.g. Facebook. Vacancies are posted as they arise.
- Government jobs within various departments in Bloemfontein are advertised through the Department of Public Service and Administration: <https://www.dpsa.gov.za/newsroom/psvc/>. New vacancies are posted every Friday on the website and in the form of circulars.
- Tertiary institutions mainly advertise their vacancies on their institutional websites and through third-party websites and apps like Linked In, Indeed, Pnet etc.

As training and employment opportunities in this sector vary considerably, the ways in which they are advertised should be ascertained and closely tracked.

Health services

In addition to the 17 primary health care clinics located around the Metro – as well as, presumably, step-down facilities - Bloemfontein has a number of state tertiary hospitals⁸⁶ like the Universitas Academic Hospital, the National District Hospital, and the Pelonomi Regional Hospital (a specialist facility that includes training of health professionals).⁸⁷

Private hospitals include the Universitas Netcare Private Hospital, the Pelonomi Netcare Private Hospital, Life Rosepark Hospital and the Bloemfontein Medi-clinic.⁸⁸

The health sector includes a very wide range of levels and types of employment, and qualifications in these areas can be portable and desirable. This is worth researching further.

The MMM comprises four health sub-districts: Bloemfontein, Botshabelo, Naledi and Thaba Nchu. The Metro has 313 clinics and 122 mobile clinics, many of which are located in Bloemfontein, Botshabelo and Thaba Nchu.

Smaller towns have around 1-3 clinics each.

There are 36 state-owned hospitals and 26 private hospitals, all hospitals are located in Bloemfontein besides three that are in Thaba Nchu and Botshabelo.

(https://www.cogta.gov.za/ddm/wp-content/uploads/2020/08/DistrictProfile_MANGAUNG.01072020.pdf)

⁸⁶ <https://www.health.fs.gov.za/files/health-facilities/mangaung/Bloemfontein%20Mangaung%20Hospitals.pdf>

⁸⁷ <https://www.health.fs.gov.za/wp-content/uploads/2012/04/Pelonomi-Regional-Hospital.pdf>

⁸⁸ <https://www.health.fs.gov.za/files/health-facilities/mangaung/Bloemfontein%20Mangaung%20Hospitals.pdf>

Care for the elderly

Accommodation and care for the elderly in Bloemfontein is provided by the state and the private sector in 28 facilities – and again includes a fairly wide range of types of employment. Entry level jobs include caregivers, cleaners, catering people, security guards, gardeners, porters and more specialised skills are auxiliary nurses, professional nurses, occupational therapists, physiotherapists, dieticians, bookkeepers, HR personnel.

Police and security services

The Free State currently has 107 police stations and employs approximately 9 000 police officers in the province - with the largest number of police officers being in Bloemfontein.

The security industry in Bloemfontein is massive and a major form of employment – given the size of the city with its many businesses, government departments, schools, universities, hospitals and etc.

There are currently more than 120 security companies in Bloemfontein⁸⁹ - who employ security officers, alarm fitting specialists, armed response, street patrol officers, HR personnel, bookkeepers, call centre agents, marketing personnel and etc.

As above, the security sector employs people who are physically fit, have a driver's licence and training or experience in policing, safety and security.

SOLAR POWER PARKS

Letsatsi PV Solar Park

Letsatsi Solar Park is accessible to both Dealesville and Soutpan as both lie within the 50km radius of the Park.

Given its location and significance to the two towns, we attempted to find out what opportunities for employment there may be at the company. While we did not manage to engage with them – despite many attempts to do so - we did learn that Letsatsi contracts an operator to manage the plant itself, but were not able to obtain the name of the contractor.

The information reported below is thus from their website only.

⁸⁹ The main companies are ADT, Bloemsec, Defensor Security, Securiforce, Nissi Armed Response, UFS Protection Services, Fidelity ADT, SMADA Security, Mafoko, G4S Secure Solutions, Senforce and etc.

Employment

The Letsatsi Solar Park website reports that ‘during the construction phase, the project generated approximately 1.1 million man-hours, with a large percentage of the workforce comprising local youth’. It asserts that ‘these young men and women have acquired valuable new skills in areas such as civil construction, steel structure assembly and electrical installation. These skill sets have since become sought-after in other projects in the region and within the REIPPP power sector.’⁹⁰ How transferable these skills are to work other than solar park erection is not known, however.

We could not find out how many people Letsatsi Solar Park – or the contracted operator - currently employs; nor whether they have a policy of employing people from the catchment area. We did learn that they employ

- a site engineer; and
- Community Liaison Officer;

And that the operating company employs:

- health & safety officer
- HR and administration
- solar technicians
- site management
- facilities and general work
- electrical & solar engineers and technicians
- SCADA operators and technicians

Education and training

Following the regulatory requirement of directing funds towards community development, the municipal IDP reports that the Letsatsi Power Plant provides apprenticeships, bursaries and various forms of funding that promote young people’s access to PSET study opportunities.⁹¹ While the detail of these training opportunities was not accessible, what was identified is listed under the relevant sections below.

At the time of writing, Letsatsi had two bursary beneficiaries receiving full tuition, accommodation, and allowances, both of whom were required to be studying towards a STEM qualification and be residents of the communities within 50km of Letsatsi Plant.

⁹⁰ <https://letsatsipv.com/>

⁹¹ Tokologo Local Municipality draft IDP 2022, p.50

Procurement

The Renewable Energy Independent Power Producers Procurement Programme (REIPPPP) requires each energy project to source locally for 40% of its project spend, in order to support local economic development.

The Letsatsi Solar Park website says it has a '35% local content spend'⁹² which refers to local content during the construction phase.

The operator procures the following local services: construction; catering; accommodation; transport; stationery & equipment; electrical services; vehicle tyres/towing services; security; cleaning and facilities.

Economic and social development

REIPPPP also requires that projects allocate a percentage of their revenue to support socio-economic and enterprise development in the local communities where they are located. As such, the Letsatsi Solar Park website notes that it is 'is engaged with communities and small businesses within the designated priority area namely; Mangaung and Tokologo municipalities'.⁹³

The Tokologo municipality recognises that 'Letsatsi Solar Energy has done intensive research on revitalizing economic opportunities at Dealesville with existing small business and has assisted emerging small business'. They cite a 'car wash initiative and food stalls'.⁹⁴ In addition, its contribution to the re-revitalisation of the Tokologo Saltworks has been mentioned above, while its support for entrepreneurship and SMMEs is mentioned below.

In addition, 'Letsatsi Power has committed to broad-based community benefit in its Socio-Economic Development (SED) programme over its 20-year project lifespan'.

- Its support for ECD centres and the Ikgomotseng clinic has also been mentioned above.
- The projects, which largely comprised support related to the COVID pandemic, are given on their website.⁹⁵

⁹² <https://letsatsipv.com/>

⁹³ <https://letsatsipv.com/tokologo-saltworks-infrastructure-project/>

⁹⁴ Tokologo Local Municipality IDP 2022/27, p50.

⁹⁵ <https://letsatsipv.com/>

Additional solar park near Dealesville?

Ventura Renewable Energy is proposing a Solar PV Facility on the Visserspan farm 8km north-west of Dealesville - with an investment of R1.2 billion.⁹⁶

The Socio-Economic Impact Assessment (SEIA) indicates that the construction phase will

- generate only 60 jobs over nine months,
- 60% of which are likely to benefit people who are 'previously disadvantaged'.
- 40-60% of the jobs will be locally sourced⁹⁷ – which, presumably, will privilege those who obtained 'skill sets that have become sought-after in other projects in the region' during the construction of the Letsatsi Power Park.

PERCEPTIONS OF YOUTH IN DEALESVILLE AND SOUTPAN/IKGOMOTSENG

Key informant interviews⁹⁸

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

Local & provincial government

- Office of the Premier – Tokologo Municipality: Community Development Practitioner: Xoliswa Wittes
- Office of the Speaker – Tokologo Municipality: Public Participation Officer: John Kukare
- Tokologo Municipality: Acting Integrated Development Plan Manager: Motsamai Merahe
- Department of Social Development – Masilonyana Municipality: Community Development Practitioner: Dibuo Lehoke

State-funded services

- Ikgomotseng Community Library: Librarian: Thapelo Cegade
- Ikgomotseng Clinic: Professional Nurse: Thandeka Ndleleni

⁹⁶ EnviroAfrica Socio-economic Impact Assessment (SEIA) p1 & 4. <https://enviroafrica.co.za/wp-content/uploads/2020/11/53-Appendix-G5-Final-Socio-economic-Impact-Assessment-Project-2.pdf>

⁹⁷ EnviroAfrica Socio-economic Impact Assessment (SEIA) p 21. <https://enviroafrica.co.za/wp-content/uploads/2020/11/53-Appendix-G5-Final-Socio-economic-Impact-Assessment-Project-2.pdf>

⁹⁸ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by herself and colleague Robyn Pritchard.

Partners

- DGMT: Community Project Co-ordinator: Thlolohelo Ramosoeu
- Letsatsi Community Trust: Trustee: Kegomoditswe Mokhobo
- Letsatsi Community Trust: Trustee: Mathabang Mokhoabane

Schools

- Kgololosego Secondary School: Principal: Owen Monoang
- Kagisano Combined School – Ikgomotseng: Teacher – Inclusive Education: Mathabang Mokhoabane
- Kagisano Combined School – Ikgomotseng: Teacher & SBST Co-ordinator: Busisiwe Ntili

NPO

- NACCW Isibindi Ezikoleni (Dealesville & Ikgomotseng): Project Co-ordinator: Katlego **Nikamanzi**
- Nali'bali (Ikgomotseng): Story Sparker: Boniswa **Mkhumbeni**
- Smart Start: Project Co-ordinator: Nomatjala Linko
- Flourish: Co-ordinator: Mosela Speelman

Substance abuse was mentioned by all key informants as the biggest challenge facing the youth of Ikgomotseng. Drugs are said to be the biggest contributor to destroying the lives of the youth in the area - understood to be their way of dealing with the frustrations of unemployment, peer pressure, alcoholic parents, fighting within families etc..⁹⁹

*"If I was not looking after my son properly, paying attention to his needs and his learning difficulties, I think he would also have gone into drugs and alcohol like most of the young people in this area. I made sure to keep an eye on him and look for opportunities when he dropped out of high school in Grade 10 - and now he is an Education Assistant focusing on sports"*¹⁰⁰

Seven key informants from both towns reported a high proportion of out-of-school youth – and are concerned about **school dropouts** who have virtually no opportunities for development.¹⁰¹

*"Even when there is a [case of a school] dropout, it does not shock the family, it does not shock the community, to see a child not attending school and loitering around during the day...even ECD-going age children loitering around ...It is just [viewed as] normal."*¹⁰²

⁹⁹ Thandeka Ndleleni (Ikgomotseng Clinic); Thapelo Cegade (Ikgomotseng Public Library); Mosela Speelman (Flourish); Nomatjala Linko (Smart Start).

¹⁰⁰ Mosela Speelman (Flourish).

¹⁰¹ Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Mathabang Mokhoabane (Kagisano Combined School); Owen Monoang (Kgololosego Secondary School); Boniswa Mkhumbeni (Nal'ibali); Thlolohelo Ramosoeu (DGMT); Xoliswa Wittes (Office of the Premier, Tokologo Municipality); John Kukare (Office of the Speaker, Tokologo Municipality).

¹⁰² Thlolohelo Ramosoeu (DGMT).

Many of the key informants mentioned that a significant challenge in Ikgomotseng is that the youth **lack motivation to study further**. Even if learners finish matric, most would rather look for work than study further. They attribute this to the lack of career guidance as well as challenges with accessing information about university applications and closing dates for applying to support from NSFAS.¹⁰³

Most of the key informants repeatedly mentioned the family issues being faced by the youth in the area. **Large families and communal living** means

- there is no time for parents or guardians to pay attention to the wellbeing of their children; and
- there are fewer opportunities, as parents have to compromise on which child to send to school, given their constrained finances.¹⁰⁴

In addition, however, there is a significant increase in **child-headed households** in Ikgomotseng, where older siblings are required to care for the younger ones. This can be the result of the deaths of parents, their parents living on nearby farms for seasonal work, or that their parent goes to live with a new spouse, leaving their children at home to fend for themselves. These results in the neglect of the lives and wellbeing of their children.¹⁰⁵

*"Because Ikgomotseng is a small rural area, most families have many houses and when parents or a parent in the family dies, instead of the children moving in with their extended families or relatives, they find it better to just stay in the house by themselves or move to another house that the family owns and then continue to live by themselves which increases the number of child-headed households in the area."*¹⁰⁶

Unemployment rates are high, in addition to which young people in both towns navigate a variety of **social issues and lived experiences** - namely:

- teenage pregnancies, among both school-going and out-of-school youth;¹⁰⁷
- child-headed households – following the death or absence of their parents leaving children as the main caregivers in the household;¹⁰⁸
- child neglect and abuse (notably sexual abuse);¹⁰⁹

¹⁰³ Thandeka Ndleleni (Ikgomotseng Clinic); Thapelo Cegade (Ikgomotseng Public Library).

¹⁰⁴ Thandeka Ndleleni (Ikgomotseng Clinic); Thapelo Cegade (Ikgomotseng Public Library); Mosela Speelman (Flourish).

¹⁰⁵ Thandeka Ndleleni (Ikgomotseng Clinic); Thapelo Cegade (Ikgomotseng Public Library).

¹⁰⁶ Thandeka Ndleleni (Ikgomotseng Clinic).

¹⁰⁷ Motsamai Merahe (Tokologo Municipality); Kegomoditswe Mokhobo (Letsatsi SPT); Xoliswa Wittes (Office of the Premier, Tokologo Municipality); Katlego Nikamanzi (NACCW Isibindi Ezikoleni).

¹⁰⁸ Busisiwe Ntili (Kagisano Combined School); Motsamai Merahe (Tokologo Municipality).

¹⁰⁹ Busisiwe Ntili (Kagisano Combined School); Thlolohelo Ramosoeu (DGMT); Mathabang Mokhoabane (Kagisano Combined School); Katlego Nikamanzi (NACCW Isibindi Ezikoleni);

- gender-based violence;¹¹⁰
- substance and alcohol abuse¹¹¹ - especially among unemployed young people, especially those who have dropped out of school;¹¹² and
- crime, specifically in the form of drug-related theft.¹¹³

Addressing the issues

Nal'ibali – one of the DGMT implementing partners – attempts to close some these gaps by offering out-of-school youth weekly reading clubs. Members tend to withdraw from them, however, presumably yielding to pressure from their peers to regard such initiatives as inconsequential.¹¹⁴

Some of the informants suggested that the introduction, or expansion, of vocational, artisanal, entrepreneurship and home-making skills development programmes will address the skills gaps and potentially lead to employment opportunities¹¹⁵. They could particularly benefit young people with special needs and those who have exited school prematurely or whose matric results exclude them from access to tertiary education. Whether or not this will be of interest to the young people who they are intended to help is not known.

Youth as an asset

The Lesedi and Letsatsi community consultation report identified as 'good outcomes' for youth 'confident citizenship, effective education, access to opportunities, healthy lifestyles, agency and resilience'.¹¹⁶

'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'.¹¹⁷

¹¹⁰ Katlego Nikamanzi (NACCW Isibindi Ezikoleni).

¹¹¹ Busisiwe Ntili (Kagisano Combined School); Mathabang Mokhoabane (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Owen Monoang (Kgololosego Secondary School); Motsamai Merahe (Tokologo Municipality); Xoliswa Wittes (Office of the Premier – Tokologo Municipality); Katlego Nikamanzi (NACCW Isibindi Ezikoleni).

¹¹² Mathabang Mokhoabane (Kagisano Combined School).

¹¹³ John Kukare (Office of the Speaker, Tokologo Municipality).

¹¹⁴ Boniswa Mkhumbeni (Nal'ibali).

¹¹⁵ Busisiwe Ntili (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Owen Monoang (Kgololosego Secondary School); Xoliswa Wittes (Office of the Premier, Tokologo Municipality); Dibuo Lehoke (DSD).

¹¹⁶ Social Transformation System. 2016. *'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed'*, p 9.

¹¹⁷ Social Transformation System. 2016. *'Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it's Fixed'*, p 9.

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.¹¹⁹

'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.'*¹²⁰

Of a learner cohort (Grade 9-12), some will go to TVET college¹²¹ or to a university.¹²² A few may find unskilled jobs, but most will become NEET - Not in Education, Employment or Training (see more below).

¹¹⁸ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

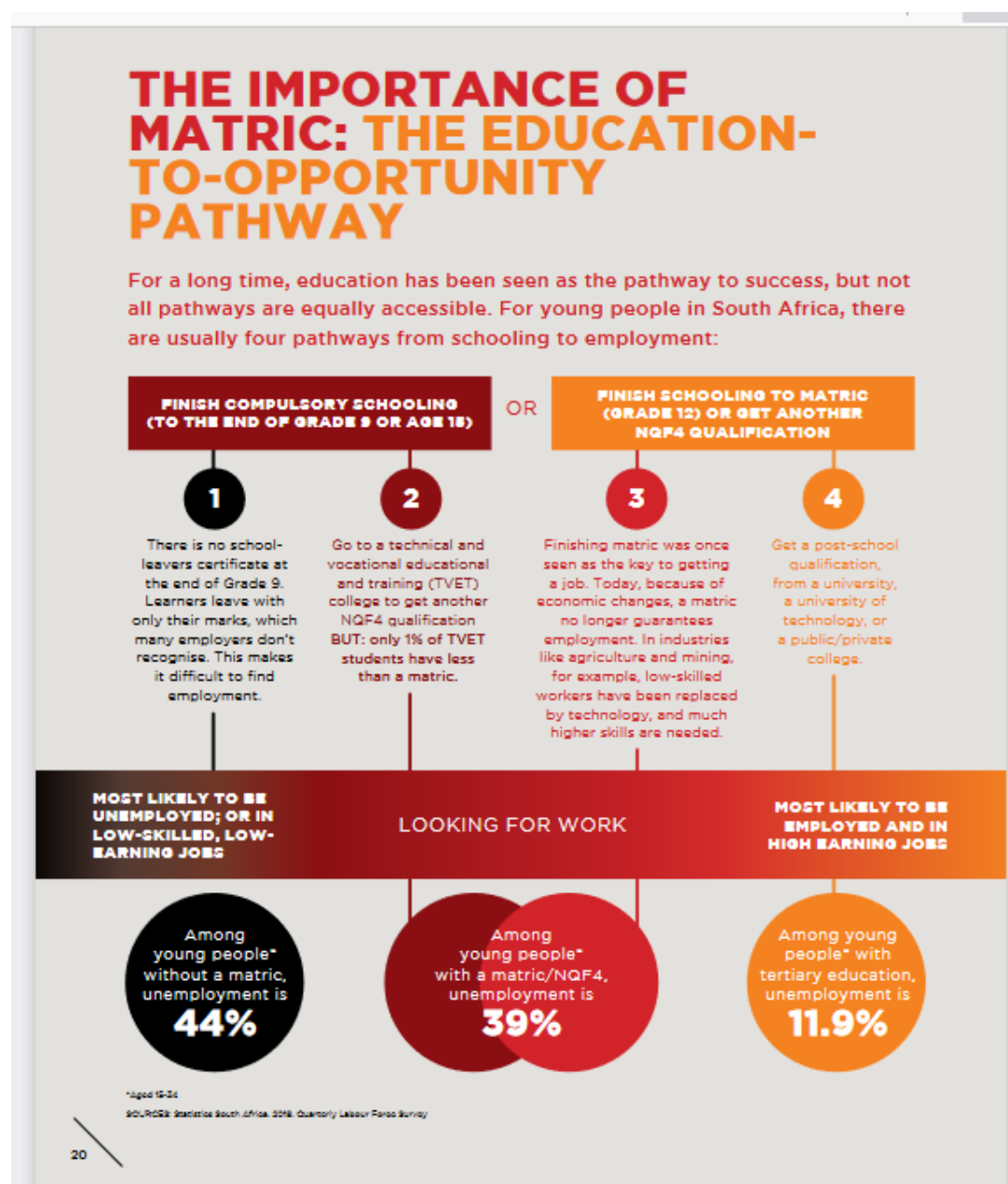
¹¹⁹ Van Broekhuizen, H., Van der Berg, S. and Hofmeyer, H., 2016. From matric into and through university: Higher Education access and outcomes in South Africa. Research on Socio-Economic Policy (RESEP), p 8.

¹²⁰ 'Spotlight on dropout' from 'School Dropout: What the catch?' November 2019. DG Murray Trust p11. <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>. Accessed 10 August 2022.

¹²¹ 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.

¹²² Approximately 9% of matriculants enter university immediately, while 3% may go at a later point in their lives (Van Broekhuizen, H., Van der Berg, S. and Hofmeyer, H., 2016. From matric into and through university: Higher Education access and outcomes in South Africa. Research on Socio-Economic Policy (RESEP), p 8).

The difference made to young people's prospects through obtaining good matric results and a post-school qualification is shown in the following figure:¹²³



While about 9% of those matriculating will access university, only 4% will obtain degrees within 6 years.¹²⁴

¹²³ 'School Dropout: What the catch?' November 2019. DG Murray Trust p 20.
<https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>. Accessed 10 August 2022.

¹²⁴ 'School Dropout: What the catch?' November 2019. DG Murray Trust p 20.
<https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>. Accessed 10 August 2022.

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 graduation¹²⁵ – in this case probably in the mines or solar farms.¹²⁶

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.

Youth unemployment

SALDRU¹²⁷ reports that 'the numbers [of NEET] 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%.¹²⁸ 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)'.¹²⁹

¹²⁵ Rogan, M. & Papier, J. 2020. A baseline study on the destination of TVET college graduates to strengthen employment promotion in South Africa. Department of Higher Education and Training.

¹²⁶ Van Broekhuizen, H., Van der Berg, S. and Hofmeyer, H., 2016. From matric into and through university: Higher Education access and outcomes in South Africa. Research on Socio-Economic Policy (RESEP), p.8.

¹²⁷ South African Labour and Development Unit at the University of Cape Town.

¹²⁸ Statistics South Africa, 2022a: p 14.

^{*129} SALDRU, 2022. Youth Month 2022: The importance of recognizing young people's resilience in their search for opportunities. <https://www.saldru.uct.ac.za/2022/06/30/youth-month-2022->

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). However, many learners choose a qualification at a TVET college based on whether they can get a stipend rather than on their interests or passions, or on the employment prospects. Some view TVET qualifications, especially the technical subjects, as often being outdated, not matching industry’s standards, and not being highly regarded by industry.¹³⁰ 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 campaign¹³¹ – 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.

This is in concert with DGMT’s David Harrison who points to the importance of working with those who do drop out,¹³²

‘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.’

the-importance-of-recognizing-young-peoples-resilience-in-their-search-for-opportunities/. Accessed August 2022.

¹³⁰ Brey, Z., Brownell, K. and Motala, N., 2021. Centres of Specialisation (CoS) Programme Midterm Evaluation: Final Evaluation Report. JET Education Services, p 37.

¹³¹ See <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>. Accessed 10 August 2022.

¹³² Harrison, D. (2021) ‘Get to grips with the brains of youth’. *Mail & Guardian*. February 26 to March 4 2021. <https://dgmt.co.za/wp-content/uploads/2021/03/Mail-Guardian-David-HF3.pdf>. Extract reproduced in Appendix E. Accessed 10 August 2022.

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

SALDRU has commented above on the odds of young people becoming NEET.¹³³

Dealesville and Ikgomotseng are plagued by poverty and unemployment¹³⁴ and the consensus among the key informants is that there are severely limited employment opportunities in both communities,¹³⁵ leaving residents primarily dependent on social grant assistance.¹³⁶

The results of the survey of past matriculants undertaken 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 what 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.¹³⁷

Most of the work that is available is irregular – e.g. seasonal work at nearby farms¹³⁸ and temporary work on construction sites.¹³⁹ In addition, while the Presidential Youth Employment Initiative (PYEI) has enabled a few young people to secure employment as education assistants at the two high schools, they usually become unemployed in between the phases which the PYEI uses to structure these opportunities.¹⁴⁰

¹³³ South African Labour Development Unit at the University of Cape Town.

¹³⁴ Busisiwe Ntili (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Owen Monoang (Kgololosego Secondary School).

¹³⁵ Xoliswa Wittes (Office of the Premier, Tokologo Municipality); John Kukare (Office of the Speaker – Tokologo Municipality); Owen Monoang (Kgololosego Secondary School); Motsamai Merahe (Tokologo Municipality) Busisiwe Ntili (Kagisano Combined School); Mathabang Mokhoabane (Kagisano Combined School).

¹³⁶ Mathabang Mokhoabane (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

¹³⁷ *Sub-report: 2020-2021 matriculants*, p 25.

¹³⁸ Moeketsi Mosese (CET College - Ikgomotseng); Owen Monoang (Kgololosego Secondary School)

¹³⁹ Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

¹⁴⁰ Mathabang Mokhoabane (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Owen Monoang (Kgololosego Secondary School).

Short-term work opportunities are also available from the Expanded Public Works Programme (EPWP) and Community Work Programme (CWP)¹⁴¹ – both of which aim to provide skills and experience to obtain work¹⁴² – but they are short-lived and often lead to no other prospects.

Another indicator of a lack of local employment opportunities is seen in university and TVET college graduates from these communities seeking employment elsewhere; they tend to not return to their communities.¹⁴³

“Some of [the graduates] are teachers, some of them are nurses, but they are working outside Soutpan...they do not work here, where they were born and grew up. They are employed outside of Soutpan.”¹⁴⁴

Key informants observed that the overall lack of access to employment, and the irregular nature of available employment, translates into a lack of enthusiasm and initiative among young people. Young people are described as being despondent, demotivated and having low morale.¹⁴⁵

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

¹⁴¹ Busisiwe Ntli (Kagisano Combined School); John Kukare (Office of the Speaker – Tokologo Municipality); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

¹⁴² “It ensures that beneficiaries gain skills while they work on EPWP projects with the aim of enhancing their chances of being placed on other viable programmes upon exit from EPWP projects.” Downloaded on 2 November 2022 from website of Public Works and infrastructure: <http://www.epwp.gov.za/training.html>.

¹⁴³ Busisiwe Ntli (Kagisano Combined School); Thlolohelo Ramosoeu (DGMT); Mathabang Mokhoabane (Kagisano Combined School); Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

¹⁴⁴ Busisiwe Ntli (Kagisano Combined School).

¹⁴⁵ Dibuo Lehoke (Department of Social Development – Masilonyana Municipality); Mathabang Mokhoabane (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust); Owen Monoang (Kgololosego Secondary School).

- 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.

B: SCHOOLING

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').'¹⁴⁶

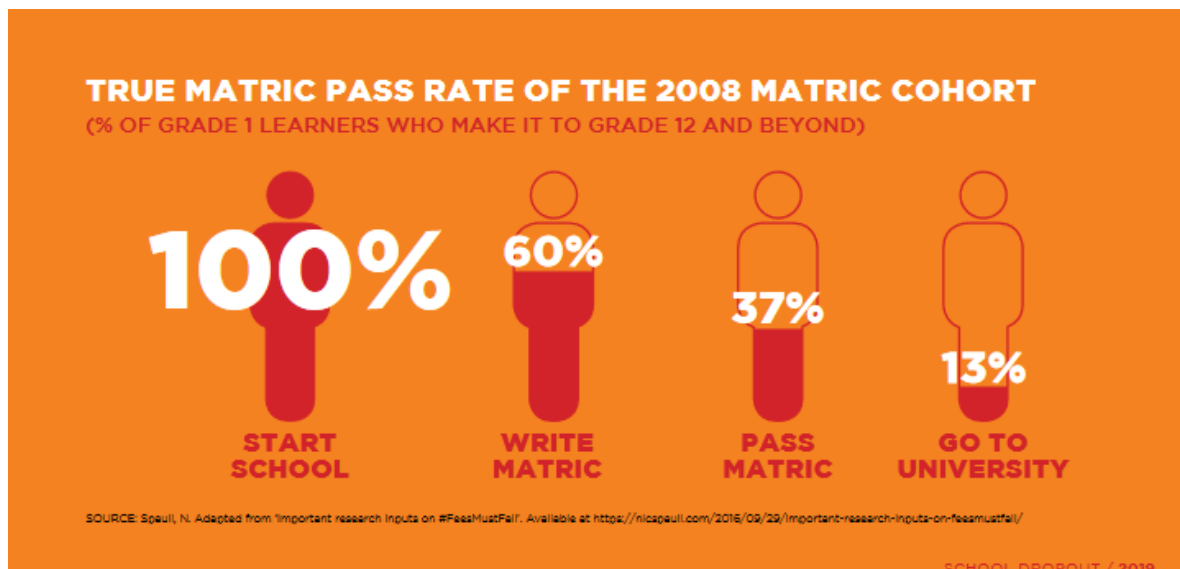


Figure 3: True matric pass rate¹⁴⁷

While we cannot know the extent to which these two 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.

PROVINCIAL MATRIC PASS RATES

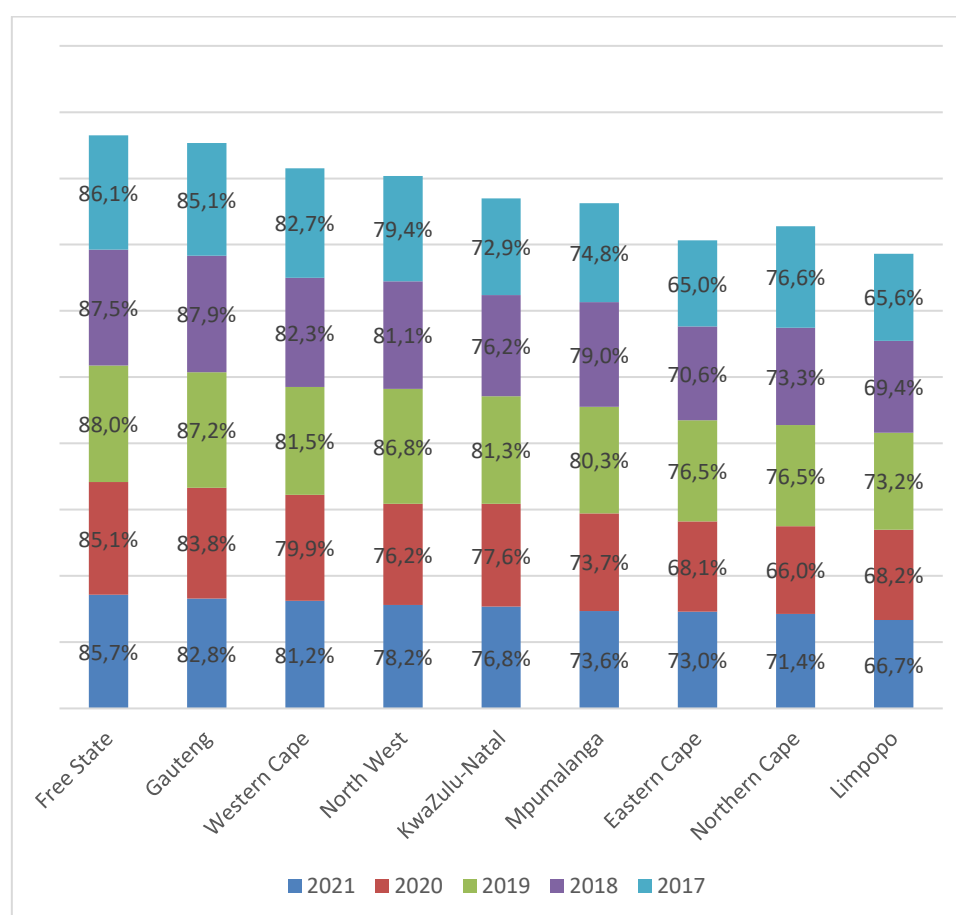
The Free State has had the highest proportion of matric pass rates in the country for the five years 2017 – 2021, except for 2018 when it was 0.4 percentage points below Gauteng.

¹⁴⁶ 'The true matric pass rate' from 'School Dropout: What the catch?' November 2019. DG Murray Trust p21. <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>. Accessed 10 August 2022.

¹⁴⁷ 'The true matric pass rate' from 'School Dropout: What the catch?' November 2019. DG Murray Trust p21. <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf>. Accessed 10 August 2022.

**Table 4: Proportion of those who wrote who passed – by province:
2017 – 2021**

	2021 ¹⁴⁸	2020 ¹⁴⁹	2019 ¹⁵⁰	2018 ¹⁵¹	2017 ¹⁵²
Free State	85,7%	85,1%	88,0%	87,5%	86,1%
Gauteng	82,8%	83,8%	87,2%	87,9%	85,1%
Western Cape	81,2%	79,9%	81,5%	82,3%	82,7%
North West	78,2%	76,2%	86,8%	81,1%	79,4%
KwaZulu-Natal	76,8%	77,6%	81,3%	76,2%	72,9%
Mpumalanga	73,6%	73,7%	80,3%	79,0%	74,8%
Eastern Cape	73,0%	68,1%	76,5%	70,6%	65,0%
Northern Cape	71,4%	66,0%	76,5%	73,3%	76,6%
Limpopo	66,7%	68,2%	73,2%	69,4%	65,6%



**Figure 4: Proportion of those who wrote who passed – by province:
2017 – 2021**

¹⁴⁸ <https://www.skillsportal.co.za/content/provincial-matric-pass-rates-class-2021>

¹⁴⁹ <https://businesstech.co.za/news/government/470012/here-are-south-africas-matric-results-for-2020/>

¹⁵⁰ <https://www.education.gov.za/Portals/0/Documents/Reports/>

¹⁵¹ <https://www.education.gov.za/Portals/0/Documents/Reports/>

¹⁵² <https://www.thesouthafrican.com/news/matric-pass-rate-2017/>

And, as an example, in 2019 the pass rates in the Free State were fairly evenly distributed across district municipalities (and therefore possibly across rural and urban contexts). (Dealesille and Soutpan and are in Lejweleputswa.)

FREE STATE

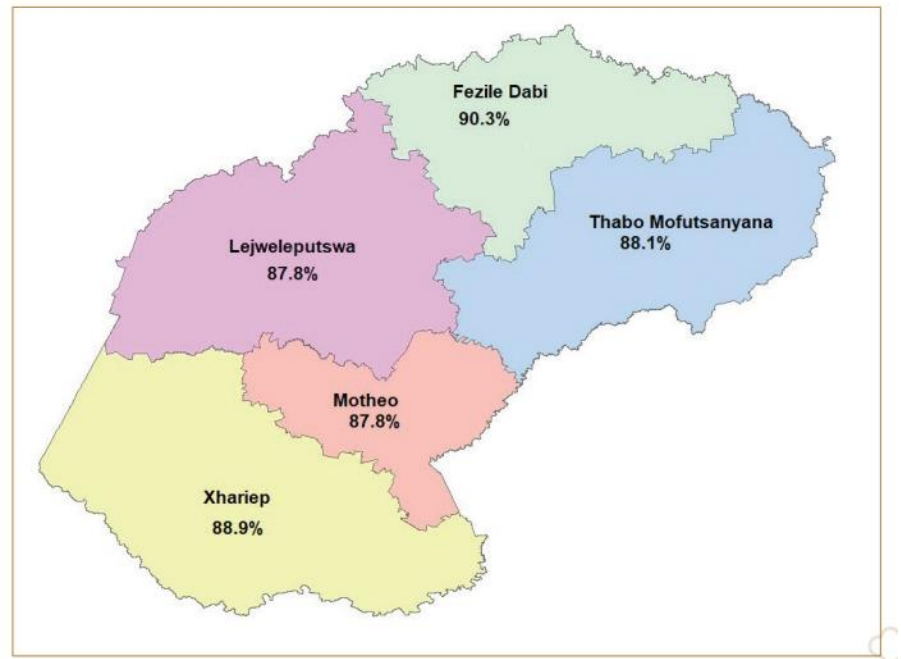


Figure 5: Proportion of Free State learners who wrote matric and passed – by district municipality: 2017 – 2021

Bachelors' passes

In terms of opportunities produced by these results, the Free State's proportion of Bachelor passes mirrors the national stats, with a very small, consistent margin of lower difference.

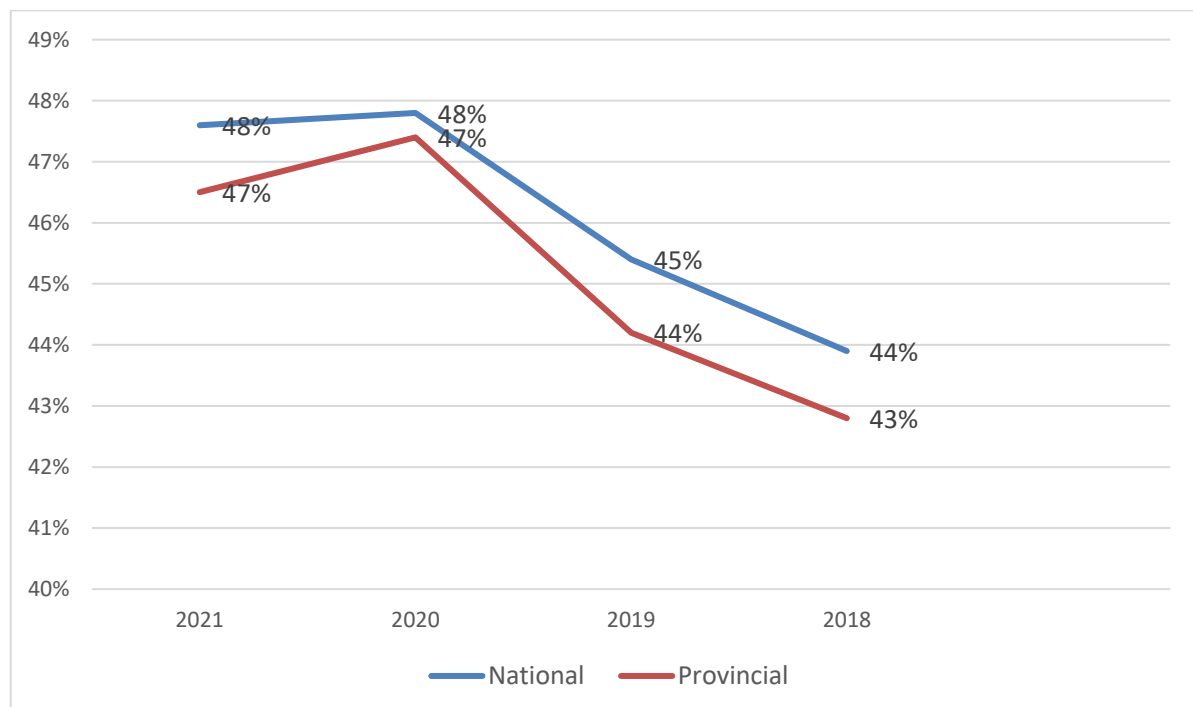
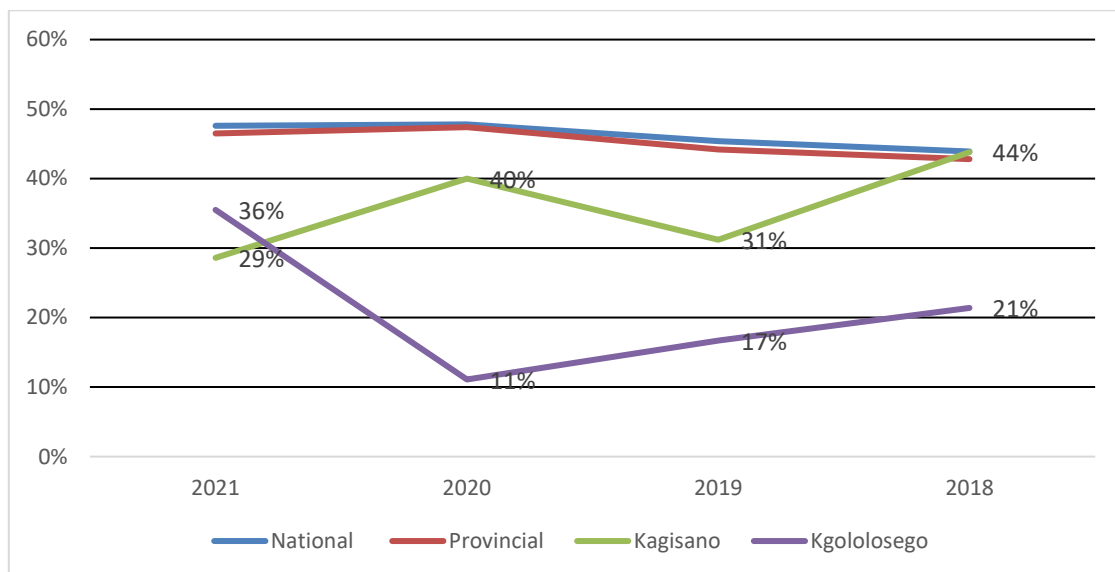
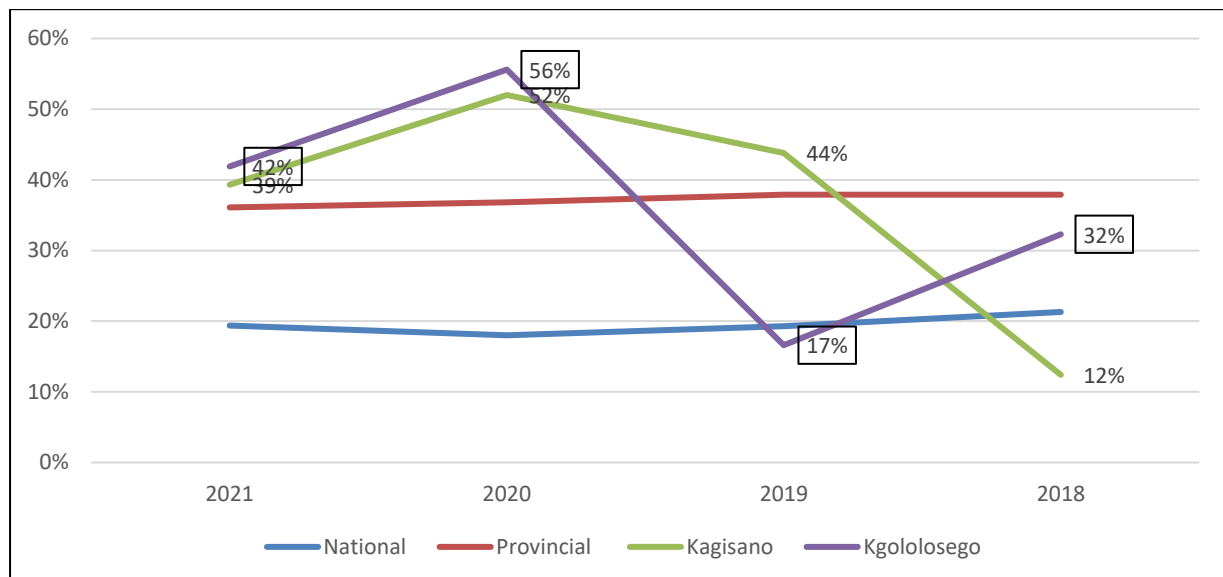


Figure 6: Proportion with Bachelor passes - as a proportion of those who passed G12: National compared with Provincial

As seen in the two tables below, both Kagisano and Kgololosego schools had lower outcomes in terms of Bachelor passes than the provincial average – while in 2020 and 2021 they produced more Diploma passes than the provincial and national averages. The details of these can be seen in Table 5 below the two figures.



**Figure 7: Proportion with Bachelor passes
(as a proportion of those who passed G12):
National, Provincial and both Free State schools 2018 - 2021**



**Figure 8: Proportion with Diploma passes
(as a proportion of those who passed G12):
National, Provincial and both Free State schools 2018 - 2021**

Table 5: Matric results: Free State and Kagisano and Kgololosego¹⁵³ schools: 2017 - 2021¹⁵⁴

* = Gradesmatch website

red font = DBE data

italics = calculated

	Total no. wrote matric	No. passed *	% passed	% failed (calc)	No. of Bachelors passes (calc)	% of passed = Bachelors passes*	% of wrote = Bachelors passes (calc)	No. of Diploma passes (calc)	% of passed = Diploma passes*	No. of Certificate passes (calc)	% of passed = Certificate passes*
2021											
NATIONAL						47,60%			19,40%		33,00%
Province		30 050	85,7%			46,50%			36,10%		17,40%
Kagisano Combined School	38	28	73,7%	26,3%	8	28,60%	21,07%	11	39,30%	9	32,10%
Kgololosego Secondry School	48	31	64,6%	35,4%	11	35,50%	22,93%	13	41,90%	7	22,60%
2020											
NATIONAL						47,80%			18,00%		34,20%
Province		23829	85,1%			47,40%			36,80%		15,80%
Kagisano Combined School	32	25	78,1%	21,9%	10	40,00%	0,3125	13	52,00%	2	8,00%
Kgololosego Secondry School	29	9	31,0%	69,0%	1	11,10%	3,44%	5	55,60%	3	33,30%

¹⁵³ In the DBE and GM data 'Kgololosego' is spelled 'Kghololosego'.

¹⁵⁴ <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.*

	Total no. wrote matric	No. passed*	% passed	% failed (calc)	No. of Bachelors passes (calc)	% of passed = Bachelors passes*	% of wrote = Bachelors passes (calc)	No. of Diploma passes (calc)	% of passed = Diploma passes*	No. of Certificat e passes (calc)	% of passed = Certificate passes*
2019											
NATIONAL						45,40%			19,30%		35,30%
Province		22 608	88,4%	11,6%		44,20%			37,90%		17,90%
Kagisano Combined School	34	32	94,1%	5,9%	10	31,20%	29,36%	14	43,80%	8	25,00%
Kgololosego Secondry School	23	12	52,2%	47,8%	2	16,70%	8,71%	2	16,60%	8	66,70%
2018											
NATIONAL						43,90%			21,30%		34,80%
Province		21804	87,5%			42,80%			37,90%		19,30%
Kagisano Combined School	27	16	59,3%	40,7%	7	43,80%	25,96%	2	12,40%	7	43,80%
Kgololosego Secondry School	37	28	75,7%	24,3%	6	21,40%	16,19%	9	32,30%	13	46,40%
2017											
NATIONAL					(Not on GM)			(not on GM)		(Not on GM)	
Province		21695	86,10%		8851,56	40,80%			41,90%		17,30%
Kagisano Combined School	38	28	73,7%	26,3%	5,992	21,40%	15,77%	14	50,00%	8,008	28,60%
Kgololosego Secondry School	26	16	61,5%	38,5%		12,50%	0	10	62,50%	4	25,00%

PROJECTIONS: LEARNERS' ELIGIBILITY FOR UNIVERSITY AND TVET COLLEGE BASED ON MATRIC RESULTS

Gradesmatch: Conversion of Grade 11 results to offers at a university

The extent to which Gradesmatch proposes that Grade 11 results can predict offers of places at a university is shown below in Figure 9.

Using their 2021 national dataset of 7 155 learners in the country, 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%, more than 76,87% received offers.
- This dropped to below half (47,61%) 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.¹⁵⁵

The role played by English and Maths results is shown in Figure 10.

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 10).

.

¹⁵⁵ 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 9: Grade 11 results and offers to a university¹⁵⁶

¹⁵⁶ 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	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 10: Grade 11 Maths and English results in relation to offers of a place at a university ¹⁵⁷

¹⁵⁷ 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.

Letsatsi 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 two schools. In other words, what is the reasonable likelihood of these learners accessing university or TVET college (or other PSET institutions requiring a Diploma pass).

It is particularly important to understand how Grade 11 results can assist in predicting Grade 12 outcomes, both to assist learners to adjust their expectations (if necessary) but also for REAP to know the numbers of learners who might be eligible for each kind of PSET.

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.

Neither of the schools require fees to be paid: Kgololosego is a Quintile 1 school while Kagisano is a Quintile 2 school.

Class size can be a factor in matric outcomes – as bigger classes produce greater variables, especially in lower quintile schools where there can be a tendency to have larger classes. Although these two schools have similar size classes over time (see Table 6 below), the 48 learners in Kgololosego in 2021 is an exception. Interestingly, however, the pass rate that year rose to 65% - from 31% in 2020 when there were only 29 in the class (see Figure 11 below). We do not know which of a range of possible factors produced this – but it cautions the making of conclusions.

Grade 11 as predictors of Grade 12 results at Kagisano and Kgololosego

These two schools are interesting in relation to the Gradesmatch findings, however, as an analysis of their **2022 matric results showed that most learners achieved higher results in Grade 12 than they had in Grade 11** (see 'The data' below).

While Gradesmatch does not seem to comment on the variance between the results of G11 and G12, this finding is markedly different to the Northern Cape schools – where, in 2022, one school did consistently worse in matric than in Grade 11 while the other had variances that were evenly spread across better and worse results.

This suggests that projecting matric outcomes at these schools cannot simply be based on Grade 11 results – and that there can be some optimism that their matric outcomes will be better than their Grade 11 results. That being said, closer analysis would ascertain if certain categories of results improve more than others to be able to use these results more accurately for prediction.

The data

In 2023 REAP compared the Grade 11 results with Grade 12 outcomes for the four schools at which it had been working in the Northern Cape and the Free State. The variances between the two sets of results varied markedly by school – though the two Free State high schools varied in similar ways, as seen in the table below:

In 2022, most learners achieved higher results in Grade 12 than they had in Grade 11 – being 81% of the Kagisano matrices and 65% of those at Kgololosego.

Table 6: A comparison of the variances between Grade 11 and Grade 12 results of the 2022 G12 learners at Kgololosego and Kagisano secondary schools - by proportion of learners (n = 60)

	Kagisano		Kgololosego	
	No	% of 26	No	% of 34
G12 results lower than G11	4	15%	6	18%
G12 results same as G 11	1	4%	6	18%
G12 results higher than G11	21	81%	22	65%

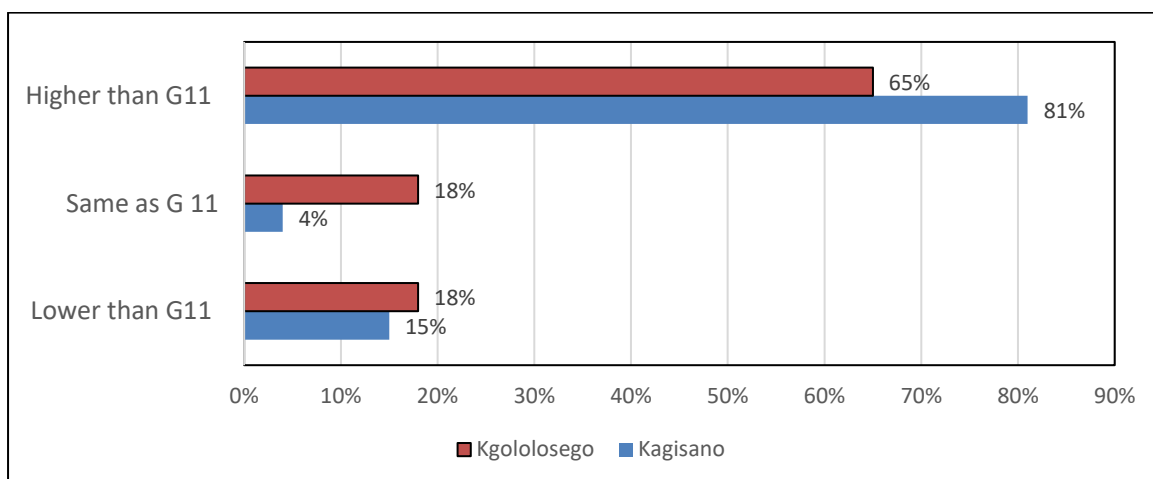


Figure 11: A comparison of the variances between Grade 11 and Grade 12 results of the 2022 G12 learners at Kgololosego and Kagisano secondary schools - by proportion of learners (n = 60)

(And, notably, 6 learners at Kgololosego achieved between 6 – 15 percentage points higher than their Grade 11 results.)

Further research:

Their actual results can be mapped against what they then did with them. For example, how many learners with Bachelors' passes applied to university; how many actually got in; did those with lower marks within the band go to TVET instead etc.?

THE GRADE 12 RESULTS

Table 5 above presents five years of G12 results (2017 – 2021) - for the country, the province, plus the two schools. It has been developed from Grade 12 data from Gradesmatch as well as DBE's matric results.¹⁵⁸ 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*.

¹⁵⁸

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

Obtained from various sources including 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*.

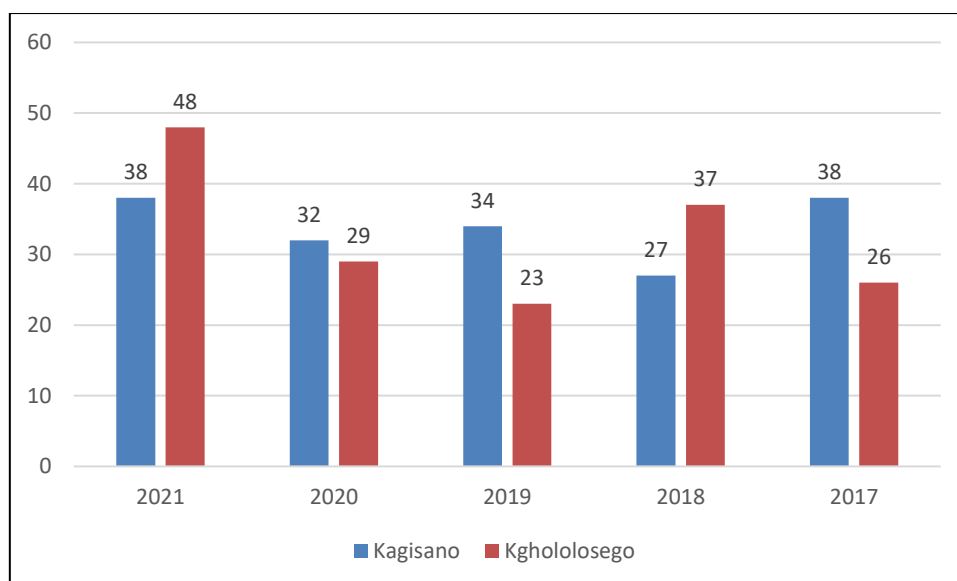


Figure 12: Number of learners in Grade 12 each year who wrote matric exams, by school: 2017 - 2021

The figure below shows the pass rates at each school from 2017 – 2021 – as a proportion of the number of learners who wrote matric.¹⁵⁹

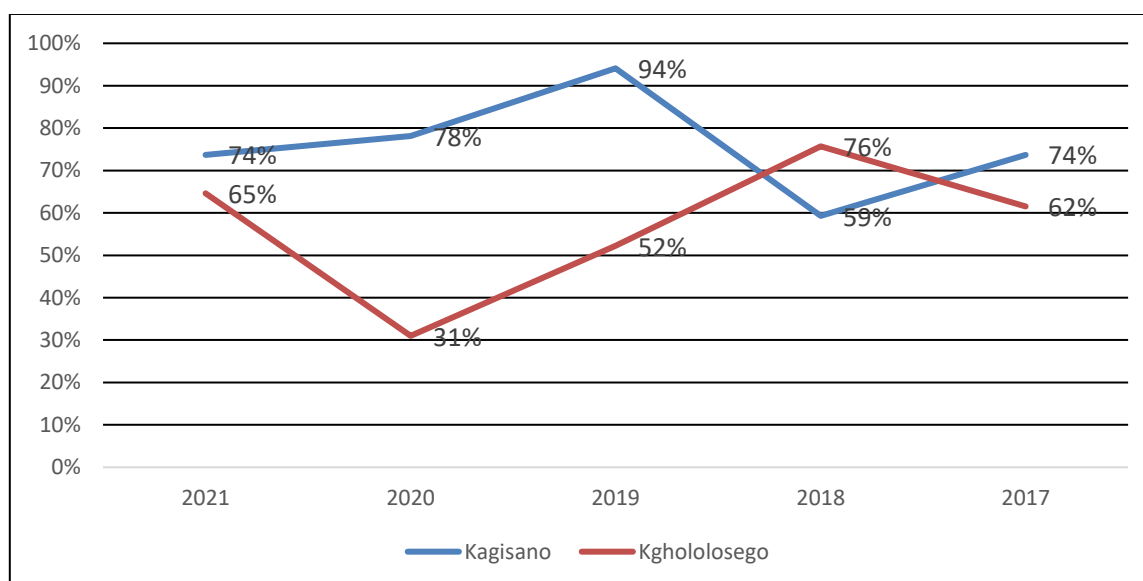


Figure 13: Pass rates at the two schools – as % of those who wrote matric each year: 2017 – 2021 (DBE data)

Other than in 2018, Kagisano has had proportionately better matric pass rates than Kghololosego.

¹⁵⁹ 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.*

Quality of matric results

The next two figures present the quality of matric results obtained by each school - i.e. the level of PSET for which the learners may be eligible given their results – namely ‘Bachelors’, ‘Diploma’ or ‘Certificate’ (per Gradesmatch stats).

(These would be different if they were calculated as a proportion of those who wrote matric.)

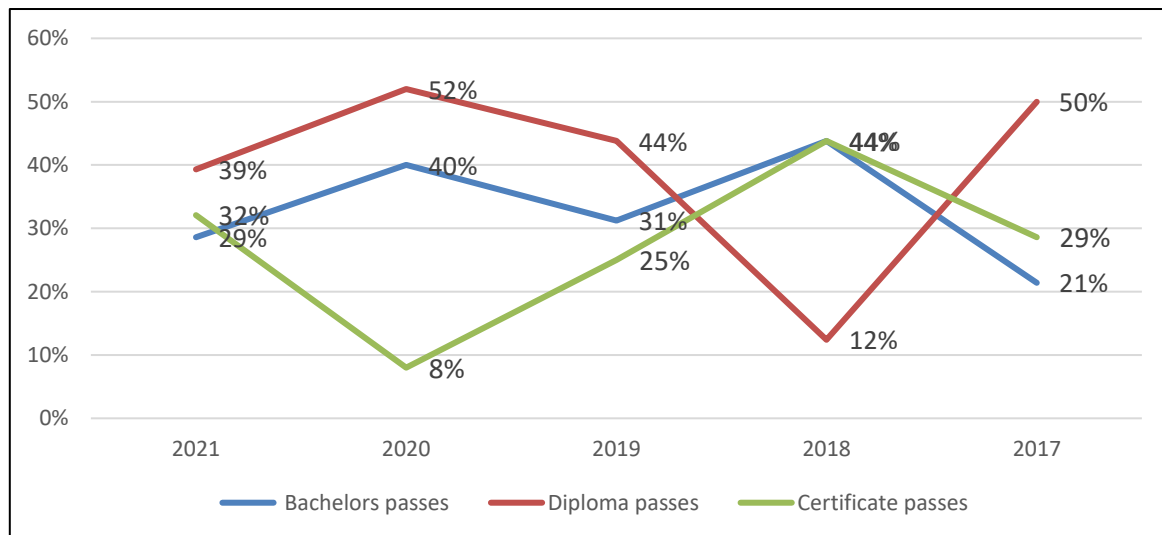


Figure 14: Kagisano's matric outcomes: 2017-2021
(% of learners who passed matric)

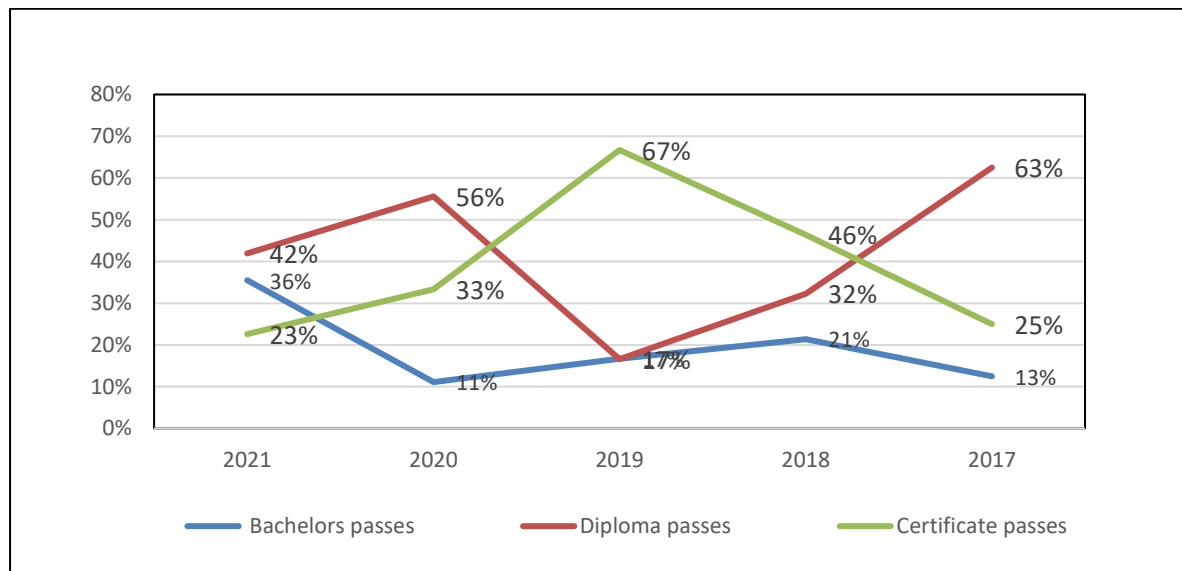
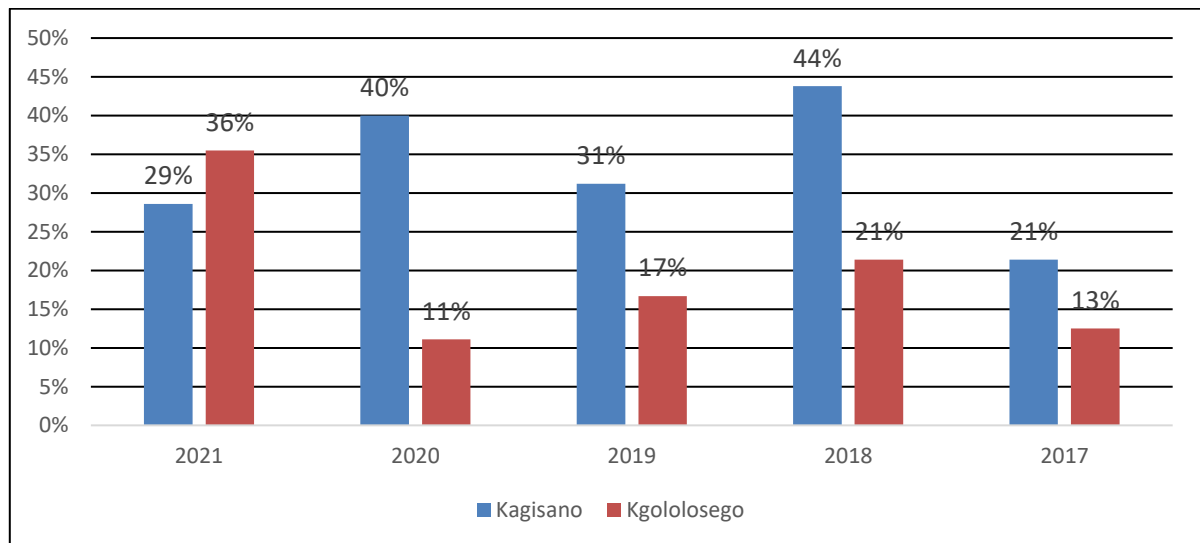


Figure 15: Kgololosego's matric outcomes: 2017-2021
(% of learners who passed matric)

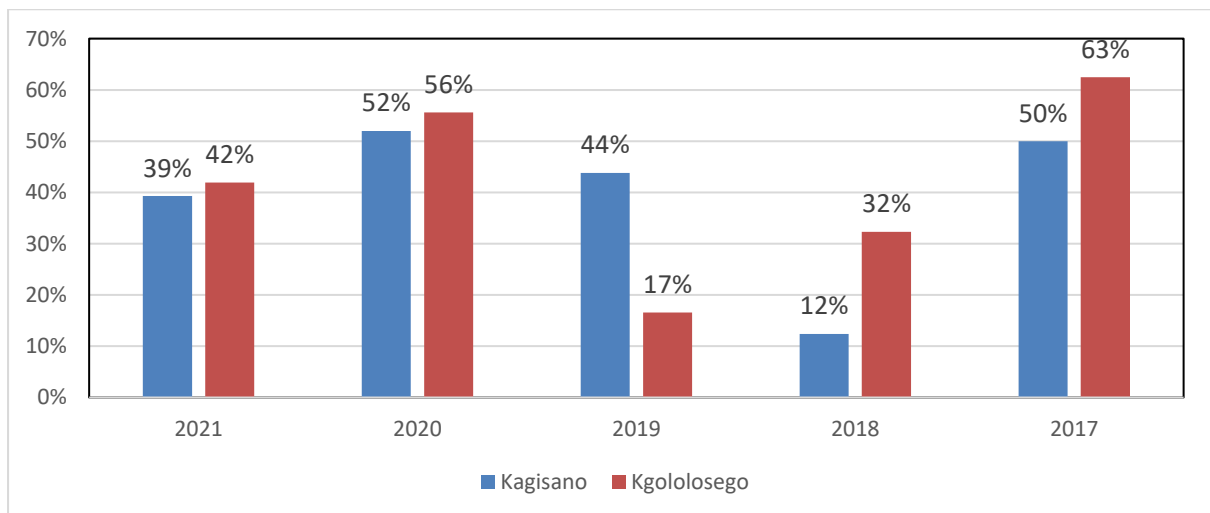
The blue lines in the figures clearly indicate that Kagisano's Bachelor passes outstrip those from Kgololosego.

Except for 2018, Kagisano predominantly produces Diploma passes while Kgololosego produces a combination of Diploma and Certificate passes.

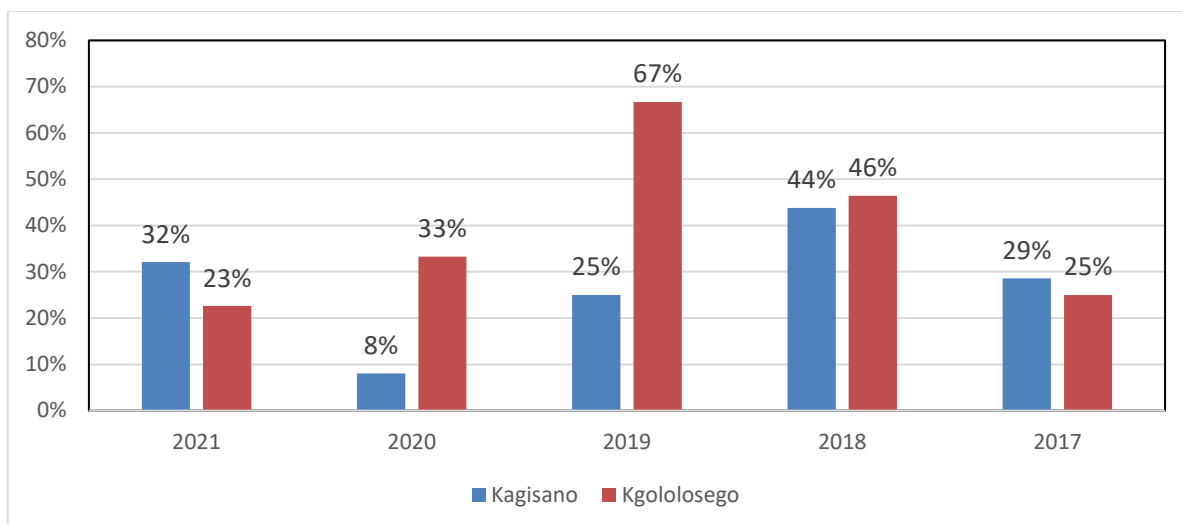
The next three figures present the same data - by outcome.



**Figure 16: Trends in Bachelor's passes at both schools:
2017 – 2021 (% of learners who passed matric)**



**Figure 17: Trends in Diploma passes at both schools:
2017 – 2021 (% of learners who passed matric)**



**Figure 18: Trends in Certificate passes at both schools:
2017 – 2021 (% of learners who passed matric)**

Numbers of passes predicted each year

The bottom line, however, is the *actual number of learners who REAP might 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 19 and Table 7 below show that the following outcomes could be expected each year in the Letsatsi catchment area (i.e. across both schools):

- **13 Bachelors passes**
- **19 Diploma passes**
- **14 Certificate passes**
- **21 learners who will not obtain a matric certificate.**

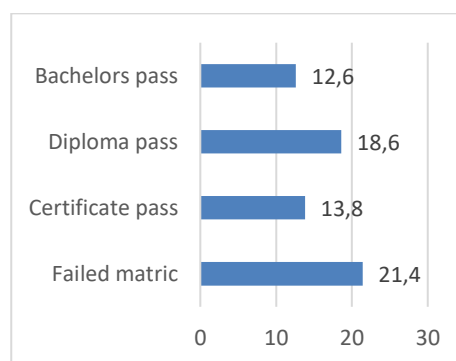


Figure 19: Average annual number of matric outcomes by PSET option - across both schools (2017-2021)

Table 7: Average annual number of matric exam outcomes by PSET option - across both schools (2017-2021)

	Kagisano	Kgololosego	Total
Passed	25,8	19,2	45,0
Bachelors pass	8,2	4,4	12,6
Diploma pass	10,8	7,8	18,6
Certificate pass	6,8	7	13,8
Failed matric	8	13,4	21,4

As there is invariably a gap between the nature of the pass and actual acceptance into a PSET institution, however, these are indicators rather than predictions.

GRADE 11 RESULTS

Table 8: Grade 11 results for current matriculants (2022)

Over 55%	3
45 – 54%	12
35 – 44%	25
Below 34%	8
Unknown	2

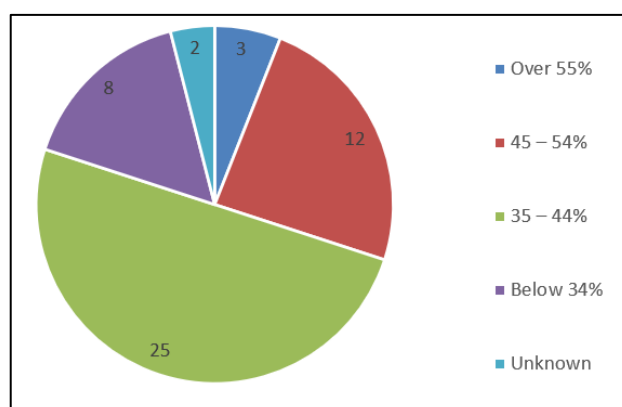


Figure 20: Grade 11 results for current matriculants (2022)

G11 results mapped against predictions

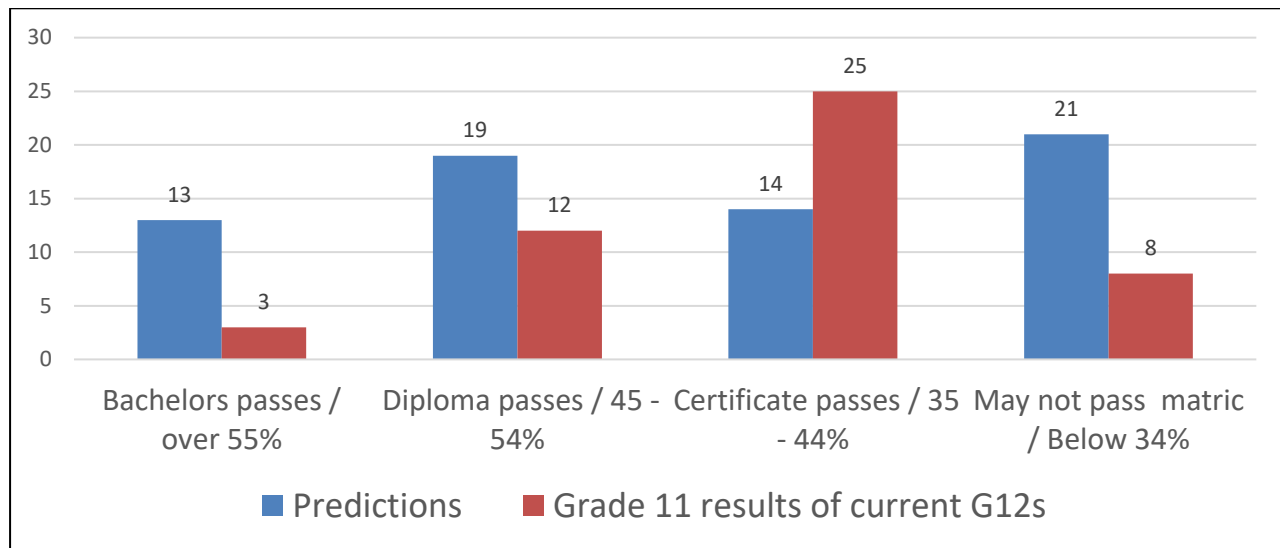
Using as a prediction the average number of various matric results obtained (2017-2021) across both schools, the question is whether these can be foreseen in Grade 11.

The Grade 11 results of the current (2022) matriculants shows no direct correlation as seen in the table and figure below.

**Table 9: Comparison between historical matric results (2017 – 2021)
and Grade 11 results of current matriculants**

	Predictions	Grade 11 results of current G12s
Bachelors passes / over 55%	13	3
Diploma passes / 45 - 54%	19	12
Certificate passes / 35 - 44%	14	25
May not pass matric / Below 34%	21	8

The data show that they might get more Bachelor and Diploma results than their Grade 11 results indicate - but also more failures.



**Figure 21: Comparison between historical matric results (2017 – 2021)
and Grade 11 results of current matriculants**

As this is a once-off comparison a longer trend would need to be observed before this 'finding' gained any weight.

WHAT THE MATRICULANTS SAID ABOUT THEIR RESULTS

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)

The 115 past matriculants and 50 current matriculants responded as follows.

Current matriculants

Choosing from a range of options,

- two thirds (66%) of the 50 respondents thought they ‘will do well enough’ in the matric exams to do what they want to do,
- while a quarter (28%) were ‘nervous’ that they will not do well enough.
- Only 6% did not proffer a guess as to how well they might do.

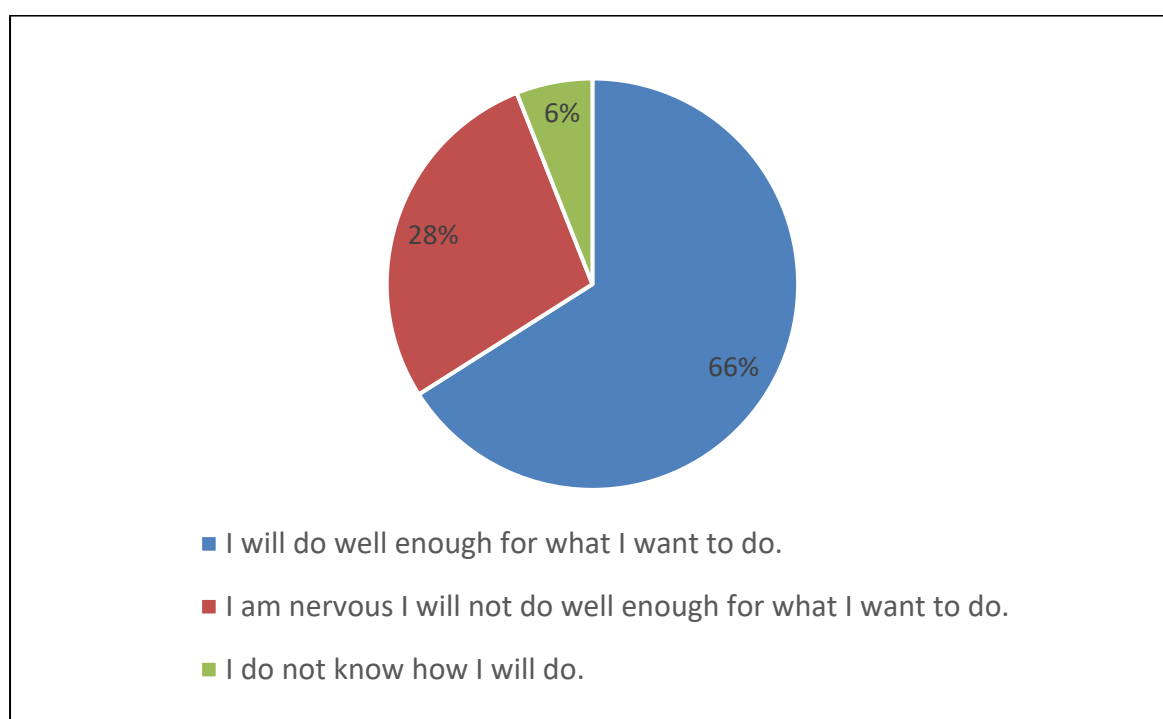


Figure 22: How well current matriculants think they will do in the matric exams (% of 50)

As noted above, the 2022 class of Grade 12s saw considerable increases between their Grade 11 and Grade 12 results (reported above) – which may validate their optimism.

Further research:

Their actual results could be mapped against their survey responses to see if there are any interesting correlations between expectations and outcomes.

Past matriculants

Again, choosing from a range of options,

- only 12% of all past matriculants who responded (14 of 115) thought they had done 'well enough, which is what I expected'.
- **Three quarters (74% - or 85 people) 'did not do as well as I expected'.**

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

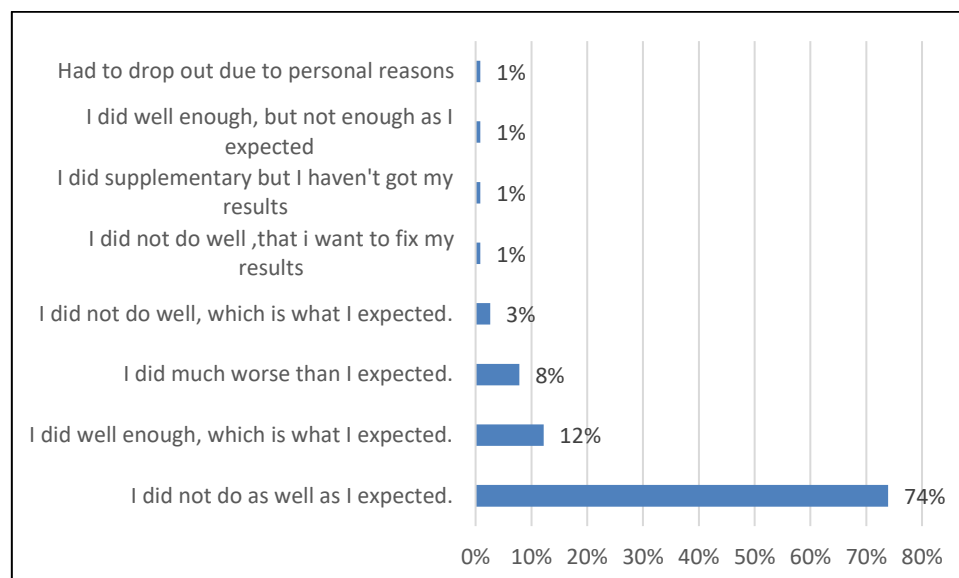


Figure 23: Past matriculants' views of their matric results – by matric year

Further research:

Again their actual results could be mapped against their survey responses to see if there are any interesting correlations between perceptions of results and the actual outcomes.

EXPECTATIONS COMPARED WITH ACTUAL MATRIC RESULTS

At the time of writing, we have been able to access Grade 11 and Grade 12 results for 95 of the 115 respondents. They are reported below in relation to their expectations:

- 'I did well enough, which is what I expected.'
- 'I did not do as well as I expected.'
- 'I did much worse than I expected.'

They are then thematically clustered by the effects their actual matric results had on their expectations:

- 'I was able to do what I wanted to do.'
- 'I was not able to do what I wanted to do – but I have found something else that will suit me.'
- 'I was not able to do what I wanted to do – and I am doing something I am not really interested in'
- 'I was not able to do what I wanted to do – and do not know what else to do.'
- 'It did not matter as I did not know what I wanted to do.'

Overview

There is no simple correlation between doing well and being able to do what they wanted to do – as fields/ course of study have particular entrance requirements and they may not have met these, despite doing as well as they had hoped.

That being said, those who did 'worse than expected' are not doing what they wanted and, along with those who 'did not do as well', 'do not really know what to do'.

These findings underscore the importance of REAP's work with learners regarding their expectations and options, before they have left school and find themselves at a loss.

Dirty data

There is dirty data in these findings, however.

- For instance, the G12 results of a respondent who said they '**did well enough**, which is what I expected' had **gone down by 15 percentage points** from Grade 11 to Grade 12. Astonishingly they also said they were 'able to do what they wanted to do' – so presumably this was not dependent on a good matric result?
- In addition, **whether or not learners passed matric is not simply indicated by their average** – and there is a quite alarming range of results which have produced a pass (e.g. 24%) and failures (e.g. 48%).

Further research:

Preliminary data are given in an Appendix in the sub-report. These correlations are a rich terrain for further research like subject-specific results (G11 and G12) followed by PSET choices/ outcomes.

HOW THEIR RESULTS AFFECTED THEIR CHOICES AFTER SCHOOL

Only 11% of the respondents – matriculants from 2020 and 2021 - were able to do what they wanted to do, given their Grade 12 results.

While 40% were not able to do what they wanted to do, they said they had ‘found something else that will suit me’.

48% were not able to do what they wanted to do, and had not found a good alternative, however:

- A third of all respondents - 33% - ‘do not know what else to do’; and
- 15% were ‘doing something I am not really interested in’.

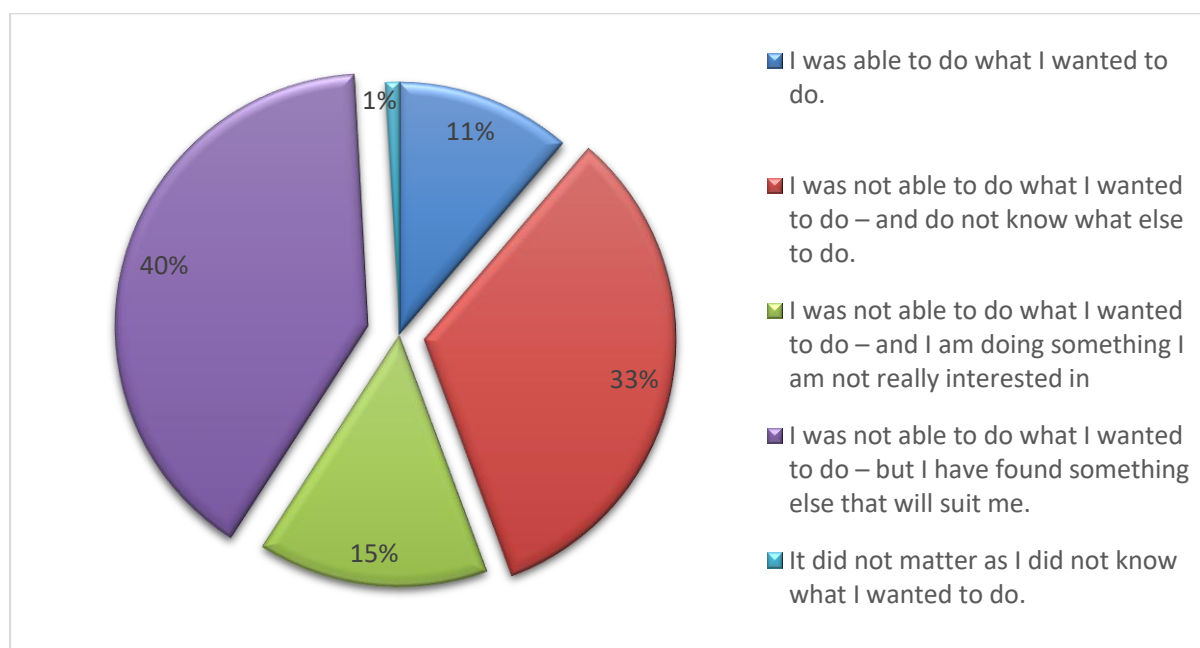


Figure 24: The effect of the respondents' matric results on their aspirations

As seen in the next table, there was not much variation across the two matric years with which REAP had worked.

**Table 10: The effect of the respondents' matric results on their aspirations
– by matric year**

	2020		2021		Total	
	n= 42	% of 42	n= 73	% of 73	n= 115	% of 115
I was able to do what I wanted to do.	3	7%	10	14%	13	11%
I was not able to do what I wanted to do – and do not know what else to do.	12	27%	26	36%	38	33%
I was not able to do what I wanted to do – and I am doing something I am not really interested in	7	17%	10	14%	17	15%
I was not able to do what I wanted to do – but I have found something else that will suit me.	20	48%	26	36%	46	40%
It did not matter as I did not know what I wanted to do.			1	1%	1	1%
Total	42		73		115	

POST-SCHOOL OUTCOMES OF THOSE WHO 'DID AS WELL AS EXPECTED'

Not surprisingly, then, the actual outcomes of those who did 'as well as they expected' are not neat.

Disturbingly, a half (7 of 14) were not engaged in productive post-school activity or study at the time of the survey:

- Five of the 14 said they were 'at home – not studying or working'.
- The other two were taking 'a gap year'.

There are apparent contradictions in the responses of 5 of these 7 as they said they were 'able to do what I wanted to do' (3) or 'have found something else that will suit me' (2) - but are nonetheless 'at home – not studying or working' or taking 'a gap year'.

The last two of the 7 (who are 'doing something I am not really interested in' or 'do not know what else to do') both thought they had 'some idea' of what they wanted to do after school and both thought they 'had the right subjects'. Again, their aspirations, subject choices and actual results would need to be checked in order to be able to say anything about this.

Certainly, these examples further the case for assisting young people to be more directed so that they can access opportunities to realise their abilities and talents.

Table 11: 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=14)

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 (5)	I am studying at a university
	I am studying at a TVET college
	<i>I am at home – not studying or working (x2)</i>
	<i>I am taking a ‘gap year’</i>
I was not able to do what I wanted to do – but I have found something else that will suit me. (7)	I am studying at a university (x2)
	I am studying at a TVET college
	I am doing paid work (x2)
	<i>I am taking a ‘gap year’</i>
	<i>I am at home – not studying or working</i>
I was not able to do what I wanted to do – and I am doing something I am not really interested in (1)	<i>I am at home – not studying or working</i>
I was not able to do what I wanted to do – and do not know what else to do (1)	<i>I am at home – not studying or working</i>

CONCLUSIONS

While the national statistics regarding school outcomes – and resultant eligibility for PSET options – remain dire, the Free State has consistently been the top-performing province regarding the proportion of learners who pass matric.

In terms of opportunities produced by these results, the Free State’s proportion of Bachelor passes mirrors the national stats, with a very small, consistent margin of lower difference.

Having averaged the levels of matric results over five years, these two schools may produce 13 Bachelors passes, 19 Diploma passes and 14 Certificate passes. As there is invariably a gap between the nature of the pass and actual acceptance into a PSET institution, however, these are indicators rather than predictions. The data also suggest that 21 learners will not obtain a matric certificate – learners who may be offered access to REAP’s embryonic Alternative Opportunities programme.

REAP's analysis of past Grade 11 and 12 results shows a trend (in both schools) of Bachelor and Diploma passes being better than those obtained in Grade 11. But there were also more failures in matric than could be predicted from the Grade 11 results. (These findings are markedly different to the Northern Cape schools - where one school did consistently worse in matric than in Grade 11 while the other had variances that were evenly spread across better and worse results.)

Other than in 2018, Kagisano had proportionately better rates of matric pass rates than Kgololosego.

- Kagisano's proportion of Bachelor passes outstripped those from Kgololosego and they predominantly produce Diploma passes.
- Kgololosego produces a combination of Diploma and Certificate passes.

In terms of current matriculants' expectations of their Grade 12 results, two thirds of the survey respondents thought they 'will do well enough' to do what they want to do, while a quarter were 'nervous' that they will not do well enough. (Their optimism may be validated, given that the 2022 matric class mostly saw improvements between their Grade 11 and Grade 12 results.)

Past matriculants' views of their actual matric results were not as positive – with three quarters saying they 'did not do as well as I expected' – and only 11% that they were able to do what they wanted to do, given their Grade 12 results.

While 40% had 'found something else that will suit me', ***nearly half (48%) were not able to do what they wanted to do, and had not found a good alternative.*** And, disturbingly, a half of the 14 who 'did as well as expected' were not engaged in productive post-school activity or study at the time of the survey, being at 'at home – not studying or working' or taking 'a gap year'. These examples underscore REAP's case for assisting young people to be more directed so that they can access opportunities to realise their abilities and talents.

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.

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).¹⁶⁰

Implications for PSET options in Letsatsi catchment area

The current qualifications available in the active economic sectors in the Letsatsi 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 employers prefer to train staff themselves, often providing opportunities for people with lower levels of formal education who they find suitable for their operation.

An example is De Oude Kraal Country Estate, about 35km from Bloemfontein. One of the largest luxury guesthouses in the area (23 rooms), it has a fine dining restaurant, hosts weddings and functions, and is also the base for outdoor hunting and trekking expeditions run by partner companies e.g., Trek Safaris.

They employ staff with grades 9 to 12, as receptionists, waiters, housekeepers, kitchen staff, chefs, gardeners. They do their own custom on-the-job training, and do not employ young people with TVET qualifications. There are many guest houses in Bloemfontein, and poaching of well-trained staff is a constant problem.

¹⁶⁰ Email correspondence with Martin Mulcahy, 24 October 2022

PSET FOR YOUTH FROM THE LETSATSI CATCHMENT AREA

While there are no PSET opportunities available to youth in Dealesville and Soutpan, there is a rich range of options in Bloemfontein and in various satellite campuses in the towns across the Free State.

Two of the 26 **universities** in the country are located in Bloemfontein/Mangaung: the University of the Free State (UFS) and the Central University of Technology (CUT). Some students from the province may opt to attend universities further afield, however, and typically attend the universities of North West, Johannesburg, Wits, Pretoria and Sol Plaatje.

There are four **TVET colleges** with campuses in numerous towns in the province: Motheo TVET college includes a campus in Bloemfontein.

There are also a few smaller **vocational training** centres and colleges in the province, a number of **private colleges** as well as the government-run **Free State Training and Development Institute** which focuses on training and development of skills for Free State government employees.

Linking to training options: Free State Black Business Chamber¹⁶¹

The Free State Black Business Chamber (FSBB) operates as a hub that collaborates with a host of municipalities, government agencies, sector departments, etc. As such, it is in a position to link young people with various skills training opportunities (short skills programmes, learnerships, apprenticeships, national certificates and diplomas, etc.). This includes young people who have not completed their schooling, and those who may be NEET.

The FSBB does not offer PSET preparation or readiness programmes for high school learners – nor does it assist with funding opportunities for students undertaking PSET programmes or skills programmes.

Barriers to PSET registration

In the event that young people are eligible for NSFAS support and have been accepted to study at a university or TVET college, the primary barrier to their arriving at the colleges to register is said to be the cost of transport - to travel from home to the college campus and back.¹⁶²

¹⁶¹ <http://fsbbc.co.za/>

¹⁶² Busisiwe Ntuli (Kagisano Combined School); Lehlohonolo Matsoso (CET College - Ikgomotseng); Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

Universities

University of the Free State (UFS)

The UFS in Bloemfontein was founded in 1904. Originally called Grey University College, 'we have grown into a recognised university since 1904, with scholars who influence local and global growth. Our alumni excel in business, sports, arts, culture and in many other areas.'¹⁶³

UFS has two main campuses - in **Bloemfontein** and **QwaQwa**.

- The Bloemfontein campus offers Economic and Management Sciences; Education; Health Sciences; Humanities, Law; Theology and Religion; Natural and Agricultural Sciences; as well as a Business School.
- The QwaQwa campus offers Economic and Management Sciences; Education; Humanities and Natural and Agricultural Sciences.¹⁶⁴

They offer undergraduate and postgraduate degrees – some also offer diplomas.

A third campus – the South Campus, also located in Bloemfontein – offers gateway courses for learners who did not achieve good enough grades to enter university and a number of vocational continuing education courses. Here three programme streams are offered:

- **University Access Programme (UAP)** which act as a gateway for matriculants to access university (details provided further below);
- **distance-education for in-service teachers**; and
- short learning programmes for learners who want to **upgrade or extend their skills to improve their career prospects**.

South Campus: Distance-education for in-service teachers

A number of Advanced Certificate in Teaching programmes offered by UFS are for qualified teachers:

- Advanced Certificate in Foundation Phase Teaching
- Advanced Certificate in Intermediate Phase Teaching
- Advanced Certificate in Senior Phase Teaching English First Additional Language Teaching

¹⁶³ <https://www.ufs.ac.za>

¹⁶⁴ <https://www.ufs.ac.za/qwaqwa>

If potential students need financial assistance to cover their study costs, they can apply for loans through Fundi, a private company that sells education finance - that has an office at UFS.¹⁶⁵¹⁶⁶

State-funded Funza Lushaka bursaries, offered through the Department of Basic Education, are for 'unqualified, initial teacher education students' who are 30 or younger for a basic education related 'course of study at a public university.' They do not apply to advanced certificate students.

Kovsie Phahamisa Academy: Short learning programmes

The **Kovsie Phahamisa Academy** at the UFS offers a wide range of short courses for young people who want to upgrade or extend their skills to improve their career prospects. Courses are listed by entrance requirements:

- those who do not have Grade 12;
- those with matric or NCV certificates;
- those with Grade 12 plus 2 years' work experience OR are new graduates from tertiary institutions;
- those with Grade 12/Matric equivalent plus 3 years' relevant work experience and are 21 years old or older.

The Academy also offers courses

- to those with NQF Level 7 in specific professional occupations - e.g. nursing - for continuous professional development; and
- to those with Grade 12/Matric equivalent plus 2 years' relevant work experience as a supervisor or first-level manager and who are over 25 years old.

Details of short courses offered are listed in an Appendix in the sub-report.

Since 2012, the **UFS's Schools Partnership Projects (SPP)** has worked in 82 schools in the Free State, Mpumalanga and Eastern Cape.

The SPP's aim is to improve the efficacy and quality of school management, subject teaching, and learner development at the project schools. The SPP mentors regularly visit these schools to assist School Management Team (SMT) members, teachers and School-Based Support Teams (SBST) in the following ways:

- SMT members - to enhance school management
- teachers - to improve the teaching of Mathematics, Physical and Natural Sciences, Accounting and English
- SBST - to assist with learners facing socio-economic challenges.

¹⁶⁵ <https://www.fundi.co.za/#work>

¹⁶⁶ https://www.ufs.ac.za/docs/librariesprovider2/formal-programmes/2022/act-blended-brochure-2022.pdf?Status=Master&sfvrsn=89127620_9/ACT-Blended-Brochure-2022.pdf

Central University of Technology (CUT)

The Central University of Technology (CUT) has campuses in Bloemfontein and Welkom. It has four faculties:

- Humanities
- Health and Environmental Sciences
- Engineering, Built Environment and Information Technology and
- Management Sciences.

All faculties are located on the Bloemfontein campus while the Welkom campus offers 'selected learning programmes' (<https://www.cut.ac.za/campus/2/welkom>).

The range of degree, diploma and certificate courses offered is wide. Work-integrated learning is part of all programmes.

Short courses

The CUT offers very few short courses – namely

- photography and design
- IT - specifically Microsoft Office.

These cost from R2,700 to R5,000 to attend.

Their website indicates that they offer free courses to 'the Free State community', however - being on Computer and Digital literacy and 4IR courses. All utilise online learning, however.

Access, bridging and support

While the CUT administers 'selection tests' to assess the aptitudes of selected prospective students, their website is silent on the issue of university access programmes and bridging courses. It simply states that those who do not meet the entrance points criteria for degrees may apply for diploma courses at CUT or for diploma courses or degrees may enrol at TVET colleges for bridging courses.

That being said CUT does offer Extended Curriculum Programmes (ECPs) to students who meet the minimum admission criteria but are not equipped to meet the minimum course requirements to complete their studies. In addition, all first-year students are tested for English and Academic Language Proficiency and if they do not pass, are required to complete an Academic Literacy and Communication Studies Module in English. Personal Information Management, run by the Library and Information Services unit is also compulsory.¹⁶⁷

¹⁶⁷ <https://www.cut.ac.za/extended-curriculum-programme-ecp> Accessed 08 June 2023

CUT runs a peer mentorship programme.

Outreach, community engagement and partnerships with schools

Desktop research reveals that CUT's outreach activities are linked to some service provision such as oral health education.¹⁶⁸

While mention is made in documents of a School Advancement Academy operating between 2011 and 2014, there is no recent indication that this is still operational.

TVET colleges

Students who are academically eligible - or are doing a learnership - may study at a TVET college. An overview of the types of qualifications typically offered by TVET colleges is given in Appendix F.

Four of the 50 TVET colleges in the country are in the Free State:

- Motheo TVET College – based in Bloemfontein, with eight campuses¹⁶⁹
- Goldfields TVET College – based in Welkom, with four campuses¹⁷⁰
- Flavius Mareka TVET College – based in Sasolburg, with three campuses¹⁷¹
- Maluti TVET College – based in Phuthaditjhaba, with eight campuses¹⁷²

The qualifications offered by the two Free State TVET colleges located closest to the catchment area – Motheo and Goldfields – are listed in Appendices D and E of the sub-report.

Centres of Specialisation

The only CoS in the Free State is at Flavius Mareka TVET College, whose campuses are in Sasolburg and Kroonstad. It offers two qualifications:

- **Electrician:** Sasolburg campus; in partnership with the Retail Motor Industry (RMI).
- **Plumber:** Kroonstad campus; in partnership with the Institute of Plumbing South Africa (IOPSA).

As many students from the Letsatsi area who study in Bloemfontein stay in residences / private accommodation while studying, the distance to these campus – in Kroonstad and Sasolburg - are not insurmountable.

¹⁶⁸ <https://cms.cut.ac.za/Files/Froala/c5b261eb-b97b-4e42-884a-86c3f4468224.pdf>

¹⁶⁹ Bloemfontein campus; Hillside View campus; Thaba'Nchu campus; Botshabelo campus; Koffiefontein campus; Zastron Campus; Plot 32; Centre for Entrepreneurship and Rapid Accelerator.

¹⁷⁰ Welkom Campus; Skills and Innovation Centre; Tosa Campus; Meloding Satellite Campus.

¹⁷¹ Sasolburg campus; Kroonstad campus and Mphohadi campus.

¹⁷² Main Campus (Phuthaditjhaba); Bethlehem Campus; Harrismith Campus; Bonamelo Campus; Lere LaTshepe Campus; Itemoheleng Campus; Sefikeng Campus; Kwetlisong Campus.

This is part of a flagship project offering QCTO (Quality Council for Trades and Occupations) qualifications in high-demand trades – as follows:

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

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)

VOCATIONAL COLLEGES

Lengau Agricultural Development Centre

The UFS runs three experimental farms, one of these being the Lengau Agricultural Development Centre which includes a skills development, training and mentorship programme. In addition to being used for training and research of university students, it also performs a community service function and include 'skills development and training of emerging farmers, farm workers and entrepreneurs in agricultural business'.¹⁷³

The MMM One Plan indicates that the Metro's plans to support emerging farmers will be implemented in partnership with Free State Department of Agriculture and both the Lengau farm and the Glen Agricultural College (p52).

Glen Agricultural College

The Glen Agricultural Training Institute in Heidedal (16 km from Bloemfontein) is a public institution of the Department of Agriculture and Rural Development (DARD).¹⁷⁴ The Institute specialises in the higher and further education training band.

Diplomas

The college offers two three-year HEQC-accredited diplomas in agriculture:

- Diploma in Agriculture (Animal Production)
- Diploma in Agriculture (Crop Production)

They include compulsory subjects in the fields of engineering, economics, pasture science and extension.

Opportunities for graduates include the following

- 'typically join farming co-operatives; or
- find employment at VKB Group (an agricultural enterprise based in Reitz - see <https://www.vkb.co.za/index.php/en/>); or
- find employment at AgriServe Holdings (agricultural service company – see <https://agriserve.co.za/>); or
- pursue further education at CUT in relevant BTech qualifications; or
- pursue teaching/lecturing; or
- become agricultural extension officers, most often with the Department of Agriculture and Rural Development.'¹⁷⁵

¹⁷³ <https://www.ufs.ac.za/docs/librariesprovider22/all-documents/2007-annual-report-lengau-agricultural-development-centre-71-eng.pdf?sfvrsn=0>

¹⁷⁴ https://www.ard.fs.gov.za/?page_id=537

¹⁷⁵ http://www.ard.fs.gov.za/?page_id=537

To be eligible, applicants should have a National Senior Certificate with at least 22 points (APS) and a range of school subjects is taken into account.¹⁷⁶

Other courses

Under the college's TVET section (approved by AgriSETA), Glen Agricultural College also offers:

- Short learning programmes – see section on 'PSET requiring lower matric results' below.
- Learnerships (NQF levels 1-4) – see section on 'Learnerships' below.
- Recognition of Prior Learning (RPL) – outlined in the sub-report.

Private colleges

Tjhebelopele Institute of Agriculture

The CEO of the FSBBC also operates the Tjhebelopele Institute of Agriculture - a fee-charging college whose courses are accredited by the AgriSETA.

*'The Institute is best suited to provide practical skills application training to create both employees and entrepreneurs. The institution also provides agricultural technology solutions to farmers, consultants, agribusiness, government as well as other entities.'*¹⁷⁷

The Institute has two education focuses, namely agriculture and food:
National diplomas and certificates in Agriculture:

- National Certificate in Mixed Farming
- National Certificate in Animal Production
- National Certificate in Poultry Production
- National Certificate in Plant Production
- National Diploma in Plant Production
- National Diploma in Animal Production

Skills Programmes in Food

- Dairy Manufacturing Technology
- Food Manufacturing Management
- Food and Beverage Handling Processes
- Food and Beverages Processing: Soft Drinks Processing
- Food and Beverage Packaging Operations¹⁷⁸

¹⁷⁶ http://www.ard.fs.gov.za/?page_id=537. Details given in sub-report.

¹⁷⁷ <http://tia-sa.co.za/>

¹⁷⁸ <http://tia-sa.co.za/>

Other private colleges

Post-matric youth from Dealesville and Soutpan might access private colleges in Bloemfontein and Welkom which offer a range of diplomas and certificates as well as undergraduate degrees. Examples are as follows:

- **Boston College**¹⁷⁹ in Bloemfontein and Welkom (also in most major cities in the country).
- **Rosebank College**¹⁸⁰ in Bloemfontein (also Johannesburg and Pretoria, among others).
- **Qualitas Career Academy** in Bloemfontein – which offers architectural drafting, beauty and wellness, hair design, electrical engineering, educare, finance and accounting, business management.
- **Bolton Business College** in Bloemfontein - which offers courses in business, computers, engineering as well as technical matric and matric rewrite.
- **iCALC Training Academy** in Welkom – which offers engineering, accounting, IT, business, educare, utility studies – as well as matric rewrite.
- **Marematlou Training Institute** in Bloemfontein – which focusses on the education sector including an advanced diploma in school leadership and management; national certificates in Information technology systems support, IT and end user computing; and FET Certificates in IT and Technical support, IT systems development, ECD.¹⁸¹
- **Whitestone College** in Bloemfontein- which offers accredited diplomas and certificates in engineering (civil, electrical and mechanical), medical secretary, educare, child and youth care – as well as various options for (re-)writing matric.¹⁸²

Some young people also seem to pursue post-matric work-related courses through distance learning – like Oxbridge College¹⁸³ based in Stellenbosch in the Western Cape – although there are many other national offerings.

Another example is the **TSIBA Business School**¹ 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.

¹⁷⁹ <https://www.boston.ac.za>

¹⁸⁰ <https://www.rosebankcollege.co.za>

¹⁸¹ <https://www.mare-gh.co.za>

¹⁸² <https://whitestonecollege.co.za/about-us/>

¹⁸³ <https://www.oxbridgeacademy.edu.za>

SETAs

Sectoral Education and Training Authorities (SETAs) are bodies tasked with providing sector-related skills development in order to support people's learning skills required in a particular sector.

Their primary function is

*'to facilitate skills development through learning programmes like learnerships, skills programmes, internships and other learning programmes. We do this by disbursing grants to employers and skills development providers to offer training to employed and unemployed learners. As delegated by the Quality Council for Trades and Occupations (QCTO), our role includes overseeing occupation-based training.'*¹⁸⁴

SETAs do not fund students directly. Rather, registered accredited training providers are provided with the funding and are required to provide the specialist training as agreed.

All 21 SETAs are governed by the Department of Higher Education and Training (DHET) and include:

- **Mining** Qualifications Authority (MQA)
- **Energy and Water** (EWSETA)
- **Construction** (CETA)
- **Agriculture** (AgriSETA)
- **Manufacturing, Engineering** and Related Services (merSETA)
- **Food and Beverage Manufacturing** (FoodBev SETA).
- **Wholesale and Retail** (W&RSETA)
- **Finance and Accounting Services** (FASSET)
- **Transport** (TETA)
- **Safety and Security** (SASSETA)
- **Health and Welfare** (HWSETA)
- **Culture, Arts, Tourism, Hospitality and Sport** (CATHSSETA)
- **Education, Training and Development** Practices (ETDP SETA)
- **Media, Information and Communication Technologies** (MICT SETA)
- **Services** (SSETA) (includes cleaning & hiring services, personal care (hair, beauty fashion, funerals), management & business, real estate & related, communication & marketing, labour and related (recruitment & labour brokers)
- **Local Government** (LGSETA)
- **Public Service** (PSETA)

¹⁸⁴ <https://www.servicesseta.org.za/>

To access information regarding what is available, students register on the Employment Service for South Africa (ESSA) portal.¹⁸⁵

Not-for-profit organisations (NPOs)

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

These have not been researched – but may well provide ‘softer’ options – including fields employed by the NGO sector.

INTERNSHIPS / WORKPLACE LEARNING PLACEMENTS

Letsatsi Solar Park

In 2022, Letsatsi Solar Park hosted their first batches of in-services training students - being

- three Engineering students to do their **in-service training**; and
- a further three Engineering/ Science/ Technology students as **interns**.

They may employ them after they have graduated or may approach other companies to explore their being employed there.¹⁸⁶

Letsatsi also offered **practical experience** to 10 CUT Agriculture students in a funded poultry programme. The programme/site may be made into an agricultural hub in the future.¹⁸⁷

The company provided students with transport allowances and stipends.

Airports Company South Africa (ACSA)

The Braam Fischer International Airport may offer opportunities for internships through the Airports Company South Africa (ACSA) internship programme for ‘graduates within various professions’¹⁸⁸ – though it is not immediately clear what the ‘various professions’ are.

Access to information and applications is through the ACSA website and career portal.

¹⁸⁵ <http://essa.labour.gov.za/EssaOnline/WebBeans/?wicket:interface=wicket-0:2>

¹⁸⁶ No reference supplied by researcher (who is no longer accessible).

¹⁸⁷ No reference supplied by researcher (who is no longer accessible).

¹⁸⁸ <https://www.airports.co.za/business/careers/learnership>

Raubex Infra

Located in Bloemfontein, Raubex Infra undertakes infrastructure projects linked to their core capacities in civil construction - like roads and bulk earthworks, civil and general infrastructure, renewable energy and electrical infrastructure and telecommunications.

It is not clear what they offer in terms of training opportunities – like skills programmes/ WPL/ learnerships / internships / apprenticeships/ bursaries - as researchers were not able to obtain answers from the company.

APPRENTICESHIPS AND LEARNERSHIPS¹⁸⁹

Apprenticeships

*'Apprenticeships are training programmes that provide hands-on experience in a specific trade or craft. Apprenticeships are typically offered by trade organizations, unions, and employers and are available to individuals who have completed their secondary education. Apprenticeships can last from one to five years and involve a combination of on-the-job training and classroom instruction. Additionally, apprenticeships are typically paid positions and upon completion, you can receive a certificate of qualification in your chosen field.'*¹⁹⁰

Apprenticeships available in Bloemfontein are still to be researched.

Learnerships

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.

¹⁸⁹ These are examples of apprenticeships and learnerships. The mines and solar farms adjust their offerings regularly according to the particular skills they require.

¹⁹⁰ <https://www.careersportal.co.za/careers/careers-advice/learnership-vs-apprenticeship-which-one-suits-you>

Municipalities

Both Letsatsi Community Trustees - from Dealesville and Soutpan – noted that their municipalities sometimes offer learnerships – though they are “far and few between” and do not last long.¹⁹¹ They are mainly artisan skills training in paving, plumbing and electrical engineering - but do not lead to jobs given the lack of employment opportunities in their towns.¹⁹²

Letsatsi Power Plant

Letsatsi offers three 12-month learnerships a year for TVET students from the Soutpan and Dealesville areas who need to complete their P1 & P2 in Electrical Engineering in order to obtain their National Diploma.

Funding covers:

- a computer
- daily transport
- monthly stipend
- personal protective equipment (PPE)

Hestony Transport

Apparently Hestony Transport (located in Bloemfontein) offered 126 learnerships in 2023 although it was not clear which fields they were in. This will need further enquiry.¹⁹³

VKB Agriculture

At the time of writing, VKB Agriculture was advertising for applicants to apply for their 2023/2024 Learnership Programme in Reitz (<https://sanotify.com/vkb-learnerships/>). In 2023 these were for Grain Grader Learnership Programme, a Parts Marketer Learnership – and were for people with Grade 12 or NQF 4 qualifications.

The head office is based in Reitz, which makes it difficult for youth in the Dealesville and Soutpan to participate without re-locating.

¹⁹¹ Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan).

¹⁹² Kegomoditswe Mokhobo (Letsatsi Community Trust Trustee – Dealesville) - and Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan).

¹⁹³ Per telephone call by Sam Waterhouse to Hestony Transport – June 2023.

Braam Fischer International Airport (BFIA)

The Airports Company South Africa (ACSA) – operating from the Braam Fischer International Airport - offers 'learnership programmes for both employed and unemployed learners ... in Customer Care, Business Administration, Fire and Rescue as well as Security. Upon successful completion of the programme, learners will obtain a qualification from the relevant SETA'.¹⁹⁴

While these are listed on the company (national) website's¹⁹⁵ 'career portal', at the time of writing no local opportunities were listed.

VKB Agriculture (Pty) Ltd

The biggest employer in the eastern Free State, VKB Agriculture (Pty) Ltd is a multi-billion-rand agricultural company located in Reitz (300km north east of Bloemfontein).

In 2023 VKB oversaw just over 170 learnership placements in grain handling and agri-services, each lasting eight months. The company advertises the learnerships locally as they focus on 'very local' sourcing of candidates. About half were for unemployed youth from towns where VKB has silos or dealerships – neither Dealesville nor Soutpan having these. As (unemployed) young people from these towns may not be eligible – but if they are they would need to have family/ friends with whom they could reside for the eight months of the learnership.¹⁹⁶

They paid for meals and a minimum wage, but did not cover accommodation and transport costs.

It is not easy to locate possible learnerships in a specific location. The ApplySA website provides some information for both government and private sector opportunities.

(https://applysa.co.za/learnerships-in-south-africa/?gclid=CjwKCAjwvpCkBhB4EiwAujULMqoUbLHFJbviP-RvHVVaDskuknYPnZuUtvhVqmWDapk-9dwLH_hvc_RoC4HoQAvD_BwE)

Private sector opportunities are listed by company, however, requiring some knowledge of what each company does and where they might be offering their learnerships.

YES4YOUTH Learnerships

¹⁹⁴ <https://www.airports.co.za/business/careers/learnership> - June 2023.

¹⁹⁵ <https://www.airports.co.za/business/careers/learnership> - June 2023.

¹⁹⁶ Telephone communication with head of the VKB Transformation Department, 12 June 2023.

A growing number of companies across the country are supporting the YES4YOUTH learnership programme, including:

- Hyundai (learners also graduate with a driver's licence)
- Clicks
- Traffic Metro and Law Enforcement
- Ster Kinekor
- Ford
- Bidvest.

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

The quality of the learnership experience varies, however. Anecdotal reports indicate that in some learnerships, 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 ¹⁹⁷in the catchment areas are:

- Spar YES4YOUTH Learnership
- KFC Fast Food Services Learnership (NQF Level 3)

FUNDING/ BURSARY OPTIONS FOR PSET OPPORTUNITIES – PARTICULARLY UNIVERSITIES AND TVET COLLEGES

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.'

Key informants¹⁹⁸

Those who commented knew of the following regarding PSET opportunities for local youth:

- PSET funding offered through REAP and from NSFAS.¹⁹⁹
- The **Letsatsi Solar Park** administers bursaries through StudyTrust,²⁰⁰ a not-for-profit bursary organisation that connects learners to tertiary study opportunities.
- **Harmony Gold Mining Company** provides bursaries to top-achieving grade 12 learners at Kagisano Combined School. From 2022, these are open to all top-

¹⁹⁷ 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.

¹⁹⁸ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by herself and colleague Robyn Pritchard.

¹⁹⁹ Kegomoditswe Mokhobo (Letsatsi Community Trust Trustee – Dealesville).

²⁰⁰ Russell Davies (REAP); Thlolohelo Ramosoeu (DGMT).

achieving students, irrespective of their chosen subjects (historically only to top achievers in Geography, Mathematics and/or Physical Sciences).²⁰¹

- Generally, institutions like the **South African Police Services, Department of Health, Department of Social Development and Department of Correctional Services** offer learnerships and bursaries.²⁰²

Two other opportunities have not materialised, however:

- **Eskom** would allocate bursaries to Grade 12 learners in Dealesville who performed well in Physical Sciences and Mathematics-but Kgololosego Secondary School only offers Mathematical Literacy and not Mathematics as they do not have suitably qualified teachers. This excludes these learners from these bursaries.²⁰³
- Reportedly, the **Office of the Mayor** has engaged with private companies and government sectors to explore the possibility of their providing bursaries to young people in Tokologo Municipality; to date, these engagements have not been successful, however.²⁰⁴

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

Desktop research²⁰⁵

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 G.

²⁰¹ Mathabang Mokhoabane (Kagisano Combined School).

²⁰² Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

²⁰³ Motsamai Merahe (Tokologo Municipality); Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

²⁰⁴ Motsamai Merahe (Tokologo Municipality).

²⁰⁵ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

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.

While financial need is a criterion for many bursaries, academic merit is also regularly applied. For the STEM²⁰⁶ 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.

UFS

The UFS offers a number of bursaries:

- **UFS Academic Merit Bursaries:** These are available for Grade 12 learners, senior undergraduate students as well as postgraduate students. The amount provided covers the entire year's expenses of the students.
- **UFS Culture and Art Bursary:** The University recognises culture, art, and leadership achievements obtained in the matric year. Admission points of 30 is a minimum requirement for these bursaries. The amount given in all categories is usually from R1,000 – R2,000.
- **Kovsie Sport Bursary:** These are given to students in sports and that are studying at UFS.
- **Kovsie Alumni Trust Bursary:** These are for those enrolled at the UFS for at least 120 credits in the current year in any field of study which leads to a degree or acceptance into an Honours programme or a postgraduate diploma. All modules must have been passed in two previous consecutive semesters. Bursaries only cover class fees and the payment will not be more than the outstanding tuition fees. No bursary payment will be made if there are no outstanding tuition fees. A student may only receive a bursary twice during their study career.

CUT

CUT²⁰⁷ offers the following bursaries.

- **CUT Academic Merit Bursaries for first year students.** These are available to first-time FET students who are enrolled full-time for diploma or degree courses. (They are not applicable to certificate courses.) The amount provided is dependent on the applicant's matric result – and are reviewed annually.

²⁰⁶ Science, Technology, Engineering and Mathematics
²⁰⁷ <https://www.cut.ac.za/fees-bursaries-and-loans>

- **'Academic Recruitment Bursaries'** for first time entrants,
 - are awarded to the top ten students who achieve 42 points or more on the CUT scoring scale; and
 - those who were in leadership positions, or won national competitions, while at school and scored at least 27 points on the CUT scale.
 These are between R600 and R1,000 for each 'A' symbol achieved in matric.
- **Sports bursaries** are also awarded.

Corporate sponsorship

Various companies offer bursaries for studying at a South African university and, sometimes, a college.

Examples are

- Letsatsi Solar Park
- VKB Agriculture
- Shoprite
- Harmony Gold Mining Company Bursary
- South African Police Services (SAPS)
- Free State School of Nursing

Details are given in Appendix H.

Bursaries for studying at TVET colleges

As a beneficiary of the Letsatsi Solar Park Trust, REAP obtains funding which allows it to supplement the NSFAS funding available to first-time students eligible to study at TVET colleges – so that students are fully funded.

The other funding needed is stipends to be paid to TVET students during their workplace learning / apprenticeships / learnerships. These are funded either by the company where the student is learning – or by the SETA. Where there is no funding available, REAP provides the stipend from Letsatsi Trust funds. The amounts tend to be modest and is benchmarked with recommended rates from the TVET placement office.

For **NATED students**, funding of their workplace learning placement should cover:

- accommodation/ transport to work
- a small stipend
- meals

For **apprenticeships**, bursaries usually cover

- tuition fees
- on-campus accommodation
- textbooks

For **learnerships**, funding covers

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

Bursaries for studying at private colleges

Students at private colleges are not eligible for NSFAS funding.

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.

CONCLUSIONS AND RECOMMENDATIONS

As with schooling, any national changes in policies and the arrangements for the provision of education and training will provide the 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. This might also include checking which qualifications may actually lead to employment in the area, given some employers' preferences to offer their own training.

Local state-funded higher education offerings – in Bloemfontein and the province more generally - are fairly comprehensive, with some provision that matches the economic contexts – e.g. agriculture and commerce. More research can be done to complement that presented here on workplace experience and training for those able to access post-matric qualifications.

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 others will need to look for alternative kinds of PSET if they are not to only do unskilled work (where this is available). The options are given in Section D below.

Recommendations

1. REAP to consolidate a list of other viable bursaries for PSET and ensure that these are advertised to learners, to broaden their opportunities.
2. REAP to continue to include in the PSRP active support for the application process to PSET institutions and NSFAS.

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

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’).

BRIDGING THE GAP TO PSET ²⁰⁸

Obtaining a suitable matric certificate

Some young people persist in wanting to access either university or college education. Those who reached Grade 12 who still want to try to do so, try to improve their matric results through supplementary schooling. Others access supplementary schooling to obtain their National Senior Certificate (NSC) for the first time – so that they can try to access a university/TVET college. 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).

Others enter the institutions through access programmes.

Community and Education Colleges (CETCs)

Community and Education Colleges (CETCs) are said to offer the following (among other things):

- National Senior Certificate (NSC)²⁰⁹
- National Senior Certificate (NSC) rewrites²¹⁰

²⁰⁸ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

²⁰⁹ 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.

²¹⁰ <https://cetc.edu.za/FS/index.html>

The **provincial CETC** is located in Bloemfontein and supports 15 CLCs and 171 satellites across the Free State.²¹¹

Three CLCs and 17 satellites are located in the Lejweleputsa District Municipality – of which the Retswelletse CLC in Theunissen²¹² supports the

- the Ratega satellite in Dealesville, located at the Tshomarelo Primary School; and
- the Relebogile satellite in Soutpan, located in Kagisano Combined School.

Soutpan - Relebogile satellite

- Offers NSC and NSC re-writes and conducts classes for this.
- Subject range is limited by available teachers (the Maths-lit teacher left in June 2023)
- Currently offer Physical Science, Geography, Business Studies and English.

Dealesville - Ratega satellite

- Do not offer any Matric rewrites for the National Senior Certificate.
- Learners can register to write Matric - part of the old curriculum Senior Certificate.
- Mainly focus on Mathematical Literacy, Geography, English, Business Economics, Economics and one other subject.
- Classes are held from Monday to Friday 15:00 – 18:00.
- (Also offers ABET schooling which starts from ABET Level 1 – ABET Level 4)

Matric re-writes - private colleges

A large number of private colleges offer re-writes of matric in some form. Two examples in Bloemfontein are as follows:

- **Marematlou Training Institute**²¹³ offers a National Senior Certificate Re-write programme:
 - for students who have already registered to re-write some of their Grade 12 subjects with the Department of Education;
 - offered full-time for two months
 - only offers four subjects: mathematics, physical sciences, life sciences and accounting.
 - Cost: R500 registration fee and R750 per subject. ²¹⁴
- **Whitestone College**²¹⁵ offers Matric re-write to learners 'who want to upgrade their Matric results on a full-time or part-time basis including Saturday classes... Hybrid learning is also available.'
 - 'Only allows learners to enrol for the subjects they failed i.e. no new subjects.
 - Cost: R8 300.

²¹¹ <https://cetc.edu.za/FS/index.html>

²¹² 132 km from Dealesville and 119 km from Soutpan.

²¹³ <https://www.mare-gh.co.za/school-support-program/>

²¹⁴ talktous@mare-gh.co.za

²¹⁵ <https://whitestonecollege.co.za/about-us/>

Bridging to TVET

The Pre-vocational Learning Programme (PLP) is a one-year foundational (bridging) programme offered at various TVET colleges to equip learners to study at college level.

None of the TVET colleges in the Free State offer the PLP, however.

The PLP is for 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 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.

Bridging to university

University Access Programme

As noted above, UFS' South Campus in Bloemfontein, offers the University Access Programme (UAP) which aims to provide access to deserving students who have not met the entrance requirements for university study. Students who have a UFS Admission Point score of 18-24 may apply.

After completing the one-year full-time higher certificates (approximately 10 modules), they can apply to the university and will receive credits for the modules they have completed.

Recommendations

1. Although REAP does not (financially) support matric re-writes, REAP to remain in contact with PSRP 'graduates' who are doing this, with a view to supporting them in their decisions based on their new results.
2. Ensure that the criteria for access to the UFS' UAP are well-known and, where feasible, steer TVET students to colleges where a PLP is available if this unlocks access.

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."*²¹⁶

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 Alternative Opportunities Programme which it is currently developing.

Postscript:

Most recently - from September to November 2023 (officially after the research period being reported on here) - REAP staff convened a small research project on the proposed Alternative Opportunities Programme in which it enrolled young people in Ikgomotseng to be researchers as well as subjects of the research themselves. The findings are currently being written up.

Alternative post-school options²¹⁷

There is a range of work and training options that require lower matric results than those required by a university or TVET college - including for those who are not in employment, education or training (NEET).

Key informants: PSET opportunities for NEET group

The principal of Kagisano thinks that most people who do not reach matric or drop out of school tend to "fall through the cracks". They remain unemployed, as there are barely any opportunities or support available to them - besides the CETC (mentioned above) which assists people who have not been able to complete their schooling.²¹⁸

²¹⁶ Email from Katlego Kgaile to Emma Francis and Robyn Pritchard, 26 August 2022.

²¹⁷ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

²¹⁸ Owen Monoang (Principal: Kgololosego Secondary School - Dealesville).

The Inclusive Educator: Kagisano, who is also a Letsatsi Community Trust Trustee, noted that some parents are opposed to their children leaving school to enrol at the CETC and would prefer them to remain in school until they reach matric. They affirmed that besides the CETC, no local opportunities or support exist for the NEET group.²¹⁹

PSET requiring lower matric results

Beyond Soutpan and Dealesville, there is a range of work and training/ study options that require lower matric results than those required by a university/TVET college. Examples are **South African Police Services (SAPS)** and **Enrolled Nursing Auxiliaries (ENA)** (see Appendix I).

The TVET section of the **Glen Agricultural College** offers short learning programmes which are for those with an AP score of 13 points or less.²²⁰ They last between 3 - 110 days and include:

- Basic beef production
- Basic poultry production
- Farm finance
- Farm management
- Land use planning
- Plant manipulation
- Seedling production

The college is not funded by NSFAS but is funded by NSF and the AGRISETA. Students may also privately fund themselves, however.

OTHER POST-SCHOOL OPPORTUNITIES

Community Education and Training Colleges (CETC)²²¹

²¹⁹ Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan).

²²⁰ <https://safacts.co.za/courses-offered-at-glen-agricultural-college/>

²²¹ Interview with Mr. Khabule, deputy principal at the Free State CET College’s head office in Bloem.

As noted above, Community Learning Centres (CLCs) typically assist people who have been unable to complete their schooling. In some instances, they can offer a bridge to accessing a TVET college.

Typically, the intake age is 16-year-old and above, but they do make exceptions for people younger than 16.

They offer ABET levels 1-4, and Grade 12 equivalent:

- Level 1: akin to Grade 1-2/ minimal literacy skills.
- Level 2: akin to Grade 4-5/ basic level of education.
- Level 3: akin to Grade 5-7.

The **provincial CETC** is located in Bloemfontein and supports 15 CLCs and 171 satellites across the Free State.

Three CLCs and 17 satellites are located in the Lejweleputsa District Municipality – of which the Retswelletse CLC in Theunissen¹ supports the

- the Ratega satellite in Dealesville, located at the Tshomarelo Primary School; and
- the Relebogile satellite in Soutpan, located in Kagisano Combined School.

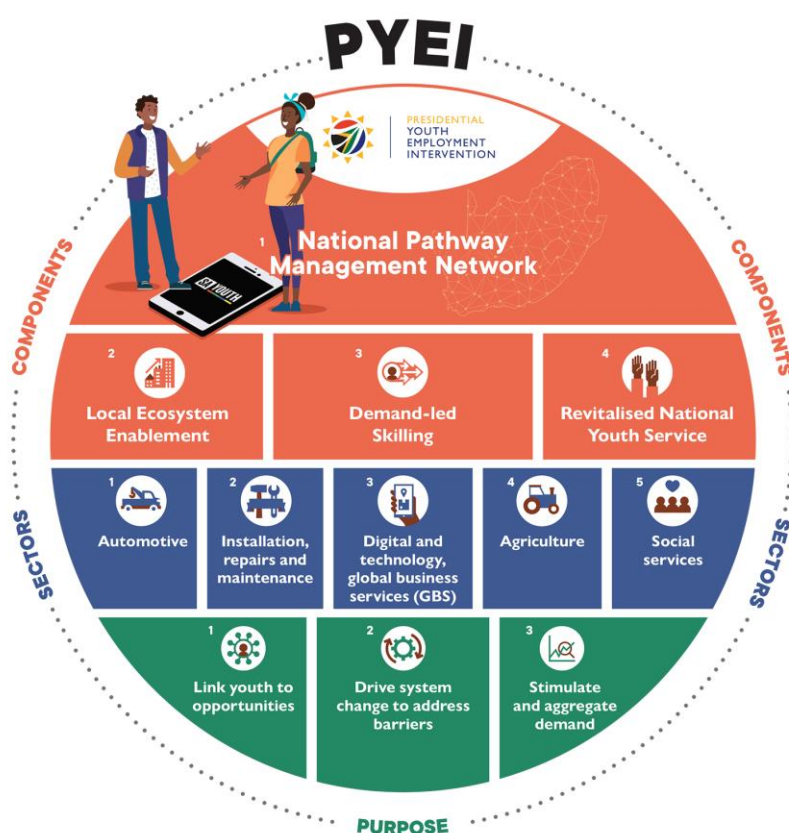
- Level 4: passed Grade 9, but did not progress further or failed grade 11. Students who pass Level 4 can progress to Grade 12 offered by the college and receive the Senior Certificate.

Completion of ABET Level 4 leads to either the CET college's equivalent of Grade 12, or access to NC(V) levels at a TVET college.²²²

To apply, people submit their latest school report or, failing this (e.g. if the school report has been lost by the school), an affidavit completed by parents attesting to when the learner was last in school. This is submitted to the DHET and learner can then be registered.

'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.



²²²

Moeketsi Mosese (CET College - Ikgomotseng); Lehlohonolo Matsoso (CET College - Ikgomotseng).

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 online training courses e.g. digital literacy.²²³

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 online. 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 Hiriama)

²²³

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.

Learnerships and internships

Nal'ibali - promoting reading and literacy

These learnerships provide young people - recruited from Dealesville and Ikgomotseng - with experience in community development work. This entails their being trained to facilitate reading clubs and conduct family home visits to advance literacy in the community – for which they receive a stipend.²²⁴

Funded by the Industrial Development Corporation (IDC) as a Social Employment Fund (SEF) initiative, these activities are compatible with the programmes of Nal'ibali who work in these towns and who provide the training.²²⁵

Municipality – construction and environmental management

The Tokologo Municipality (under which Dealesville falls) connects young matriculants with learnerships - typically in the fields of environmental management, welding and bricklaying which are administered by the Local Government Sector Education and Training Authority (LGSETA), the DARD²²⁶ and private companies.²²⁷

The municipality also attempts to solicit support from companies and other municipalities in the broader Lejweliputswa district to link those who qualified with employment opportunities.²²⁸

Summary - and alternative pathways

While in the past, young people in Ikgomotseng have completed learnerships through the Department of Health,²²⁹ the most current available post-school opportunities seem to be the PYEI and the Nal'ibali initiatives, mentioned above.

Within this context, DGMT is expanding their implementation strategies to include a focus on developing alternative career pathways for young people in Dealesville and Ikgomotseng – including unemployed young people who have dropped out of school, TVET college or university. The Trust intends to partner with other NPOs, private education institutions and government departments and to introduce relevant skills

²²⁴ Boniswa Mkhumbeni (Nali'ibali (Ikgomotseng)); Vuyisile Nombula (Nal'ibali (Dealesville & Ikgomotseng)).

²²⁵ Boniswa Mkhumbeni (Nali'ibali (Ikgomotseng)); Vuyisile Nombula (Nal'ibali (Dealesville & Ikgomotseng)).

²²⁶ Department of Agriculture and Rural Development.

²²⁷ John Kukare (Office of the Speaker – Tokologo Municipality); Xoliswa Wittes (Office of the Premier, Tokologo Municipality); Motsamai Merahe (Tokologo Municipality).

²²⁸ Motsamai Merahe (Tokologo Municipality).

²²⁹ Mathabang Mokhoabane (Kagisano Combined School).

training programmes and related initiatives aimed at supporting economic development in these communities.²³⁰

Glen Agricultural College

The TVET section of the state-funded Glen Agricultural College offers the following accessible learnerships:

- Plant Production (NQF levels 1-4)
- Animal Production (NQF levels 1-4)
- Poultry Production (NQF levels 2-3)
- Poultry Processing (NQF level 3)

They typically last 8-12 months, during which time participants receive a stipend.

Practical training sites are on the college campus (agronomy fields, tunnels, storerooms, wool shed, piggery, poultry site, welding workshops and mechanical workshops).²³¹

VKB Agriculture

As noted above, in 2023 VKB oversaw just over 170 learnership placements in grain handling and agri-services. Focussing on ‘very local’ sourcing of candidates,²³² the requirements for their 2023/2024 Learnership Programme - located in Reitz - are:

- Unemployed individuals only
- Qualification equal or not lower than Grade 10
- Competent in English (competency in Afrikaans will be an advantage)
- Competent in basic Mathematics
- Computer literate in MS Office will be an advantage.

The learnerships provide the ‘opportunity to learn and develop within the Agricultural environment, specifically in Grain Handling’²³³ – and the training includes ‘basic communication skills, basic numeracy skills, basic business skills, routine care of technical and site equipment, customer service, administrative assistance, basic computer skills and various grain handling skills’.

Hestony Transport

The details of eligibility requirements for the learnerships offered by Hestony Transport²³⁴ need to be pursued.

²³⁰ Thlolohelo Ramosoeu (DGMT).

²³¹ <https://safacts.co.za/courses-offered-at-glen-agricultural-college/>.

²³² Telephone communication with head of the Transformation Department. 12 June 2023.

²³³ <https://sanotify.com/vkb-learnerships/>.

²³⁴ Per telephone call by Sam Waterhouse to Hestony Transport, June 2023.

Skills programmes

Community Learning Centres

Community Learning Centres (CLCs) - and their satellites - are meant to offer a range of vocational programmes:

*'CETCs will offer programmes that are informal in a wide range of areas according to local needs and is linked to the local employment and community development opportunities....Programmes are generally FREE as they are funded by the government, so everyone who is eligible is encouraged to apply and join.'*²³⁵

'A number of the training programmes will be linked to the government's infrastructure development programme and social and economic development initiatives, such as Community Development Works Programmes (CDWPs), programmes for Community Development Workers (CDWs) and Community Health Workers (CHWs) and the Expanded Public Works Programmes (EDWPs).

The desktop research revealed that the following kinds of courses are offered:

- Arts and crafts
- Civic and citizenship education, community mobilisation and organisation
- Consumer education
- Co-operatives and entrepreneurship
- HIV/AIDS education
- Home-based care
- Learner driver's licence
- Life skills
- Parenting and child care
- Practical skills such as plumbing, construction, carpentry, electricity, welding, auto body repair and motor mechanics
- School Governing Body training
- Small-scale manufacturing
- Voter Education.

CLCs are only able to offer short courses for which they receive funding from relevant SETAs, however.

*'Some of the programmes offered will be delivered in partnership with local TVET colleges that already provide classroom-based and practical workshop-based learning. Other programmes will be delivered in collaboration [with] government departments, local authorities and other public entities who are responsible for elevating and promoting small businesses and co-operatives. Partnerships can also be established with community-owned or private institutions.'*²³⁶

For example, in the Letjhabile CLC, SETA funding has made it possible to offer:

- Upholstery
- * Welding

And the Tjheseho CLC has offered:

- Heavy duty drivers' licences
- Garment making and upholstery
- Panel beating
- Automotive spray-painting

²³⁵ <https://www.careersportal.co.za/education/what-are-community-colleges>

²³⁶ <https://www.careersportal.co.za/education/what-are-community-colleges>

Key informants reported that the CLCs in both Dealesville and Ikgomotseng provide alternative PSET opportunities for former learners who have exited school prematurely. In addition to ABET levels 1-4 (mentioned above), the CLCs offer a range of vocational programmes.²³⁷

Ratega satellite in Dealesville

The key informants reported that the Ratega Learning Centre in Dealesville offers vocational subjects like

- wholesale and retail,
- early childhood development, and
- ancillary healthcare.

Students also gain practical work experience at local retailers, ECD centres, and the local clinic.²³⁸

This knowledge was affirmed by the desktop research – suggesting that the key informants' knowledge may also have been obtained in this way and that the reality of what is delivered may still need to be checked.

Ratega CLC satellite, located at the Tshomarelo Primary School, offers some of the CETC courses, with a focus on ABET and the GETC.

- The GETC incorporates vocational subjects e.g. Wholesale & Retail, Early Childhood Development, Ancillary Healthcare and learners gain practical experience (at local retailers, ECD centres, clinics).
- A lack of facilities precludes them from offering certain skills, however - e.g. agriculture, plumbing, woodwork, computer training.

²³⁷ Moeketsi Mosese (CET College - Dealesville); Lehlohonolo Matsoso (Acting Centre Manager: Relebogile Satellite - Ikgomotseng).

²³⁸ Moeketsi Mosese (CET College - Dealesville).

Ratega CETC graduates going to TVET typically enrol for the following NCV L2 courses:

- Logistics
- Human Resources
- Safety & Security
- Education & Development
- Public Relations

Relebogile satellite in Soutpan

The key informants reported that the **Relebogile Learning Centre in Ikgomotseng** offers the following vocational skills programmes:

- Automotive body repair
- Automotive spray painting
- Welding
- Business practices
- Heavy duty driver's licenses
- Agricultural machinery
- Upholstery

They also thought it offers non-formal homemaking skills training, namely gardening and baking.²³⁹

Again, the key informants' lists were exact replicas of the desktop research:

Located in Kagisano Combined School, the Relebogile satellite has plans for expansion, depending on gaining funding from government sectors and private companies. The additions would include offering:

- additional agricultural programmes;
- computer skills training; and
- K53 driving license programme – which will be made compulsory for all students. Past students will also be able to participate in the programme.²⁴⁰

Tjheseho CLC (Reitz)

Given delays in construction, the Tjheseho CLC in Petsana in Reitz has not yet been launched as the **agricultural skills hub** it was intended to be (according to the deputy principal at the Free State CETC's head office in Bloemfontein). Funded by DARD and VKB Agriculture, one of the intentions is to promote the potential of young people to become future land owners to create food security.²⁴¹

Currently operating as any other satellite, the Tjheseho CLC intends to offer the following:

- agricultural skills hub: 300 young people
- pilot; youth skills development; artisan and skills training for employment or entrepreneurship
- learnerships
- bursaries
- ICT skills: 915 young people²⁴²

²³⁹ Lehlohonolo Matsoso (Acting Centre Manager: Relebogile Satellite - Ikgomotseng).

²⁴⁰ Lehlohonolo Matsoso (Acting Centre Manager: Relebogile Satellite - Ikgomotseng).

²⁴¹ Interview with Mr. Khabule, deputy principal at the Free State CET College's head office in Bloem.

²⁴² The expansion is funded by VBK and was launched to great fanfare by Naledi Pandor. Tenders for building were advertised in March 2022. It will fill a crucial need and we need to keep an eye on it.

UFS' Kovsie Phahamisa Academy

As noted above, the **Kovsie Phahamisa Academy** at the UFS offers a wide range of short courses for young people who want to upgrade or extend their skills to improve their career prospects. This includes courses which may be accessed by those who do not have Grade 12.

Details of the extensive list of short courses offered are given in Appendix B of the sub-report.

NYDA & DSD

Job preparedness and start-up business workshops are said to be held with unemployed youth at the Community Nutrition Development Centre (CNDC) which has become a local hub for out-of-school and unemployed youth in Ikgomotseng. They are offered by the Department of Social Development (DSD) in partnership with the National Youth Development Agency (NYDA).²⁴³

The key informants noted that the young people completing these workshops find themselves at an impasse, as there are very few economic opportunities in Ikgometseng.²⁴⁴

The Catholic Institute for Education (CIE)

Various NPOs offer occupational training - for example, artisanal skills, home-based care, lay counselling and early childhood development.

The Catholic Institute of Education (CIE) – a sister organisation of REAP - initiated and supports 25 skills centres in seven of the nine provinces. Catering for the needs of those who are NEET, they offer vocational training, alongside which learners are required to participate in a life skills programme.

The Thabiso Skills Institute²⁴⁵ is the overarching body within the CIE which oversees these training centres, each being an independent entity and registered as an NPO with the Department of Social Development. It is responsible for the capacity building of the management and staff working at the centres.

²⁴³ Dibuo Lehoke (Department of Social Development – Masilonyana Municipality).

²⁴⁴ Dibuo Lehoke (Department of Social Development – Masilonyana Municipality).

²⁴⁵ CIE Thabiso Skills Institute & training/network centres website:

<https://www.cie.org.za/pages/skills-centres-overview>

Bethlehem Basic Training Project (BBTP)

An example is the Bethlehem Basic Training Project. Launched in 1996, the BBTP offers three training programmes to unemployed youth:

- plumbing (2 months)
- bricklaying (2 months)
- welding: stick welding and carbon cutting (3 months). This is accredited with the Merseta.
- There are no entry requirements.
- The cost per learner is R1,500 for plumbing and bricklaying; and R2,000 for welding. The fees cover training, accommodation and meals.

(As Bethlehem is 277 km from Soutpan and 309 km from Dealesville, trainees would need to relocate for the duration of their courses.)

Post-training job placements are a challenge, but the BBTP works with informal businesses to find WPL opportunities for trainees. They also have a Livelihood Hub, which finds a mentor with a matching skills-set who mentors the young trainee on how to start up a business and offers support and coaching when the business is running.

Mount Carmel Youth Training and Conference Centre (Aliwal North)²⁴⁶

This is a no-fee training centre. Again, catering for the needs of those who are NEET, entry requirements are Grades 9-12 including people who failed matric.

They offer the following vocational skills training programmes:

- | | |
|-------------|----------------|
| • Welding | • Hairdressing |
| • Plumbing | • Baking |
| • Building | • Sewing |
| • Carpentry | • Farming |

They link learners who have completed the training with opportunities for workplace learning by partnering with companies that can provide placement for two months. They also link learners with government departments (Department of Social Development, municipalities) and agencies (NYDA, Small Enterprise Development Agency - SEDA) that offer employment preparation and entrepreneurship/small business development training.

²⁴⁶ <https://mtcarmelyouth.org.za/>

Again, as Aliwal North is 277 kms from Dealesville and 259 from Soutpan. trainees would need to relocate for the duration of their courses - but CIE assists with funding (transport costs, meal allowance, etc.) while learners complete workplace learning.

Customised training

As noted above, some employers prefer to train staff themselves, often providing opportunities for people with lower levels of formal education who they find suitable for their operation.

An example is De Oude Kraal Country Estate, about 35km from Bloemfontein - the manager of which indicated that she would definitely draw on a pool of young people who had basic training aligned to 4- and 5-star guest house requirements. This provides an excellent opportunity for the CIE to expand their artisanal training model²⁴⁷ to offer hospitality-related skills via short 2–3-month training courses.

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 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.

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)

²⁴⁷ Learn to Earn in Khayelitsha and Hermanus is a possible model for this type of training.

Public works 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.

The current minimum wage of an EPWP worker is R13.97 per hour.

Several programmes fall under the EPWP, e.g.

- **National Youth Service (NYS) Programme**²⁴⁸ 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**²⁴⁹ which offers artisanal skills training e.g., diesel mechanic.

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.

Innovative interventions

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.

²⁴⁸ 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).

²⁴⁹ Currently, only 367 young people nationally are enrolled in this programme.

*'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).'²⁵⁰*

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.

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.

²⁵⁰

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>

The Centre has been running for 13 years; 1 314 learners have studied there of whom 82% are employed.²⁵¹

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

ACCESS TO INFORMATION ABOUT OPTIONS ²⁵²

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.

²⁵¹ Ray Mhlaba Skills Training Centre: Working to reduce poverty and unemployment of youth, 2022.

²⁵² This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

While this may be efficient, cost effective and offers potentially wide accessibility, it does not take into account how those with limited computer literacy and data can begin to navigate the myriad of government, corporate and NPO programmes (and their acronyms) to find meaningful support. REAP could use these resources to supplement its programmes, particularly the envisaged Alternative Opportunities Programme through which it will support those pursuing alternative PSET options.

Linking to work: SA Youth

SA Youth offers an online 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.

"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.'*

Online learning

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

Success in on-line learning really 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.

VKB Agriculture

VKB Agriculture runs an on-line learning academy.²⁵³ The comprehensive range of courses includes modules linked to:

- workplace communication;
 - health and safety;
 - agriculture (business management, sustainable farming practices, animal production etc.); and
 - retail capability
- amongst others.

The cost for the modules is from R460 to R3 165, with a large number costing R1 150.

TSIBA Ignition Academy

Another example of online learning option is the suite of short business-related courses²⁵⁴ aimed at unemployed youth, employees and entrepreneurs offered online by TSIBA Ignition Academy. There are no entry requirements. The courses are:

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

²⁵³ <https://www.vkb.co.za/index.php/en/vkb-en/producers-online-academy>

²⁵⁴ 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.

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.

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 examples 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.

Further research in Bloemfontein in particular may yield a richer listing, offering fertile ground for further enquiry and co-operation. This will offer REAP a much wider menu of PSET options than colleges and universities, providing multiple potential pathways towards possible employment and economic sustainability.

Recommendations

1. REAP to broaden post-school options beyond studying at university and TVET college, perhaps focussing on fields where livelihoods are possible.
2. REAP to develop a reliable list of local, accessible training options for this group of young people.
3. REAP to assist learners to navigate the various bursary options, in the event that their interests / options do not fall within REAP's ambit (e.g. study at private colleges).
4. REAP to consider partnering with other bursary providers by
 - providing their beneficiaries with psycho-social support; or
 - assisting learners to apply for other bursaries and offer them REAP's psycho-social support.

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.

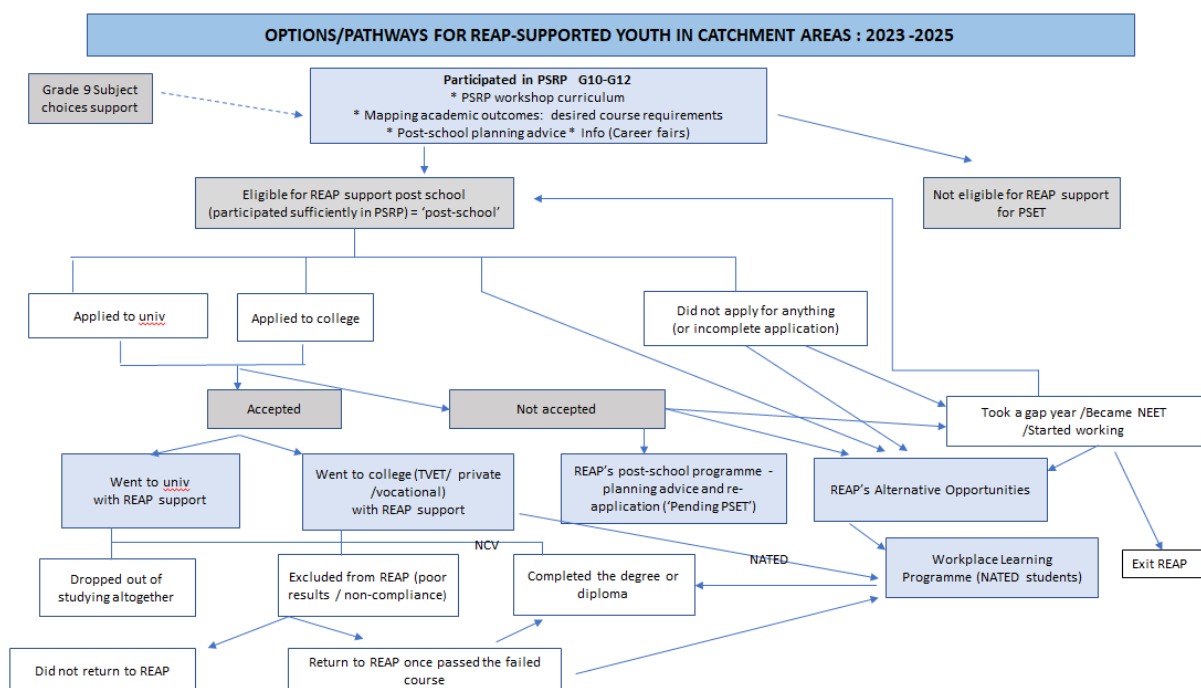


Figure 25: Options/pathways for REAP-supported youth in Letsatsi catchment area in the Free State: 2023 – 2025

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 universities and 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	ALTERNATIVE OPPORTUNITIES 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 26: REAP's model of its Catchment Area Youth Development Programme

REAP'S PROGRAMMES

This is offered through five programmes as follows

- Post-School Readiness Programme (in schools)
- University Programme
- College Programme
- (The proposed) Post-School Support (Alternative Opportunities) Programme

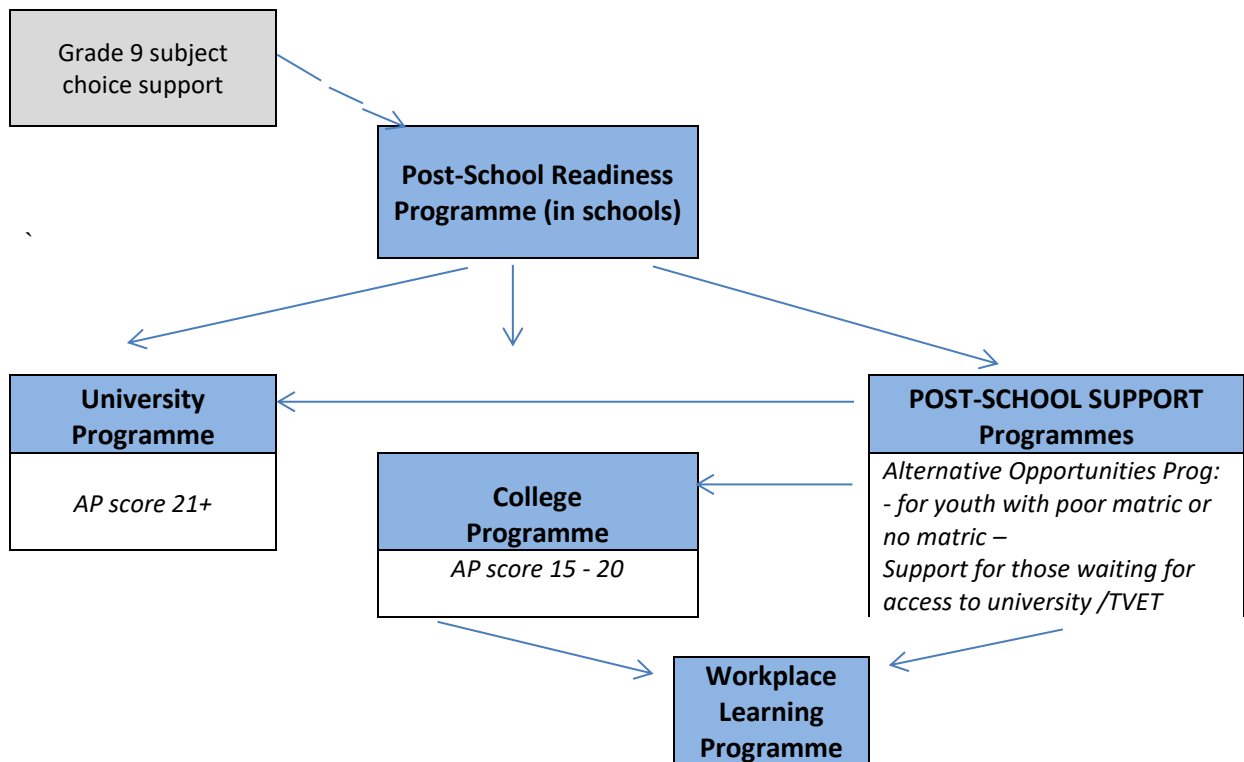


Figure 27: REAP's Catchment Area Youth Development Programmes

F: REAP'S POST-SCHOOL READINESS PROGRAMME

Many of the key informants mentioned (above) that a significant challenge in the area is that the youth **lack motivation to study further**. Even if learners finish matric, most would rather look for work than study further. They attribute this to the lack of career guidance as well as challenges with accessing information about university applications and closing dates for applying to support from NSFAS.²⁵⁵

REAP's post-school readiness programme, offered in the two high schools in Dealesville and Ikgomotseng from Grades 10 – 12, aims to intervene in these perceptions and experiences. Through providing information, IT skills training, lifeskills and practical support it intends to offer youth other ways of thinking about and planning for their futures.

REAP's post-school readiness work in schools provides the foundation on which the rest of the REAP 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. REAP requires 80% participation from learners for them to access its post-school programmes.

Origins

The PSRP began very modestly as a one-day workshop in 2019 in both Kagisano and Kgololosego schools, 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.

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 Letsatsi catchment area during 2020 and part of 2021, 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.

²⁵⁵ Thandeka Ndleleni (Ikgomotseng Clinic); Thapelo Cegade (Ikgomotseng Public Library).

Workshop sessions

The workshop curriculum is one of the centrepieces of the programme and is 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 Letsatsi catchment area in 2020 – in the context of the first year of the COVID19 lockdowns.

The offerings to Grade 12 learners in 2020 and 2021 – and to Grade 11 from 2021 - are presented in the tables below.

**Table 12: Services offered through REAP's PSRP
to Grade 12 learners in 2020 and 2021 in Letsatsi catchment area**

	2020: First COVID lockdowns (from March)	2021: COVID lockdowns continued, though regulations eased
PSRP workshop sessions	5 x 2-hour sessions were offered Oct – Dec. Included the Amazing Race. 54 of 61 attended (88%)	6 x 2-hour sessions. (Combo G10, 11 & 12 curricula.) 98% attendance.
Academic outcomes: desired course requirements (Gradesmatch)	Only 7 learners were included as needed average of 50%+ in Grade 11 to be eligible to access this service.	87% were registered on GM portal. (Some excluded. 1. Difficulty accessing min. docs: NSFAS requires proof of res/income / G11 results- but if not accessible, not on GM. Where docs available, they were uploaded. 2. If learner had already applied to NSFAS, GM could not set up a second (duplicate) profile on NSFAS, so could not be entered.

	2020: First COVID lockdowns (from March)	2021: COVID lockdowns continued, though regulations eased
Psychometric assessment	Objectiva administered questionnaires. Gave feedback in groups.	Objectiva administered questionnaires. Gave feedback in groups.
Post-school (career) counselling	No	95% of learners were counselled.
Career fair	Yes	Yes
Support on-line NSFAS applic	Yes	Yes 48 (Applications processed by REAP for NSFAS) 41 (Eligible for funding as per NSFAS response) 4 (Unable to obtain social declaration form from supervising Social worker) 22 learners had started NSFAS applications on their own. REAP contacted all these learners to ensure that they had completed the application process correctly
Support PSET applic	Yes – PSET institutions went to schools as part of career fairs	Onus still on learners to apply to university and TVET themselves – inc at career fairs. Assisted with <u>applications</u> after matric finals- but meant that university applications were closed. Helped with <u>registration</u> at TVET and Univ in January/February 2022.

**Table 13: Services offered through REAP's PSRP
to Grade 11 learners in 2020 and 2021 in Letsatsi catchment area**

	2020: First COVID lockdowns (from March)	2021: COVID lockdowns continued, though regulations eased
PSRP curric	n/a	6 x 2-hour sessions (Combo Grade 10 and 11 curricula.)
Psychometric assessment	n/a	Objectiva – assessed the majority of Grade 11 learners
Academic outcomes: desired course requirements (Gradesmatch)	n/a	Done on Gradesmatch portal. (Contract runs June 2021-May 2022. As focused on G12 in 2021, did G10 and G11 in early 2022 (they were then in Gr11 and G12)
Career counselling	n/a	Yes career guidance was offered to 35 learners
Career fair	Yes	Yes

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 that in the *Lesedi* catchment area, there was a high non-attendance rate compared with those who registered – and REAP was curious to understand this. This does not apply to Letsatsi area however – where only 4% of respondents had not attended the PSRP.)

Participation in workshop sessions²⁵⁶

Current matriculants

By definition, all current matriculants who completed a questionnaire had attended the PSRP as they completed them online during the workshop sessions.
93% said they had attended all the sessions, however.

Past matriculants

As shown in Figure 28 below:

- 86% of the whole data set of past matriculants (113 of 131) attended the PSRP workshop sessions;
 - while 96% of the 115 survey respondents attended the workshop sessions.
- Of these, 81% attended ‘most of them’ [the sessions] and the remaining 19% only ‘some of them’. (Attendance at workshop sessions in each year was checked against registers.)

Total in PSRP: Registered but did not attend = 18	Survey respondents: Registered but did not attend = 5
	Survey respondents: Attended <i>some</i> = 21
Total in PSRP: Attended = 113	Survey respondents: Attended <i>most</i> = 89

Figure 28: Past matriculants’ attendance – and registration only – at the PSRP: total data set and survey respondents

Other assistance accessed

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

²⁵⁶ These reported attendances were checked against registers and discrepancies were resolved as far as possible.

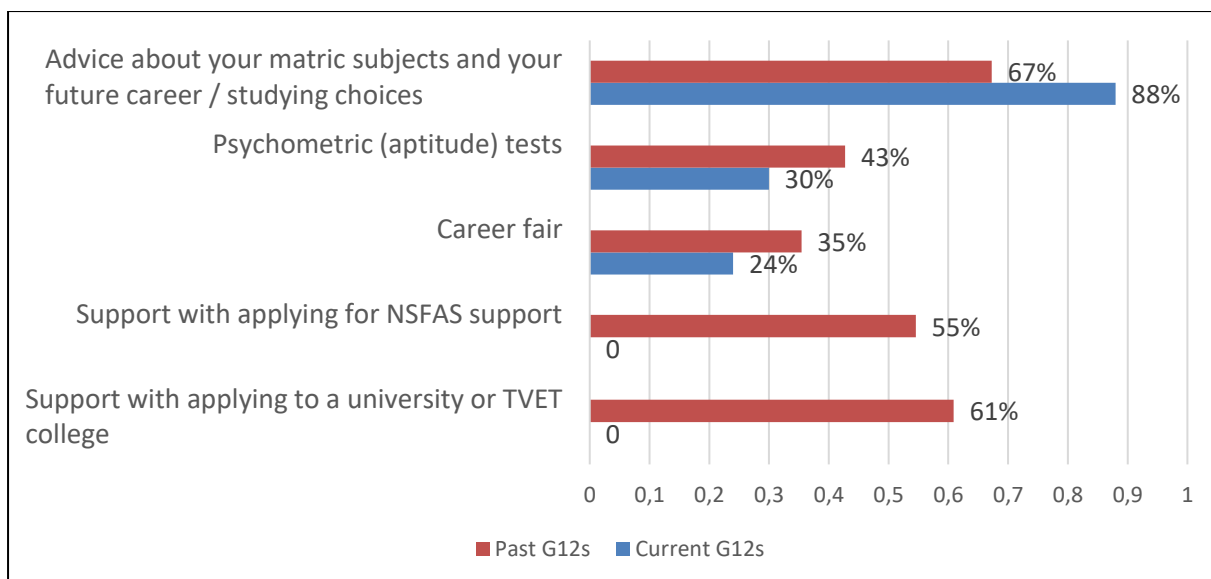


Figure 29: PSRP services accessed by current and past matriculants, as reported by them

- ‘Advice about your matric subjects and your future career / studying choices’ was most highly accessed – by both current (88%) and past (67%) matriculants.

The difference will largely be explained by the extension of the Gradesmatch service to all G12 learners in 2021.

In 2020 only 7 learners were included as they needed average of 50%+ in Grade 11 to be eligible to access this service.

- **Support with applications** to NSFAS and university or TVET college had not yet been provided to current matriculants when the survey was done.

In both 2020 and 2021 REAP assisted as far as possible with NSFAS applications (55% said they had received help) - while 61% of learners said they had been assisted to apply for PSET by REAP and the institutions – though this service was not fully underway at that stage (see Table 12 above). (This changed in 2022 when Gradesmatch processes all applications to both.)

- Just under half (43%) of the past matriculants said they had accessed **psychometric assessments**, while only a third of current learners (30%) remembered accessing these.

The **career fairs** – in their various forms – were also not well attended, or were not memorable, with 24% of current, and 35% of past, matriculants saying they had attended. There is definitely room for improvement here.

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.

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. 68% of current matriculants and 40% of past matriculants thought that the learners did not attend as they ‘were not really interested’ and ‘did not feel like attending’.
- About a third of both groups thought they ‘**did not think the workshops would help someone like them**’.

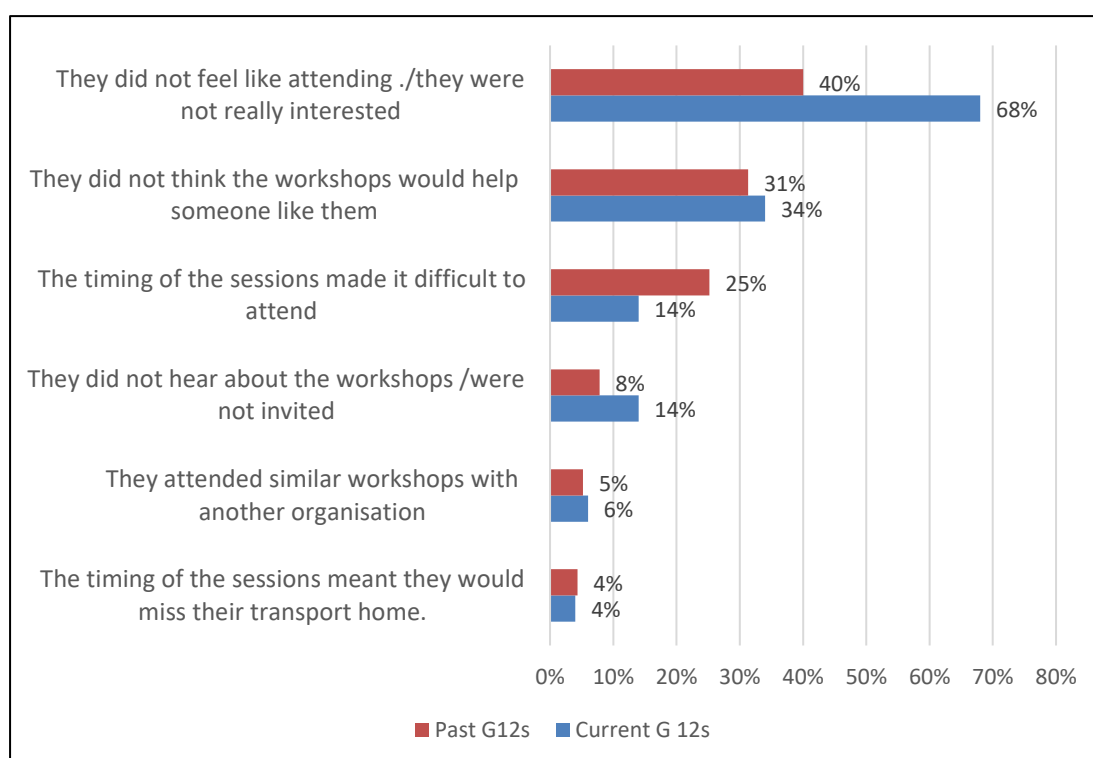


Figure 30: Possible reasons why current and past-matriculant respondents thought other learners did not attend PSRP workshops sessions

- Very few thought they would **miss their transport** home – although **‘timing’** made it difficult for 25% of past and 14% of current G12 respondents to attend.
- And again, very few thought they may have **‘attended similar workshops** with another organisation’ (6% of current matriculants and 5% of past matriculants).

In their comments some past matriculants spoke about themselves as well as about others:

- *“They were scared of what people would say, some did not know what REAP does, some thought it was just a waste of time. “*
- *“They were attending extra classes. “*
- *“The timing was inconveniencing because the workshop will take long and other’s were in a hurry to go home and finish their homework’s. “*
- *“The classes were taking too long. “*

VALUE OF THE PSRP

Workshop topics

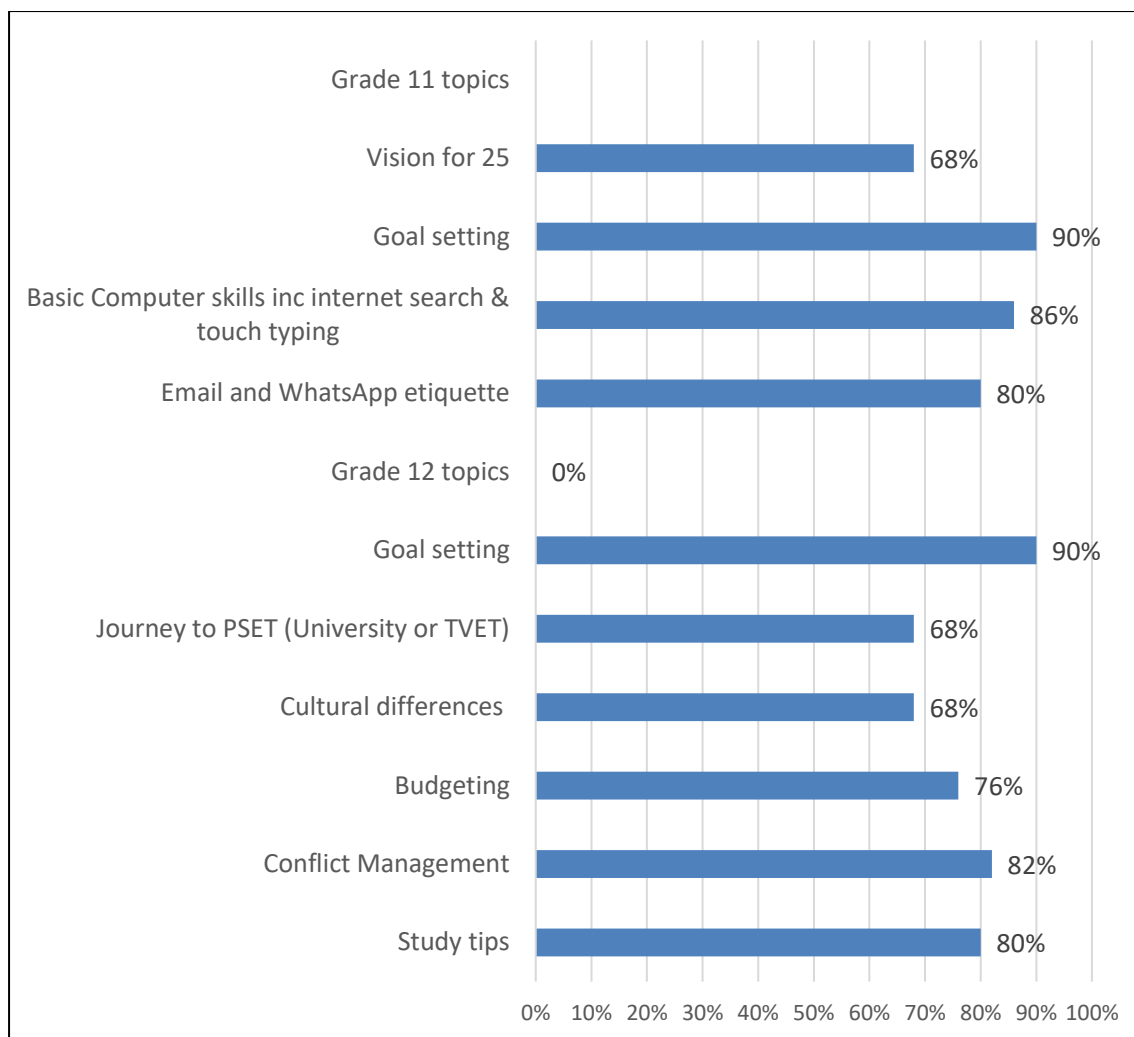
The ~~if~~ curricula offered to the current and past matriculants were different; the current matriculants had workshop session in both grades 11 and 12, while the past matriculants had a compressed curriculum delivered in one year.

The extent to which workshops topics were of value to them (questions 2.3 and 4.2) are therefore reported separately. 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

- **Goal setting** (offered in both grades 11 and 12) was seen as the most valuable – being 90% when it was offered in each grade.
- **Computer skills** offered in Grade 11 were next - 86% appreciated the intro and 80% the email and etiquette session.
- **Conflict management** and **study tips** offered in Grade 12 were next

The forward-looking topics were least appreciated – only two thirds (68%) appreciated Vision for 25, Journey to Tertiary – as well as cultural differences.

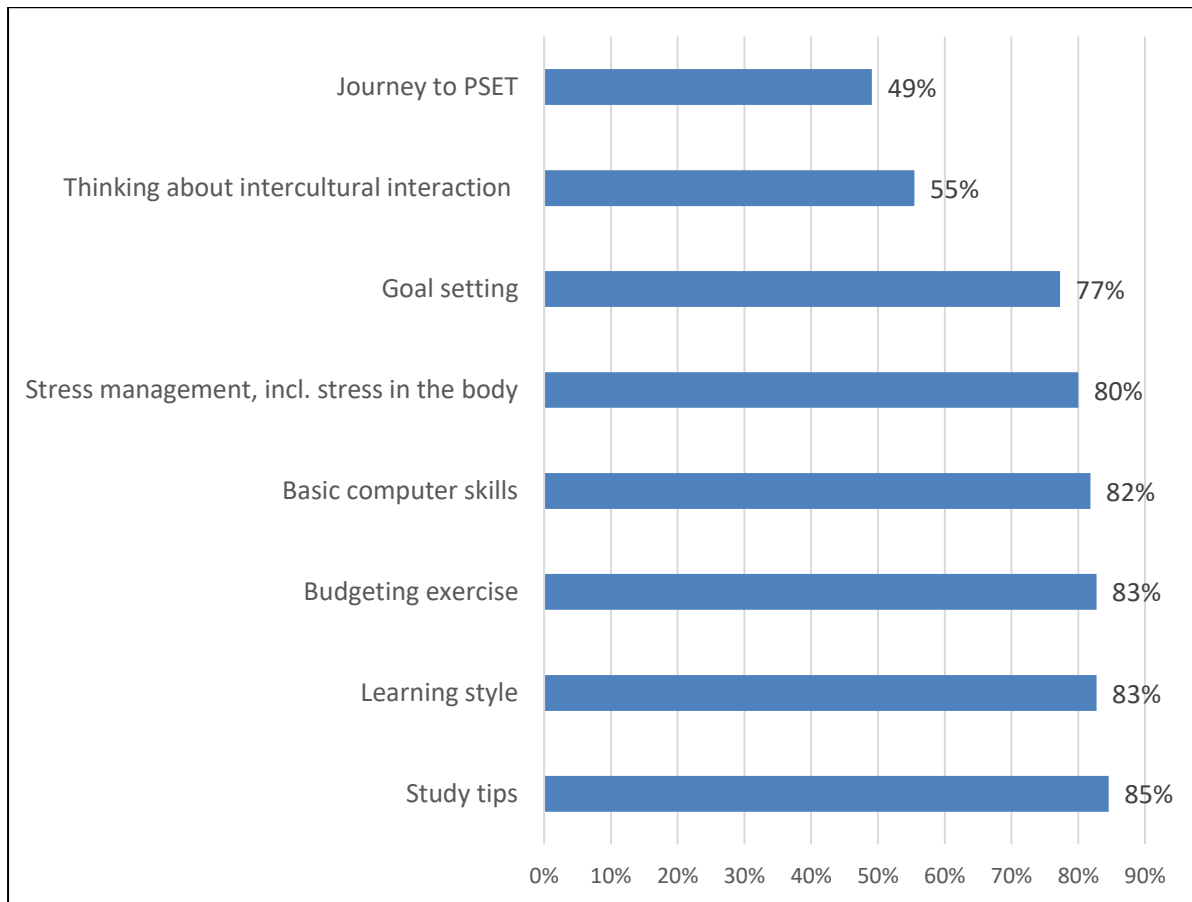


**Figure 31: Topics rated a '3' or '4' by current matriculants
(%of 50 respondents)**

Past matriculants

- **Academic 'hard skills'** were most popular: study tips (85%), learning style (83%) and computer skills (82%).
- **Budgeting** (83%) and **stress management** (80%) were the two lifeskills most valued.

Again, **Intercultural Interactions** (55%) and, surprisingly, **'Journey to PSET'** (49%) were the least valued.



**Figure 32: Topics rated a '3' or '4' by past matriculants
(proportion of 110 respondents)**

Other PSRP services

As the surveys were administered in the first half of the school year, the current matriculants had not accessed some of the PSRP services. In answer to the questions of what they most and least valued (questions 4.4 & 4.5), only the views of the past matriculants are therefore given here.

As 53 respondents either preferred not to say which they 'did not value' or 'did not find any of the sessions not valuable' – and the numbers of responses for each are closely clustered together, these findings are not really significant.

In addition, while their responses are presented in the table below and commented on, the following section finds ***considerable inconsistencies which undermine the credibility of these responses***. While this could be to do with respondents not matching the services they received with the names given to them in the survey, they nonetheless suggest the table and comments below be read with caution.

Table 14: Rating by the past matriculants of the PSRP services as most and least valuable

	Most valuable		Least valuable	
	n = 110	% of 110	n = 110	% of 110
Workshop sessions	32	29%	7	6%
Advice about your matric subjects and your future career / studying choices	30	27%	12	11%
Psychometric (aptitude) tests	7	6%	12	11%
Career fair	13	12%	8	7%
Assistance with applying to a university or TVET college	20	18%	10	9%
Assistance with applying for NSFAS support	6	5%	8	7%
None of the above	2	2%	53	48%

The services most often valued by all respondents were ‘Workshop sessions’ (29% or 32 respondents), closely followed by ‘advice about your matric subjects and your future career / studying choices’ (27% or 30 respondents).

As a proportion of those who said they had actually accessed each service, however:

- 51% (32 of 62) of those who said they had attended workshops sessions found them most valuable; while
- 37% of those who said they had accessed ‘advice about your matric subjects and your future career / studying choices’ (30 of 81 respondents) found this most valuable.

It is the attendance data that undermine these findings.

Responses mapped against REAP's offerings

Tables 15 and 16 below summarise the uptake and relative value of each service offered by REAP – with 2020 and 2021 being reported separately (following Table 12 above).

Given the initial patchiness of providing support from Gradesmatch (‘Academic outcomes: desired course requirements’) as well as ‘post-school planning advice (‘career guidance’)’ by REAP-contracted staff, I have combined the responses for these – assuming that the response may be about either (if they were offered at all).

The information in both tables is again remarkably inconsistent, however, and therefore unreliable. These are immediately apparent.

For example, in Table 15 (2020):

- By definition, the 40 respondents had attended the PSRP – with eligibility being that they had attended the workshops – but only 55% (22 of 40) said they had done so.
- While Gradesmatch only supported 7 learners in 2020 and REAP did not provide post-school advice, 28 respondents said they had accessed one of these ('Academic outcomes: desired course requirements') or 'post-school planning advice ('career guidance')'.
- That two thirds and three quarters of respondents said they had accessed assistance with applications for PSET and NSFAS is also odd - given that this was done in relatively makeshift ways at the end of 2019/early 2020.

**Table 15: The uptake and perceived relative value of each PSRP service accessed by respondents who were in Grade 12 in 2020
- as reported by them (n=40)**

	REAP's reporting	Attendance/ participation rates (as per respondents)		Rated = most valuable	Rated = least valuable
PSRP workshop curriculum	5 x 2-hour sessions were offered Oct – Dec. (inc the Amazing Race. 54 of 61 attended (88%))	22	55%	16	1
Academic outcomes: desired course requirements (Gradesmatch)	Only 7 learners were included as needed average of 50%+ in Grade 11 to be eligible to access this service.	28	70%	12	7
Post-school planning advice ('career guidance')	None				
Psychometric assessment	Objectiva administered questionnaires. Gave feedback in groups.	19	47%	3	7
Career fair	Yes	15	37%	2	6
Support online NSFAS application	Yes	26	65%	2	4
Support PSET application	Yes – PSET institutions went to schools as part of career fairs	29	72%	5	2
None of the above		n/a	n/a	0	13

These inconsistencies are also seen in the responses of the 2021 G12s:

- Only 57% of these respondents said they had attended the workshops -whereas again by definition, they all should have done so – and the REAP records show that 96% of the 115 survey respondents will have done so. (And there should not be confusion with the naming of workshops sessions.)

That a greater number of respondents said they had received assistance with applying to PSET (38) as opposed to NSFAS (34) also does not seem right – in a year when

- onus was still on learners to apply to university and TVET themselves – inc at career fairs; and
- REAP assisted with applications after matric finals - but university applications were already closed; though
- REAP helped with registration at TVET and universities in January/February 2022.

**Table 16: The uptake and perceived relative value of each PSRP service accessed by respondents who were in Grade 12 in 2021
- as reported by them (n=70)**

	REAP's reporting	Attendance/ participation rates (as per respondents)		Rated = most valuable	Rated = least valuable
PSRP workshop curriculum	6 x 2-hour sessions. (Combo G10, 11 & 12 curricula.) 98% attendance.	40	57%	16	1
Academic outcomes: desired course requirements (Gradesmatch)	87% were registered on GM portal. (Some excluded. 1. Difficulty accessing min. docs: NSFAS requires proof of res/income / G11 results- but if not accessible, not on GM. Where docs available, they were uploaded. 2. If learner had already applied to NSFAS, GM could not set up a second (duplicate) profile on NSFAS, so could not be entered.	48	68%	18	5
Post-school planning advice ('career guidance')	95% of learners were counselled.				

	REAP's reporting	Attendance/ participation rates (as per respondents)		Rated = most valuable	Rated = least valuable
Psychometric assessment	Objectiva administered questionnaires. Gave feedback in groups.	28	40%	4	7
Career fair	Yes	24	34%	11	2
Support online NSFAS application	Yes 48 applications (processed by REAP for NSFAS) 41eligible for funding (as per NSFAS response) 4 unable to obtain social declaration form from supervising social worker. 22 learners had started NSFAS applications on their own. REAP contacted all these learners to ensure that they had completed the application process correctly	34	49%	4	4
Support PSET application	Onus still on learners to apply to university and TVET themselves – inc at career fairs. Assisted with <u>applications</u> after matric finals - but meant that university applications were closed. Helped with <u>registration</u> at TVET and Univ in January/February 2022.	38	54%	15	8
None of the above		n/a	n/a	2	40

OTHER ORGANISATIONS OFFERING PSET PREPARATION OPPORTUNITIES FOR HIGH SCHOOL LEARNERS ²⁵⁷

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 I 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’ (in Lesedi) 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.

Three 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:

- Key informants
- desktop research
- the learners themselves.

Key informants

The Kgololosego principal was only aware of REAP offering PSET preparation for high school learners²⁵⁸ - though the Inclusive Educator at Kagisano added that the Department of Education (Lejweleputsa District Office) facilitates career days and exhibitions at schools as part of the Grade 9 and 10 curricula; and also facilitates an ‘entrepreneurship day’.²⁵⁹

²⁵⁷ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

²⁵⁸ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville) – December 2022.

²⁵⁹ Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan) – December 2022.

Desktop research

Community Learning Centres

CLCs are said to provide subject guidance to learners – especially Level 4 learners going to Grade 12, to guide them on appropriate subject choices at Grade 12 level.

The Ratega satellite (of the Theunnisen CLC) - located at the Tshomarelo Primary School in Dealesville - offers the following PSET preparation:

- subject choice guidance, for the AET Level 4 learners going to Grade 12, to help them make appropriate subject choices at Grade 12 level.
- They also provide CV writing training sessions and career guidance to students eligible to further their studies in the TVET system.

It is not clear if the Relebogile satellite in Soutpan does so too, however.

Letsatsi Power Project

Letsatsi was currently implementing a Maths Tutoring programme for learners in grades 10 and 11 at Kagisano Combined School (Ikgomotseng/ Soutpan) – the aim being to improve Maths results as well as to encourage learners to take up STEM-related subjects. It had been running since 2021 – and is delivered for two hours every day after school from Mondays to Thursdays.

Resources and materials²⁶⁰

There is a multitude of online 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 online guide to NSFAS applications for Grade 12s.

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

²⁶⁰ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

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.

UFS

The UFS website includes a number of videos to guide **Grade 9 subject choices**.²⁶¹ These include

- a general video on subject choice in Grade 9, and
- video for subject choices related to careers in science, software development (technology), engineering, arts, and mathematics which are suitable for both Grade 9 and Grade 12 learners.

In addition, the university

- has developed a **comprehensive booklet on Grade 9 subject choice**; and
- offers a **GoStudy Career Guidance questionnaire** targeted at both Grade 9 and Grade 12 learners.

UFS runs **two competitions to engage top achievers in Grade 12** – namely

- the Star of Stars Competition; and
- the Matriculant of the Year competition, in partnership with Media24.

²⁶¹ <https://www.ufs.ac.za/prospective/prospective-students/grade-9-learners/subject-choices-made-easy>

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).

Current matriculants

Despite the question being about **what *other* organisations are helping school learners with post-school study options** (i.e. other than REAP), 23 responses simply named REAP. Thereafter, the most often mentioned were

- Columba (x4)
- Isibindi organisation (x5)
- NSFAS (x4)

followed by Motheo College and the Central University of Technology (x2)
4 respondents did not know of any.

As 23 of the 50 respondents said they only knew of REAP, their descriptions of what is offered (in the table below) includes what REAP offers. This is therefore indicated in the table – so that it is clear what may be being offered by others.

**Table 17: Services identified by past matriculants
– offered by REAP and other organisations**

	REAP	Other	TOTAL
Careers guidance	17	19	36
Funding for university/TVET college	20	11	31
Lifeskills training	10	12	22
Job search training	5	0	5
Work experience / internships	3	2	5
Not applicable	2	3	5
Other: Extra lessons	0	1	1

Past matriculants

Again the majority of the past matriculants' responses affirmed REAP's visibility (46) or commented that they did not know of any other organisations (43).

Isibindi was the main organisation that was visible (10 responses) – but the following were also mentioned:

- Motheo TVET College (4)
- CUT (3)
- Bridge (2)
- Columba (2)
- Jenn (2)
- Letsatsi Campaign (2)
- Rosebank College (1)

Recommendation

1. REAP to continue to actively promote access to any complementary resources offered in the area that support post-school readiness.
2. Given that there is no immediate duplication with the PSRP itself, REAP to continue to offer this programme.

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

- **50 current** matriculants
- **115 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.

As this was an open-ended question, responses have been thematically sorted and an overview presented here. They are presented verbatim in an Appendix of the sub-report.

One current matriculant wanted spectacles – this was followed up soon after the survey responses were processed.

Study support – and perseverance

19 past matriculants commented broadly about their own perseverance and the need to study hard (14) while 5 would have liked more support from teachers / the school –e.g.

- *“I could have listened to my teachers and studied harder.”*
- *“Attending extra classes and studying hard.”*
- *“By ensuring that we are always academically well prepared.”*
- *“If the school offered more practical teaching than theory, it would have helped with experienced or knowledge.”*
- *“Support from teachers.”*

8 current matriculants commented similarly – e.g.

- *“It is the way I take my school work so important and learn more about careers.”*
- *“Is to work hard and pass with a good marks.”*
- *“Time management and hardwork.”*

Good / better results

3 current and 5 past matriculants’ responses were about wanting good / better results – e.g.

- *“Good matric results.”*
- *“Only if I had enough time to be at school it would have helped me to achieve best results but due to the pandemic (covid 19) we spent less time at school.”*

Post-school planning advice

11 past and 4 current matriculants wanted various forms of assistance with making decisions about post-school options - e.g

- *“By getting enough information about my career choice.”*
- *“Having enough information about what you want to study.”*
- *“Is that I could search college so that I can find suitable school for me.”*
- *“Enough information about the requirements and the application process.”*
A little bit of research on the career choice that I want to pursue and familiarise myself with it.”
- *“More information what can you expect outside after grade 12 cause we really thought it's easier , also we thought having a certificate can be easier to find a job or study.”*

Lifeskills and opportunities

14 past matriculants’ responses were about wanting lifeskills of various kinds while only 2 current matriculants want this– e.g.

- *“Time Management, Self Control, preparation.”*
- *“Trying to gain experience.”*
- *“Having well meaners.”*

Psycho-social / emotional support

6 past matriculants' responses were about wanting psycho-social support of various kinds - but no current matriculants wanted this support- e.g.

- *"Mental health sessions."*
- *"If I had someone to talk to about my problems/situation."*
- *"Having someone guiding me along the way."*
- *"Having support and a group of learners who would assist me to focus."*

Family assistance and Community Support

7 past and 3 current matriculants' responses were about the role of family, parents, and greater community – e.g.

- *"Community of Dealesville."*
- *"Support from my parents."*
- *"Support from school teachers and parents."*
- *"The support and encouragement."*

Part-time work / work experience

4 past matriculants thought either work experience or working part-time would have helped prepare them – e.g.

- *"Learnership or skills program."*
- *"Voluntary work."*

- while 8 current matriculants think either work experience or working part-time will help them;

- *"To apply in order to get a job."*
- *"Part time jobs." (2)*
- *"I would to gain experience after studying."*
- *"Training for work experience." (x2)*
- *"Practical Studies." (x2)*

Assistance to access PSET / funding

12 past and 12 current matriculants' responses were about wanting assistance with applications - for funding and for PSET institutions themselves – e.g.

- *"Extra support with food and money."*
- *"If i get enough founding and more skills."*
- *"I only needed funds to register at schools."*
- *"Financial Support."*
- *"Financial assistance." (x2)*
- *"Money." (x2)*
- *"Nsfas." (x2)*
- *"Applying online."*
- *"To apply."*
- *"Study further."*

- *"To go to university."*
- *"By going to varsity/collage to study further to reach my goals."*

Assistance from REAP and others

12 past and 5 current matriculants' responses identified the help provided by the support offered by organisations such as REAP – e.g.

- *"Nothing else could have brought impact except all that I have done and the workshops conducted by REAP."*
- *"I have no idea, besides being helped by REAP."*
- *"Other organization such as REAP."*
- *"By getting an help from REAP because it helps lot of people with taking their studies to the next level."*

No help needed or not sure what help they needed

24 past and 4 current matriculants said did not need help (13) or were not sure what help they needed (11).

CONCLUSIONS AND RECOMMENDATIONS

At the time of the research REAP was developing and refining its Catchment Area Youth Development model, such that some pieces were more advanced than others.

In 2020 a first draft of a **workshop curriculum** was offered to Grade 12s only. The following year, REAP developed a three-year workshop curriculum for Grades 10, 11 and 12 – so that during 2021, compressed offerings of the more formally designed programmes were offered to both Grade 11 (who did the Grade 10 and 11 curriculum) and Grade 12 (who did a selection of all three years in one year!) – while the Grade 10s started with the first of three years, as they should. These were undertaken during COVID restrictions, however, so their experiences of the offerings should be understood in that context.

In terms of **services they remembered accessing**, 'advice about your matric subjects and your future career / studying choices' was most highly accessed (88% of current and 67% of past matriculants). (The difference will largely be explained by the extension of the Gradesmatch service to all Grade 12 learners in 2021.)

Just under half of the past matriculants said they had accessed psychometric assessments while only a third of current learners remembered accessing these. The career fairs – in their various forms – were also not well attended, or were not memorable, with a quarter of current and a third of past matriculants saying they had attended. There is definitely room for development here.

Their opinions of what was **most and least valuable** were marred by dirty data – but, in short, workshop sessions and ‘advice about careers’ seem to have been most valued.

While attendance at the workshops was high – and the other services were offered incrementally - respondents were nonetheless asked why some people did not attend. In contrast to the Northern Cape responses, very few thought they would miss their transport home – although ‘timing’ made it difficult for some G12s to attend. The main reason given, then, was that there may be a lack of interest – followed by a sense that some people ‘did not think the workshops would help someone like them’. As in Northern Cape, very few thought they may have ‘attended similar workshops with another organisation’.

Again, similar to the Northern Cape responses, the forward-looking topics offered through the workshop programme were the least appreciated - namely ‘Journey to Tertiary’; ‘Vision for 25’ – as well as Intercultural Interactions. Most appreciated were Goal setting, Computer skills, Study Tips, Learning Style – and, interestingly, Conflict Management. Grade 12s particularly appreciated Budgeting and Stress Management.

In terms of **what other organisations offer to school learners**, only a few were identified by both researchers and survey respondents – like Isibindi and some higher education institutions. REAP will obviously confirm what they are each offering with a view to avoiding duplication and to co-operation.

Finally – when asked **what support they would like in 2023**, most responses were self-comments about need to persevere and work hard – while others wanted post-school planning advice, lifeskills and opportunities. Ten wanted family and community support while 6 wanted psycho-social support.

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 9²⁶²

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.²⁶³

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.

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.

²⁶² This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

²⁶³ 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 are supplemented by blog pieces from professionals, as well as a limited review of academic literature.

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,²⁶⁴ 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).
- Online 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 online 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.

²⁶⁴ 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 OPTIONS²⁶⁵

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.²⁶⁶

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 (questions 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 have been the most valuable – and realistic – for them (question 4.7). This was not asked of current matriculants.

Whether or not they know /knew what they want to do after school

Slightly more current matriculants than past matriculants expressed certainty regarding knowing what they want(ed) to do after school - being 92% (either being 'certain' (48%) or having 'a few ideas' (44%)) compared with 82%.

²⁶⁵ 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.

²⁶⁶ 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).

19% of past matriculants said they had not known what they wanted to do – while only 8% of current matriculants (5 learners) expressed this uncertainty.

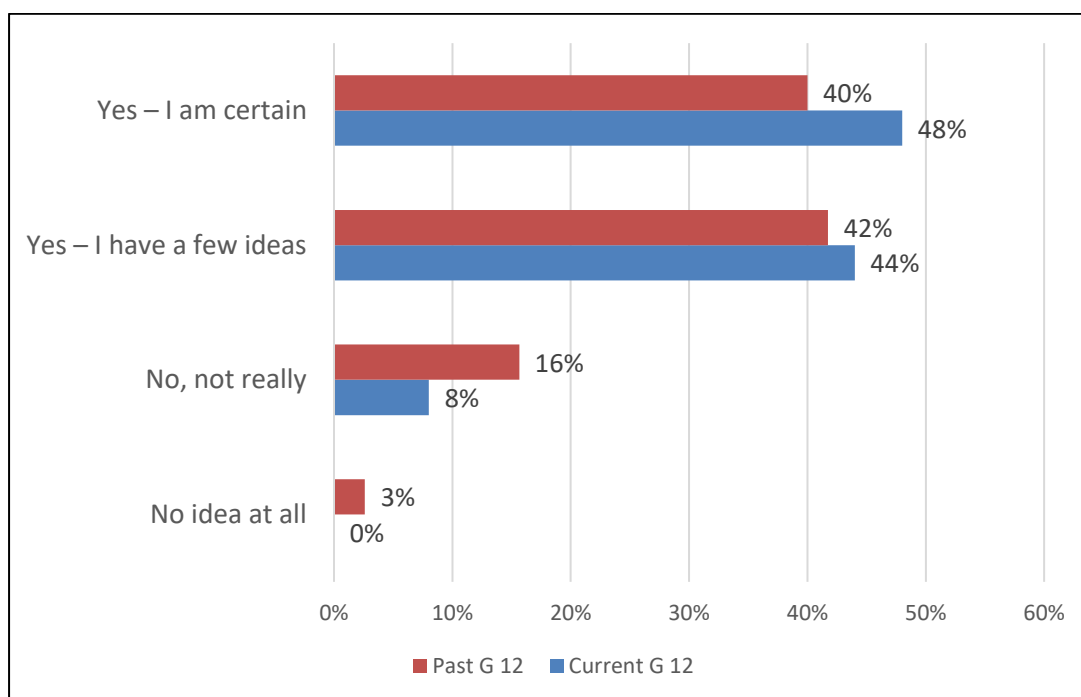


Figure 33: Whether current and past matriculants knew what they want(ed) to do after school (current n = 50; past n = 115)

Despite – or perhaps because of– a slightly improved offering in 2021, G12 learners in 2021 were less certain of what they wanted to do after school than those who had been in G12 in 2020.

(While we cannot know what this was about, displacing unrealistic certainty is one of the things REAP will do over the next while, supporting learners to make choices more suitable to their school results.)

Table 18: Extent to which past matriculants who attended PSRP knew what they wanted to do after school – by matric year (2020 and 2021)

	2020		2021	
	n = 43	% of 43	n = 67	% 67
Yes – I am certain	17	40%	28	42%
Yes – I have a few ideas	21	49%	25	37%
No, not really	4	9%	12	18%
No idea at all	1	2%	2	3%

What they are hoping to do post-school

When describing what they want(ed) to do after school, current matriculants could choose more than one from a list of options.

- Three quarters (76%) want to go to university; while
- a quarter (26%) want to go to a TVET college.
- 16% want to 'study / train somewhere else' – while
- 10% want to work (though they may also want to study at the same time).

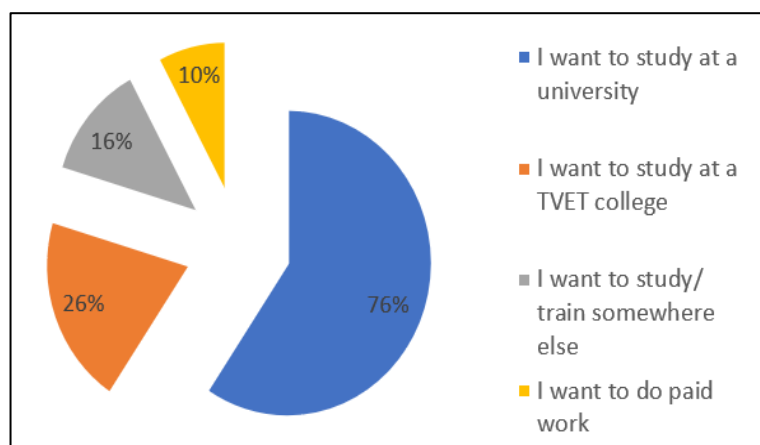


Figure 34: Current matriculants' aspirations of what they would do once they matriculated (n=50)

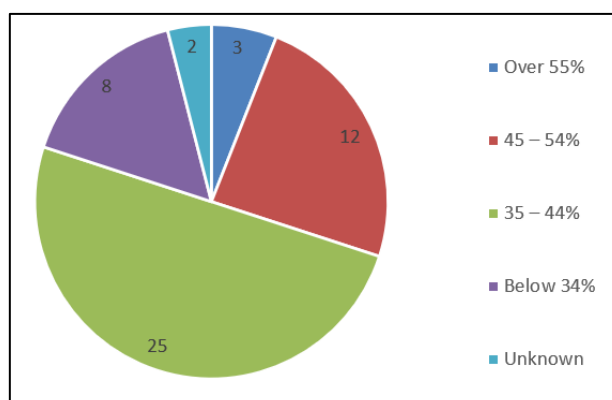
No-one selected:

- 'I want to stay at home – not study or work'
- 'I want to take a 'gap year''
- 'I want to do voluntary work'

Grade 11 results

The Grade 11 results of the current matriculants were as follows:

Over 55%	3
45 – 54%	12
35 – 44%	25
Below 34%	8
Unknown	2



**Figure 35: Grade 11 results of current G12s (2022)
The predictive capacity of Grade 11 results**

Of the 38 current matriculants who said they want to go to university, **only 3 (8%) had a Grade 11 average above 55%** - the minimum G12 average needed to even begin to compete for a university position.

That being said, in the section on matric results above, we have shown that in these two schools, **projecting matric outcomes cannot simply be based on Grade 11 results.** **This follows** the findings of analysis of 2022 G12 results in which most learners achieved higher results than they had in Grade 11 – being 81% of the Kagisano matrices and 65% of those at Kgololosego. While the situation above regarding access to university may not be as bleak as it seems, then, it cannot be known if all 35 of the 38 who got less than 55% in Grade 11 would improve sufficiently to access university.

Reasons past matriculants gave for their choices

Past matriculants were asked why they had thought their post-school choice (reported above) would be the most valuable – and realistic – for them (question 4.7). Their responses are reported thematically according to their 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.

Study at university or TVET college

33 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 getting a job these days without work experience or qualifications is really difficult so obtaining a university qualification degree would make things a little bit better.”*
- *“Because I am the first person at home to finish Grade 12 therefore going to university would also be an achievement as I would have been the first one to go to university at home and with a university degree I would be able to look for a better job so that I can assist my mother financially.”*
- *“Getting a degree and studying further is very important in order to get a job as the unemployment rate is very high.”*

One respondent commented that these qualifications would facilitate access to higher salaries and status – e.g.

- *"It is because I would be furthering my studies so that I can have a better or well paying job."*

31 saw university / TVET study as a way of improving themselves – but did not expressly link this to work/ income etc – e.g.

- *"This could be most valuable because it is a goal I have set for myself and I haven't gave up on it even if I met with difficulties."*
- *"I will have something in my hand, that if things may be otherwise i will go somewhere with my studies."*
- *"Because education is a reliable option that will help me succeed no matter what circumstances."*

Two people thought that having a university or TVET qualification would be valuable to their community – e.g.

- *"Because i want to study so that i can change my home situation and motivate the coming generation."*
- *"Furthering my studies is the most sustainable escape from my current unfavorable living conditions, coupled to this, there is no other tool in exception of education I can use to bring about developments in my hometown."*

Working and studying

Five respondents who said they would be working and studying in 2023 hoped to finance their studies – e.g.

- *"Because i wanted to earn money to take mi studies more further."*
- *"I will at least have some Assist of Money for other things that I will need when I work and do part-time studies."*
- *"because i wanted to have money to study."*

One respondent thought this would help their family – e.g.

- *"I just wanted to help my parents with some money because both of them are not working."*

- while 2 respondents recognised the importance of work experience – e.g.

- *"It is because of I want experience faster than degree."*
- *"I [will] be gaining some experience while studying on the side."*

Working only

Three of those who thought they would be working (and not studying) in 2023, cited the needs of their families:

- *"To support my family financially."*
- *"Assist my mother financially. I don't like reading so working was the first option for me."*
- *"To be able to support my family and myself."*

Two prioritised work experience over a formal education – although the second response was contradictory e.g.

- *“So that can have income and take care of myself should I fail my matric.”*
- *“I will be able to study at any college and be what ever i want to be in future.”*

One respondent thought they would not have funding for studies, so opted to try to start working.

Other vocational options for young people after high school

Only one of the 2 respondents gave a reason for why they would pursue ‘other vocational options’ after high school:

- *“It will me to go to school and study for my career choice. Staying at home doesnt work.”*

Comment: the contradictions between their choice of what they will be doing and their narratives obviously muddies the findings – but the gist of the desires and the circumstances out of which they come, remains.

EFFECT OF SUBJECT CHOICE ON THEIR POST-SCHOOL OPTIONS

In addition to competitive matric results, the second piece that needs to be in place to get into PSET is whether or not they have chosen the right subjects.

The current and past matriculants had remarkably similar responses:

- 56% and 57% thought they had the right subjects;
- 26% did the subjects they ‘found easy’ and would ‘find work that suits these’; and
- 11% and 8% had some but not enough of the right subjects

Perhaps significantly, parents and teachers were not a major influence in their subject choices.

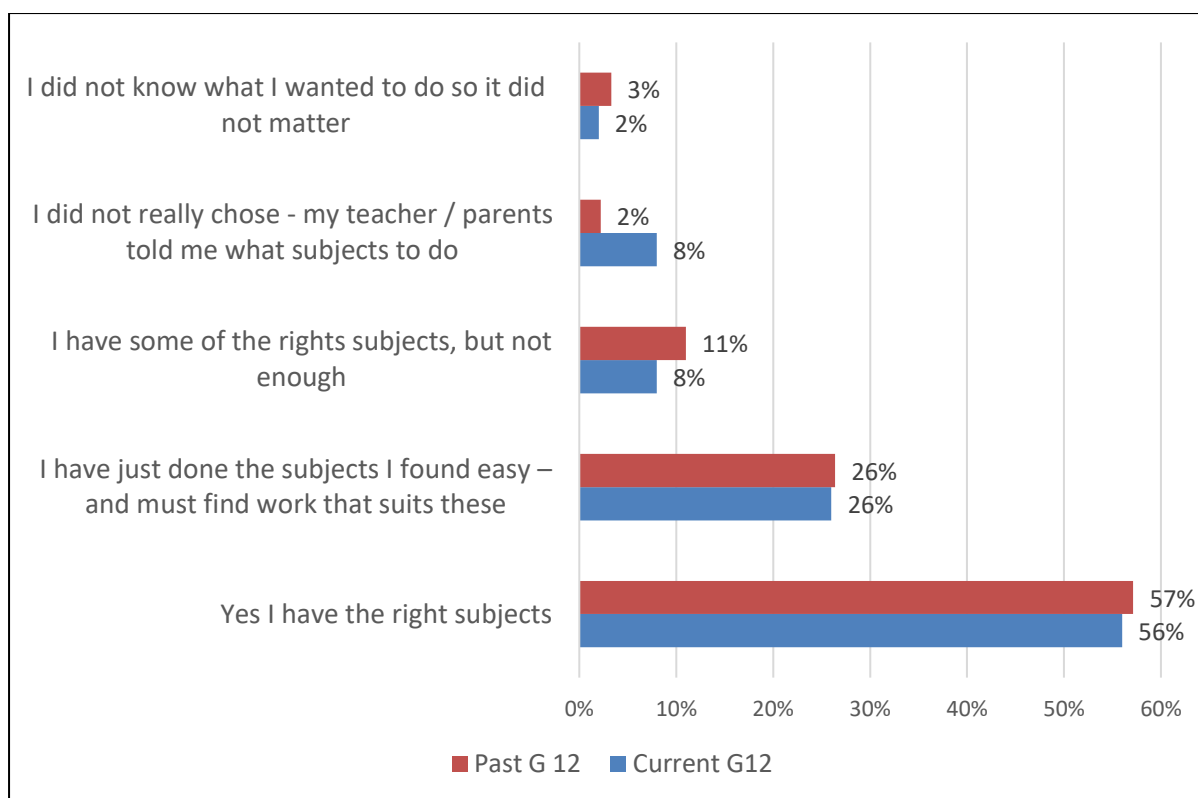


Figure 36: Whether or not they have chosen the right subjects at school for the studying /work they want to do after school – past (n = 91) & current (n=50) matriculants

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.

PAST MATRICULANTS' VIEWS OF THEIR GRADE 12 RESULTS

Past matriculants 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).

- ***Only 12% thought they had done 'well enough, which is what I expected'.***
- ***About three quarters of the past matriculants surveyed (74%) thought they 'did not do as well as I expected'.***

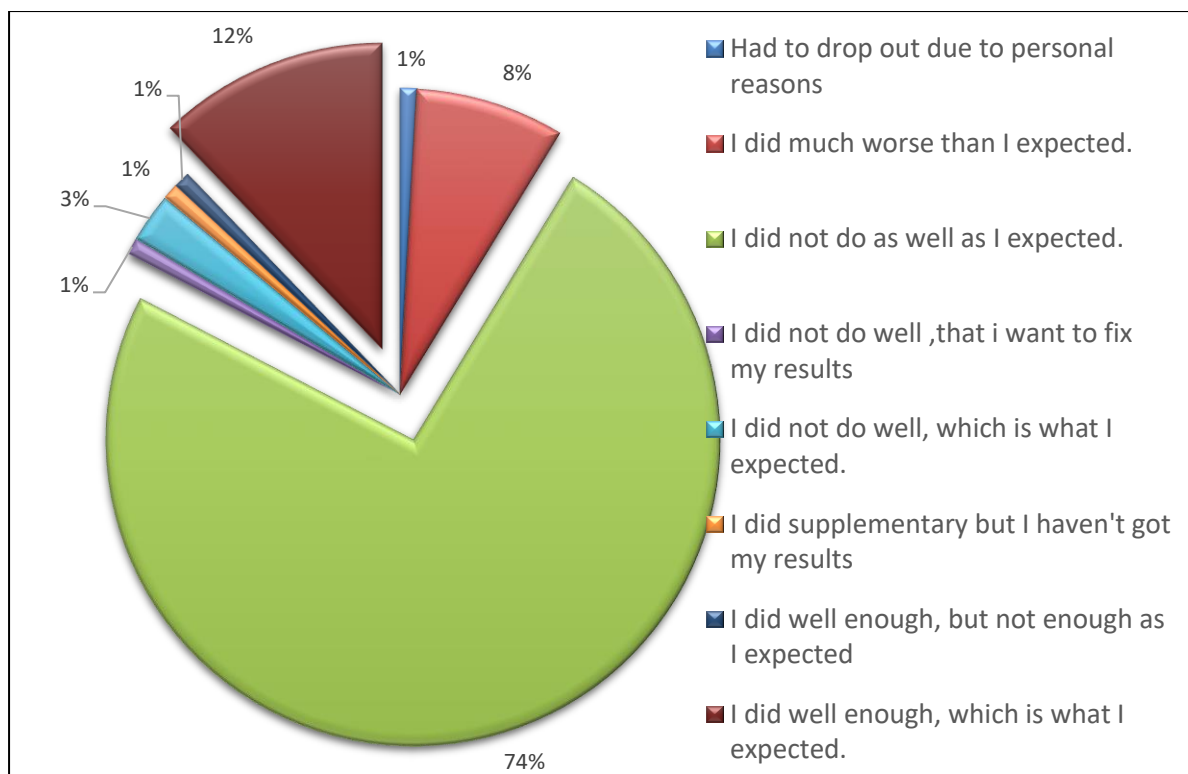


Figure 37: Past matriculants' views of their matric results

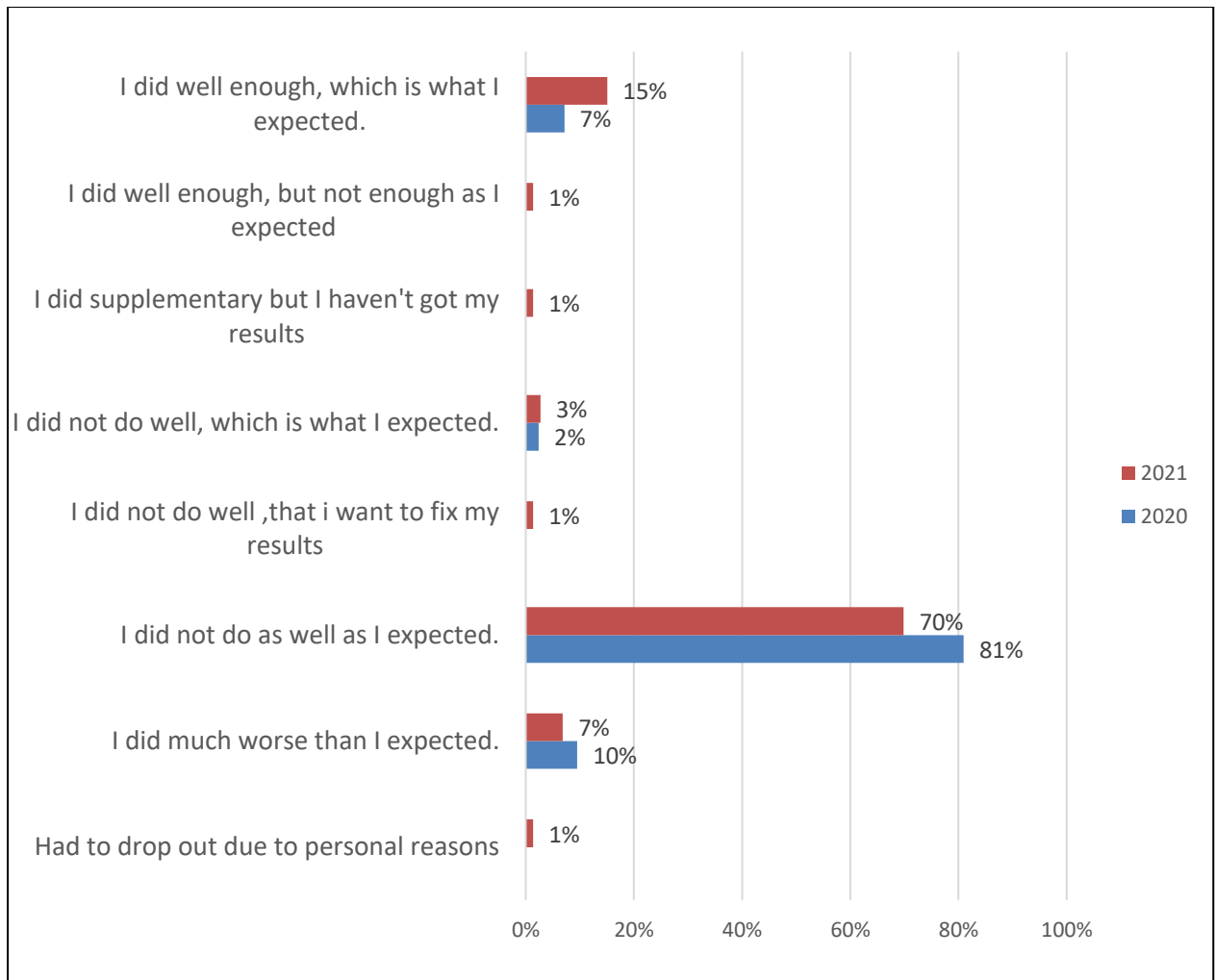
This gap in outcomes in relation to expectations is consistent with literature which points to an over-optimism among young people, accentuated among those where the gap between existing evidence of poor results and aspiration is particularly large.

That being said, these two secondary schools seem to have matric results that are largely better than those in Grade 11. Nonetheless this improvement has not been sufficient to realise aspirations of going to university, given that only 35 respondents (30%) say they are engaged in some form of PSET:

- 18 at TVET college,
- 9 at university, and
- 8 'studying/training somewhere else'.

While we did not ask past-matriculants what their post-school aspirations were when they were in Grade 12, three quarters (76%) of current matriculants want to go to university; while a quarter (26%) want to go to a TVET college – suggesting that this gap remains.

A higher proportion of 2020 matriculants did not do as well as expected (81%) than those in 2021 (70%).



**Figure 38: Past matriculants' views of their matric results
– by matric year**

While REAP might like to claim that this is because their expectations were moderated by the PSRP, this cannot be asserted without doing a detailed analysis of their G11 and mid-G12 results, among other factors.

Expectations compared with actual matric results

At the time of writing, we have been able to access Grade 11 and Grade 12 results for 95 of the 115 respondents.

They are reported below in relations to their expectations:

- 'I did well enough, which is what I expected.'
- 'I did not do as well as I expected.'
- 'I did much worse than I expected.'

They are then thematically clustered by the effects their actual matric results had on their expectations:

- 'I was able to do what I wanted to do.'
- 'I was not able to do what I wanted to do – but I have found something else that will suit me.'
- 'I was not able to do what I wanted to do – and I am doing something I am not really interested in'
- 'I was not able to do what I wanted to do – and do not know what else to do.'
- 'It did not matter as I did not know what I wanted to do.'

Tables showing their G11 and G12 results are included – with the final column showing the variance between G11 and G12 results. A more detailed piece of research could look at expectations, results and variances.

Dirty data

There are dirty data in these findings.

For instance: in the first table, the last respondent said they 'did well enough, which is what I expected' but their marks went down 15 percentage points from Grade 11 to Grade 12. Astonishingly they also said they were 'able to do what they wanted to do' – so presumably this was not dependent on a good matric result.

In addition, whether or not learners passed matric is not simply indicated by their average – and there is a quite alarming range of results which have produced a pass (e.g. 24%) and failures (e.g. 48%). These data will be checked to ensure these are not the result of poor data entry.

Overview

As fields/ course of study have particularly entrance requirements, there is no *simple* correlation between doing well and being able to do what they wanted to do –as they may not have met the particularly entrance requirements, despite doing as well as they had hoped.

That being said, those who did 'worse than expected' are not doing what they wanted and, along with those who 'did not do as well as expected', do not really know what to do.

These findings underscore the importance of REAP's work with learners regarding their expectations and options, before they have left school and find themselves at a loss.

In the sub-report of past-matriculants survey findings, Grade 11 and 12 results are mapped in relation to their expectations (reported above). These correlations are a rich terrain for further research.

EFFECTS OF RESULTS ON POST-SCHOOL OUTCOMES

Only 11% of the respondents were able to do what they wanted to do, given their matric results.

While 40% were not able to do what they wanted to do, they said they had 'found something else that will suit me'.

48% were not able to do what they wanted to do, and had not found a good alternative, however:

- A third of all respondents - 33% - 'do not know what else to do'; and
- 15% were 'doing something I am not really interested in'.

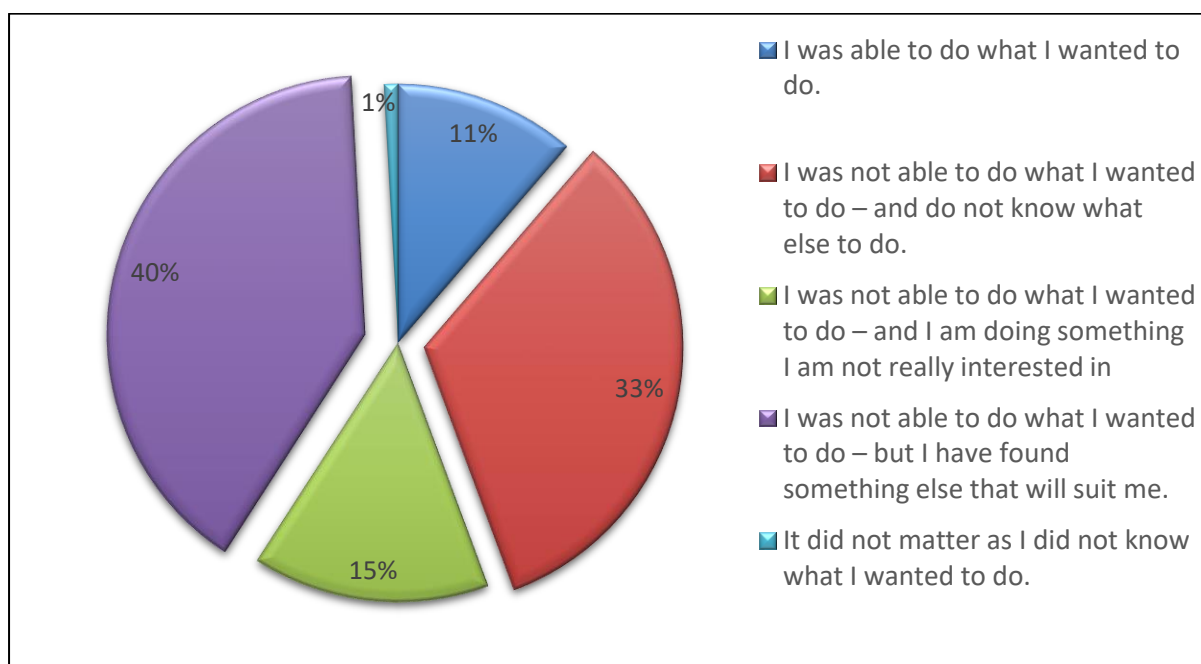


Figure 39: The effect of the respondents' matric results on their aspirations

As seen in the next table, there was not much variation across the two matric years with which REAP had worked.

**Table 19: The effect of the respondents' matric results on their aspirations
– by matric year**

	2020		2021		Total	
	n= 42	% of 42	n= 73	% of 73	n= 115	% of 115
I was able to do what I wanted to do.	3	7%	10	14%	13	11%
I was not able to do what I wanted to do – and do not know what else to do.	12	27%	26	36%	38	33%
I was not able to do what I wanted to do – and I am doing something I am not really interested in	7	17%	10	14%	17	15%
I was not able to do what I wanted to do – but I have found something else that will suit me.	20	48%	26	36%	46	40%
It did not matter as I did not know what I wanted to do.			1	1%	1	1%
Total	42		73		115	

Post-school outcomes of those who did as well as expected

Not surprisingly, then, the actual outcomes of those who did 'as well as they expected' are not neat.

Disturbingly, a half (7 of 14) were not engaged in productive post-school activity or study at the time of the survey:

- Five of the 14 said they were 'at home – not studying or working'.
- The other two were taking 'a gap year'.

There are apparent contradictions in the responses of 5 of these 7 as they said they were 'able to do what I wanted to do' (3) or 'have found something else that will suit me' (2) - but are nonetheless 'at home – not studying or working' or taking 'a gap year'.

The last two of the 7 (who are 'doing something I am not really interested in' or 'do not know what else to do') both thought they had 'some idea' of what they wanted to do after school and both thought they 'had the right subjects'. Again, their aspirations, subject choices and actual results would need to be checked in order to be able to say anything about this.

Certainly, these examples further the case for assisting young people to be more directed so that they can access opportunities to realise their abilities and talents.

Table 20: 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=14)

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 (5)	I am studying at a university
	I am studying at a TVET college
	<i>I am at home – not studying or working (x2)</i>
	<i>I am taking a ‘gap year’</i>
I was not able to do what I wanted to do – but I have found something else that will suit me. (7)	I am studying at a university (x2)
	I am studying at a TVET college
	I am doing paid work (x2)
	<i>I am taking a ‘gap year’</i>
	<i>I am at home – not studying or working</i>
I was not able to do what I wanted to do – and I am doing something I am not really interested in (1)	<i>I am at home – not studying or working</i>
I was not able to do what I wanted to do – and do not know what else to do (1)	<i>I am at home – not studying or working</i>

Conclusions and recommendations

Slightly more current matriculants (92%) than past matriculants (82%) expressed certainty regarding knowing what they want(ed) to do after school.

While three quarters of the current matric class aspires to go to university, their Grade 11 marks suggest that only 3 of the 38 might be eligible - if Grade 11 results are simply predictive. However, a recent exercise has shown that in these two schools, the Grade 12 marks tended to be higher than those obtained in Grade 11, offering more optimistic prospects than are apparent from these marks.

(This outcome contrasts strongly with the two schools in the Northern Cape, where the matric results were worse in one school and evenly spread across better and worse results in the other.)

Disturbingly, however, the actual outcomes of the past matriculants, who were equally aspirational, are sobering: ***Only 11% of the past matriculants were able to do what they wanted to do, given their matric results.***

48% were not able to do what they wanted to do, and had not found a good alternative, however:

- A third of all respondents - 33% - 'do not know what else to do'; and
- 15% were 'doing something I am not really interested in'.

Only 12% of the past matriculants thought they had done 'well enough, which is what I expected' – while about three quarters (74%) thought they 'did not do as well as I expected'.

Indeed only 30% say they are engaged in some form of PSET -which presumably is lower than the number who aspired to doing so, if the current matriculants' desires are anything to go by (75% want to go to university and 26% to TVET).

But despite doing 'as well as they expected', a half (7 of the 14) were not engaged in productive post-school activity or study at the time of the survey:

- Five of the 14 said they were 'at home – not studying or working'.
- The other two were taking 'a gap year'.

PSYCHOMETRIC ASSESSMENTS: PROCESS TO DATE²⁶⁷

Since 2020, REAP has been using various forms of psychometric assessments with learners in the three²⁶⁸ 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)

²⁶⁷ 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).

²⁶⁸ A number of learners from two others schools joined in 2020 – but REAP is not working in those schools.

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

Results and feedback

‘Objectiva administered questionnaires. Gave feedback in groups.’

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 2021²⁶⁹, 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.

Emanuel administered the following three professional tests online:

Personality Assessment	Jung Personality Questionnaire (JPQ)
Interest Assessment	South-African Vocational Interest Inventory (SAVII)
Career Readiness Assessment	Career Development Questionnaire

²⁶⁹ Emanuel worked for REAP for seven months – he left at the end of January 2022.

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.'*²⁷⁰

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.

Integrated feedback

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).

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

Psychometric tests were done with grade 10 learners - but as grade 11 and 12 learners had already completed their psychometric assessments in 2021, none was done with them in 2022.

²⁷⁰ <https://www.gradesmatch.co.za/info/about-us>

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 (43%) of the past matriculants said they had accessed psychometric assessments while only a third of current learners (30%) remembered accessing these.

Table 14 above shows that 6% of past matriculants rated psychometric assessments the most valuable of the PSRP services they had accessed while 11% rated it as the least valuable. (Other services were similarly rated – namely career fairs – while the workshop sessions and advice about career choices were rated more 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 was 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 **Start early - in Grade 9** (see above). Frequent comments have been that starting in Grade 10 is too late.
 - 2.2 **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.
- Compile a list of suitable online 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

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.

While many of the fields they identified require a university education, there are options within those fields that do not.

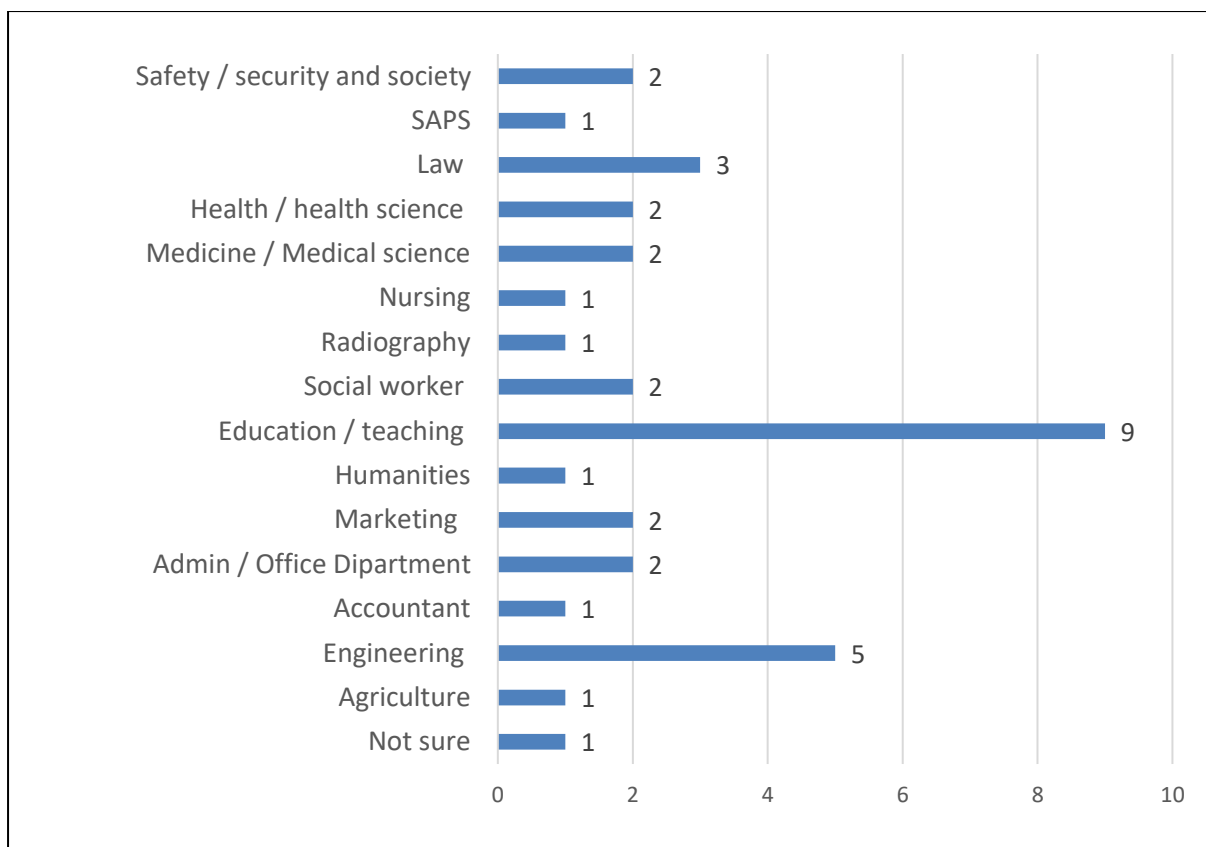


Figure 40: Fields of post-school study identified by current matriculants (n= 36)

Past matriculants ²⁷¹

The past matriculants in both 2020 and 2021 had access to psychometric assessment – only those in 2021 had access to the Gradesmatch portal. Both had access to career fairs of a kind, COVID notwithstanding.

Though we cannot know, at best these offerings may have moderated some of their aspirations. What is presented here is what they actually ended up studying – with Table 10 indicating if this had been their first choice or not.

Fields of study

Among respondents attending a PSET institutions, **Commerce** was the most popular field of study (15) – being IT (2); Financial Management (1) Business Management / Studies (8); Administration (2) and Accounting (2).

²⁷¹ Question 6.1.

Five students were doing **Education / Educare** while four people were doing **Agriculture**.
 2 were doing **Engineering** and one, **Boilermaking**.
 Only one was studying something in the **health sciences**.

Notably no-one is studying qualifications to do with **law** or **security** – and no-one is doing **entrepreneurship**.

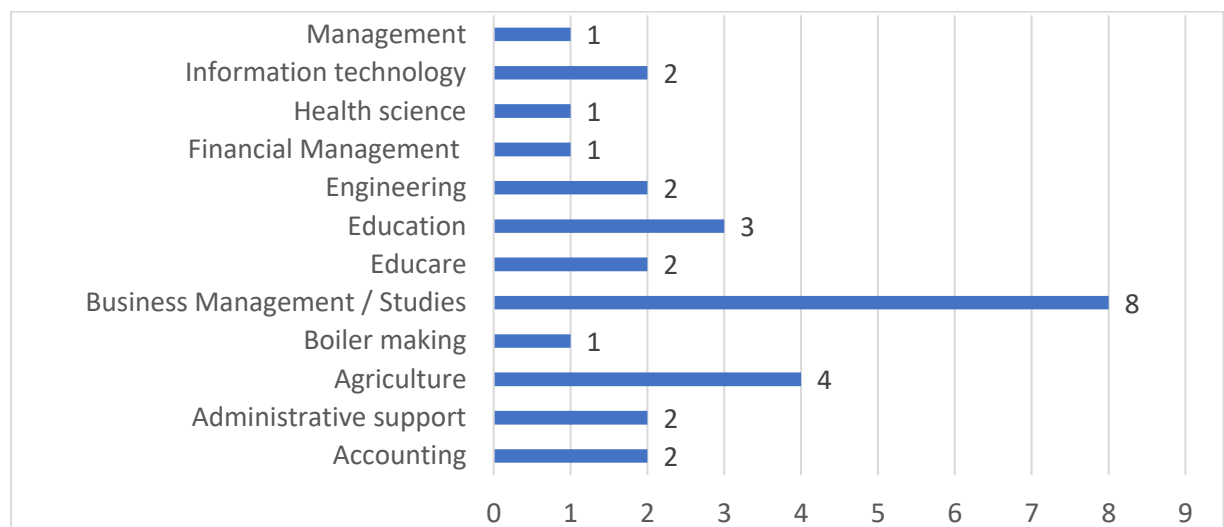


Figure 41: Fields of study being undertaken by respondents in PSET

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. While only 3 of the 38 who say they want to go to university are eligible according to their Grade 11 results, these schools tend to produce better results than those in Grade 11, making this less bleak than these figures suggest - though the gap is still likely to be large.

While their chosen fields of study include access through a university qualification, there are options within those fields that could be accessed through different routes, including TVET study.

H: APPLYING TO STUDY

In 2020 and 2021, REAP only assisted some learners to apply for NSFAS and to study at a university or TVET college. The survey response reported here, therefore, cannot be simply attributed to REAP's assistance.

The 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

As in Table 12 above, the onus remained with learners to apply to PSET institutions - with some assistance. (This changed in 2021 with the commissioning of Gradesmatch.)

- In 2020, PSET institutions went to schools as part of career fairs.
- In 2021, REAP assisted with applications after matric finals- but this was after university applications were closed. (REAP helped with registration at TVET and universities in January/February 2022.)

Two thirds of the respondents (63% or 73 of 115) applied to study at a university or college after school.
2 of these had not attended the PSRP (of a total of 5 respondents).

Table 21: Whether respondents applied for PSET study

	2020		2021		TOTAL	% of 115
	n=42	% of 42	n=73	% of 73		
Yes	27	64%	46	63%	73	63%
No	15	36%	27	37%	42	37%
	42		73		115	

Despite the very different circumstances under which REAP offered the PSRP in 2020 and 2021, a similar proportion applied for PSET in each year – being 64% and 63% respectively.

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).

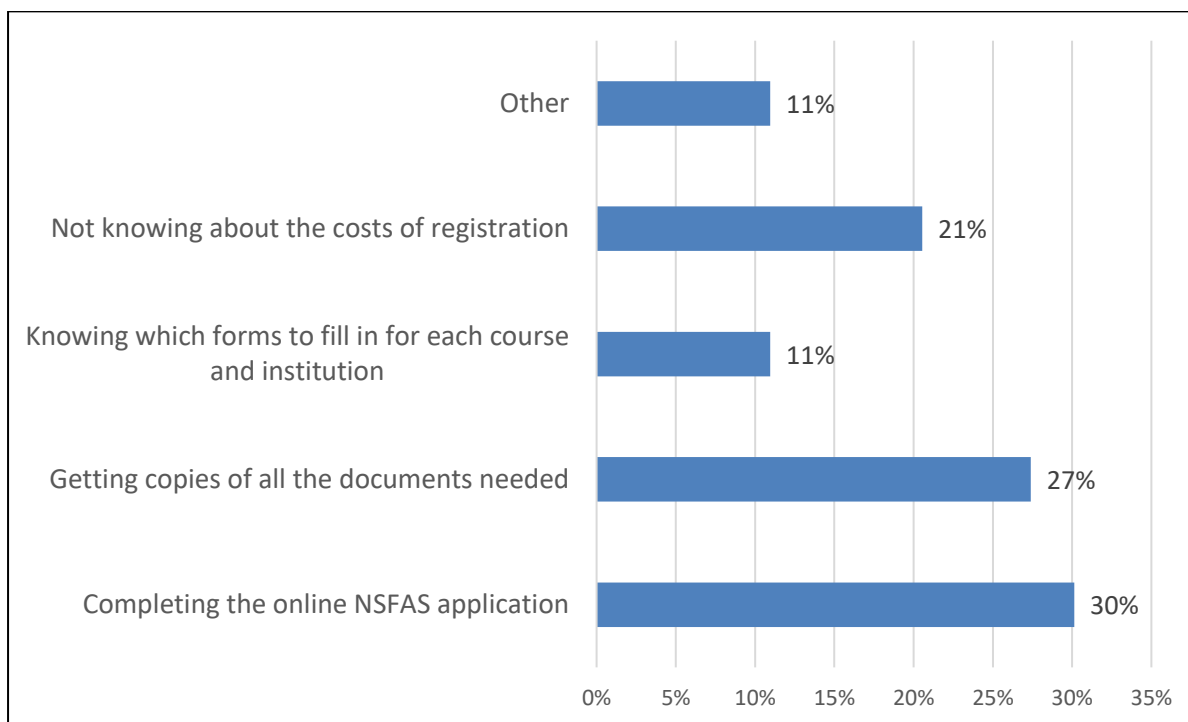


Figure 42: What respondents found the most difficult when applying to study (n=73)

- About a third (30%) of the 73 who applied to study at a PSET institution said the most difficult aspect was completing the on-line NSFAS application.
- Just over a quarter (27%) said that 'getting copies of all the documents needed' was the most challenging. (One respondent said *"Since I am an orphan it was difficult for me getting documents from Sassa."*)
- 21% said they did not know the costs of registration.
- 11% struggled with not 'knowing which forms to fill in for each course and institution.

In addition, some respondents commented on the difficulty of online applications:

- *"I had encountered no other plight than being obstructed by poor internet connection."*
- *"I was struggling with data and applying with a mobile cellphone was more difficult."*
- *"The most difficult part was how to upload the documents."*

WHETHER THEY WERE ACCEPTED TO STUDY

Of the 73 who applied, just over half (53% or 39 respondents) were accepted to study – although 8 of these were ‘too late to start this year’.

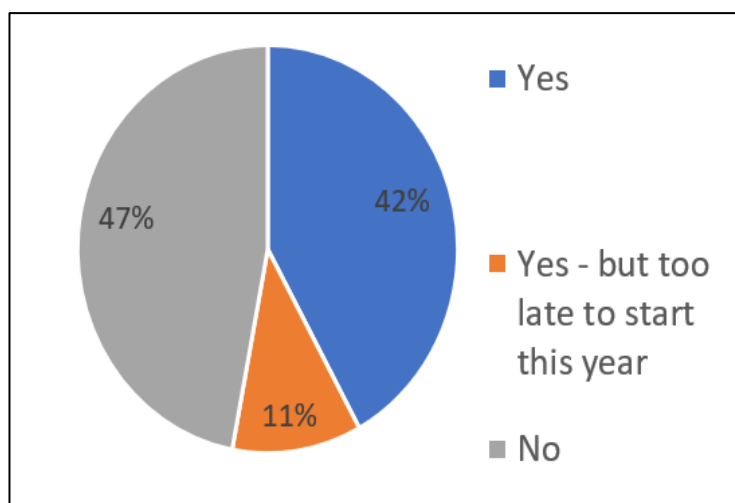


Figure 43: Proportion of respondents who applied to study who were accepted (n=73)

If no, why not?

The three main reasons why respondents were not accepted to study were **poor results**, **space restrictions** and **procedural issues** (in 2 instances, multiple reasons were provided):

- 13 said their **results were not good enough**, of which 2 also said there were **space restrictions**, and 1 said they had **NSFAS issues**;
- A further 9 said that they were not accepted due to **space restrictions**.

Logistical issues included:

- 3 submitted their applications too late;
- 1 was shortlisted but did not hear back from the institution;
- 2 struggled with the registration process;
- 1 said that they ‘did not have the registration money’; and
- 1 had communication issues – ‘struggling phone’

5 respondents said that they did not know why they were not accepted.

Examples of their comments are as follows:

Poor results (13)

- *“I did not have enough Points for some universities.”*
- *“I got rejected because my AP score were very low for that UFS and CUT, but at Motheo TVET the course I wanted was full.”*

- *“Did not have the right APS score for what I applied for.”*
- *“I failed most of matric subjects.”*
- *“My qualifications wasnt enough for what I applied for and NSFAS didnt respond earlier.”*
- *“I think is because I don’t qualify enough for the course or there was no space.”*

Space restrictions (7)

- *“The program was full, there was no space left.”*
- *“There was no space for me at Motheo College both in the main campus and in Thaba Nchu as well.”*
- *“I applied for a University that is far from where I reside therefore I did not get the chance to go there during registration and also there was no space.”*

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 yup the offer to study

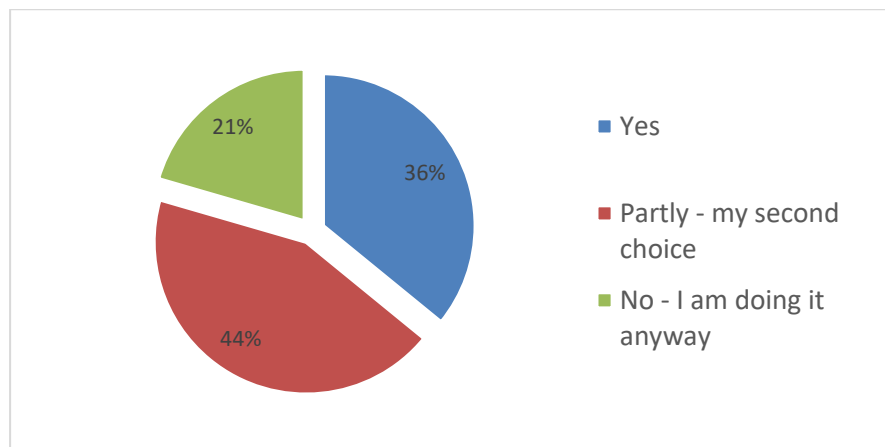


Figure 44: The extent to which respondents were offered a course they actually wanted to do (n=39)

Of the 39 who were accepted to study:

- 14 (36%) respondents were offered a course they actually wanted to do, while
- another 17 (44%) were offered their second choice.
- 8 (21%) said they are doing a course they did not want to do.

Interestingly, no-one declined to study based on being offered a course they did not want to do.

Whether they took up the offer to study

Ultimately 30 respondents (77% of those accepted) said they have been studying at a PSET institution in 2022.

Of the 5 (13%) who declined the offer to study:

- 2 were offered their first choice; and
- 3 were offered their second choice.

Of the 4 who 'will apply again next year',

- 2 had been offered their first choice; and
- 2 their second choice.

Dirty data

One respondent has been excluded from the subsequent statistics related to studying after school as their responses were inconsistent. While saying there were studying, when asked to name the institution, they said they are 'not studying yet'.

This is an example of dirty data.

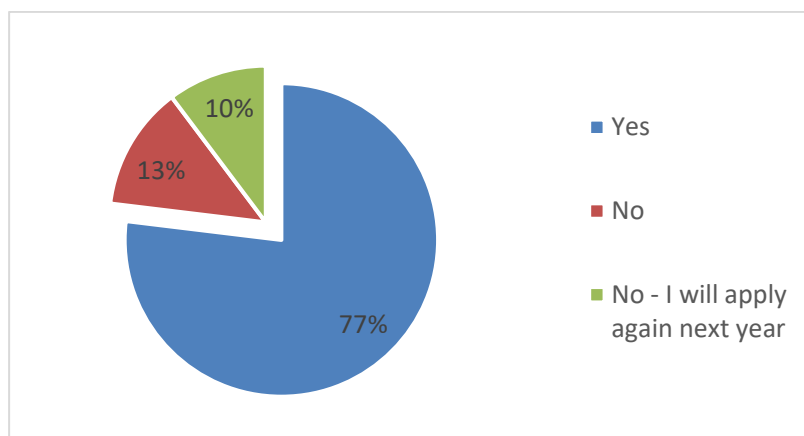


Figure 45: Whether or not respondents have been studying in 2022 (n=39)

CONCLUSION

Two thirds of the respondents (73) applied to study at a university or college after school - just over half of whom (39) were accepted to study (although 8 of these were 'too late to start this year'). Just over a third of those who were not accepted (13) said their result were not good enough – while 9 said there was not space at the institution.

Completing the online NSFAS application and getting copies of all the documents needed were cited as the most difficult aspects of applying to study at a PSET institution. Not knowing the costs of registration also caused concern.

Ultimately 30 of the 115 past matriculants said they have been studying at a PSET institution in 2022.

I: 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.

Respondents were invited to choose more than one option regarding what they are currently doing.

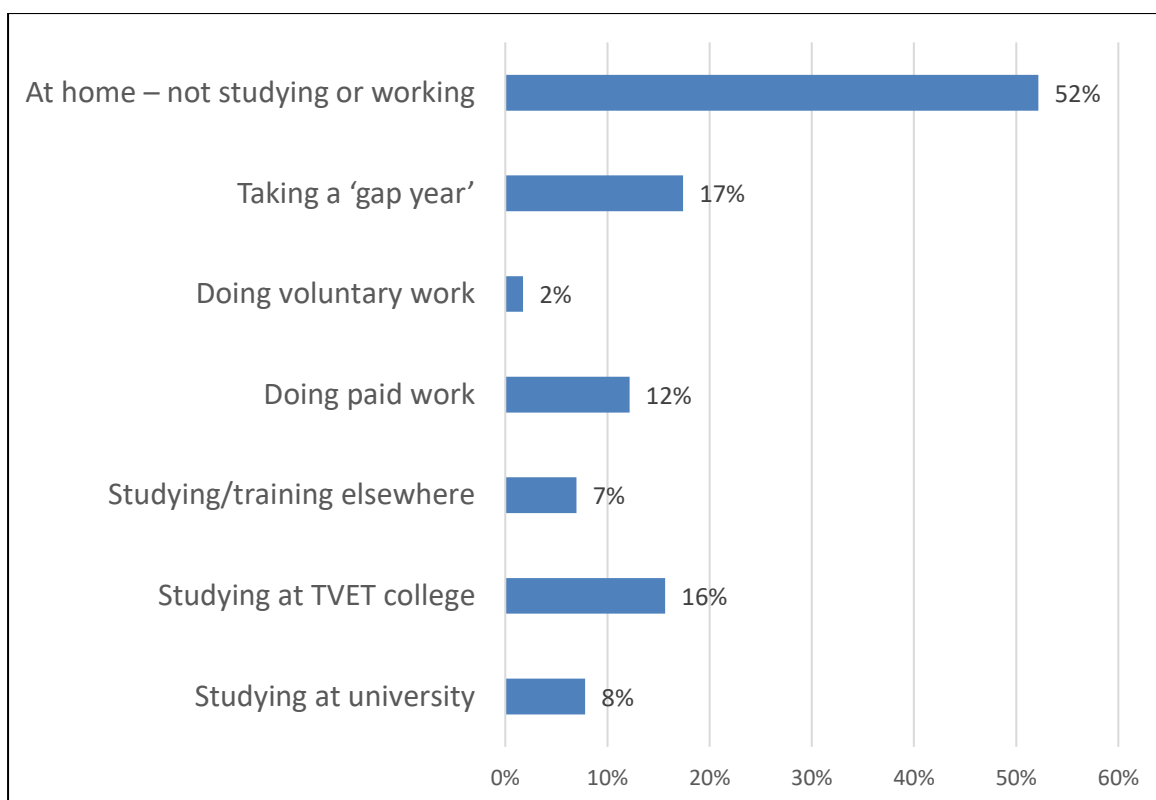


Figure 46: What past-matriculant respondents are currently doing (n=115)

**Table 22:
What past-matriculant respondents are currently doing
– by year in which they matriculated**

	2020		2021		TOTAL	
	n = 42	% of 42	n = 73	% of 73	n = 115	% of 115
I am studying at a university	4	10%	5	7%	8	8%
I am studying at a TVET college	10	24%	8	11%	18	16%
I am studying/training somewhere else	6	14%	2	3%	8	7%
I am doing paid work	6	14%	8	11%	14	12%
I am doing voluntary work	0	0%	2	3%	2	2%
I am taking a 'gap year'	3	7%	17	23%	20	17%
I am at home – not studying or working	18	43%	42	58%	60	52%

‘Being at home – not studying or working’

- ***Just over a half - 52% (60 people) - are ‘at home – not studying or working’.***
- 9 respondents regarded this as ‘taking a gap year’. While none of them indicated they were doing paid work. One commented that she was *“still breastfeeding”*.
- ‘Being at home – not studying or working’ is slightly more accentuated for those who matriculated in 2021 (58% - or 42 respondents) as opposed to in 2020 (43% - or 18 respondents). This may suggest that some who matriculated may have managed to change their circumstances – but closer examination would need to verify this.

‘Taking a gap year’

- 17% (20 people) say they are ‘taking a gap year’. Of these, two said they are also doing paid work.
- Only 3 matriculants from 2020 (7%) are (still) ‘taking a gap year’; while 17 matriculants from 2021 are doing so (17%).
- Although the numbers may decrease, we do not know if they have accessed something positive or revert to being part of the statistic above – i.e. are ‘at home – not studying or working’.

‘Doing paid work’

- 14 people (12%) say they are doing paid work.
- One of these is also studying/training somewhere else, and one is also doing volunteer work. Another said they have *“opened a small business”*.

Studying at PSET

35 respondents (30%) say they are engaged in some form of PSET:

- 18 (16%) at TVET college,
- 9 at university (8%) and
- 8 (7%) ‘studying/training somewhere else’.

Of the 8 studying elsewhere, one said they are improving their matric marks and five did not say where they are studying or what they are doing.

- While the proportion of respondents attending university is similar across the two matric years;
- there is a larger proportion of 2020 matriculants (24%) in TVET college than those from 2021 (11%). This may have to do with the inclusion of young people who were NEET in the 2020 cohort – whereafter they were mostly new matriculants.

The 8% of respondents at university is lower than the 13% nationally ‘who pass well enough to go on to university’ cited in DGMT’s school dropout report.²⁷² Unfortunately we cannot make the same comparison for 16% 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’).

What they are studying and where – and how they are funded

Questions 6.1 - 6.4 asked about the fields they are studying and at which PSET institutions they are doing so.

The table below presents information reported by the respondents regarding their current PSET studies. It lists their fields and places of study as reported by them – presented thematically by field. It also presents how their studies are being financed.

While the respondents’ information has not been cross-checked, the information in the final column - regarding whether or not they are being funded by REAP - is solely from REAP’s database.²⁷³ Interestingly, two respondents (shaded in the table below) misreported whether they were funded by REAP in 2022: one thought they were funded by REAP when they were not; and the other did not mention REAP, despite receiving this support.

²⁷² ‘The true matric pass rate’ from ‘*School Dropout: What the catch?*’ November 2019. DG Murray Trust p21. <https://dgmt.co.za/wp-content/uploads/2020/01/ZERO-DROPOUT-PUBLICATION-FINAL2-30.01.pdf> Accessed 10 August 2022.

²⁷³ REAP supports more students than are reported here – but the others did not submit a survey response.

Table 23: Respondents' current PSET studies: fields, institutions and funding

From survey responses				From REAP data
Field	Institution	Financial Support	Funded by REAP (Responses)	Funded by REAP (REAP database)
University (9)				
Accounting	UFS	None - <i>"no funding and I couldn't pay my fees and I will like REAP to assist me"</i>		No
Accounting	UWC	NSFAS	REAP	Yes
Administration	CUT	NSFAS	REAP	Yes
Agriculture	CUT	NSFAS	REAP	Yes
Agriculture	UFS	NSFAS	REAP	Yes
Education	CUT	NSFAS	REAP	Yes
Education	UFS	NSFAS	REAP	Yes
Health Science	CUT		REAP	Yes
Management	CUT	NSFAS	REAP	Yes
TVET college (18)				
Administration	Motheo TVET	NSFAS	REAP	Yes
Agriculture	Motheo TVET	NSFAS, Parents		No
Agriculture	Motheo TVET	NSFAS	REAP	Yes
Business	Motheo TVET	NSFAS	REAP	Yes
Business Management	Motheo TVET	NSFAS	REAP	Yes
Business Management	NCUT	NSFAS		Yes
Business Management	NCUT (Phatsimang College)	NSFAS		No
Business Management	Motheo TVET	NSFAS		Yes
Business Studies	Motheo TVET	NSFAS	REAP	Yes
Business Studies	Motheo TVET	NSFAS	REAP	Yes
Business Studies	Boland TVET	NSFAS	REAP	Yes
Education	Goldfields TVET	NSFAS		No
Educare	Motheo TVET (Zastron)	NSFAS	REAP	Yes
Engineering	Motheo TVET College	NSFAS		No
Engineering	Motheo TVET (Hillside)		REAP	Yes
Financial Management	Motheo TVET	NSFAS		No
Information Technology	Motheo TVET		REAP	Yes
Information Technology	Motheo TVET	NSFAS	REAP	Yes
Other institutions (8)				
Boiler making	College on Hills	Parents		No
Educare	Boston College	None		No
Supplementary matric	Boston College	None		No
5 respondents say they are 'studying elsewhere' but did not specify what or where. They are not being supported by REAP, however.				No

INSTITUTIONS BEING ATTENDED

- 18 respondents are at TVET colleges - of which 3 are not in the Free State.
- 8 are studying at private colleges (Boston College and College on Hills); and
- 9 are at public universities.

At least 23 of the 35 respondents are studying in the Free State. (The geographical locations of some are not known.)

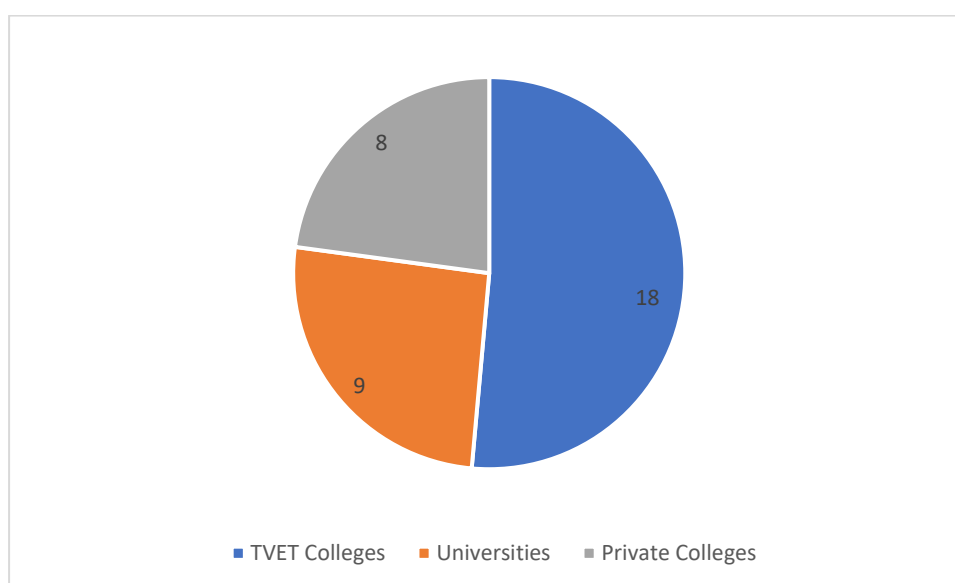


Figure 47: PSET institutions being attended by respondents

Funding of studies

Questions 6.3 and 6.4 asked past matriculants if they are getting financial support from any organisation - and if so, from whom.

26 respondents say they are being supported financially in some way.

- REAP is supporting 21 respondents - all at public institutions.
- 23 are being supported by NSFAS.
- As REAP tends to co-fund with NSFAS where the student is studying in a public institution it is curious that 3 of those who are REAP-funded students, did not list NSFAS.
- 2 students being supported by REAP did not identify REAP in their response.

All 8 of those attending private colleges and one attending university do not seem to be receiving any funding.

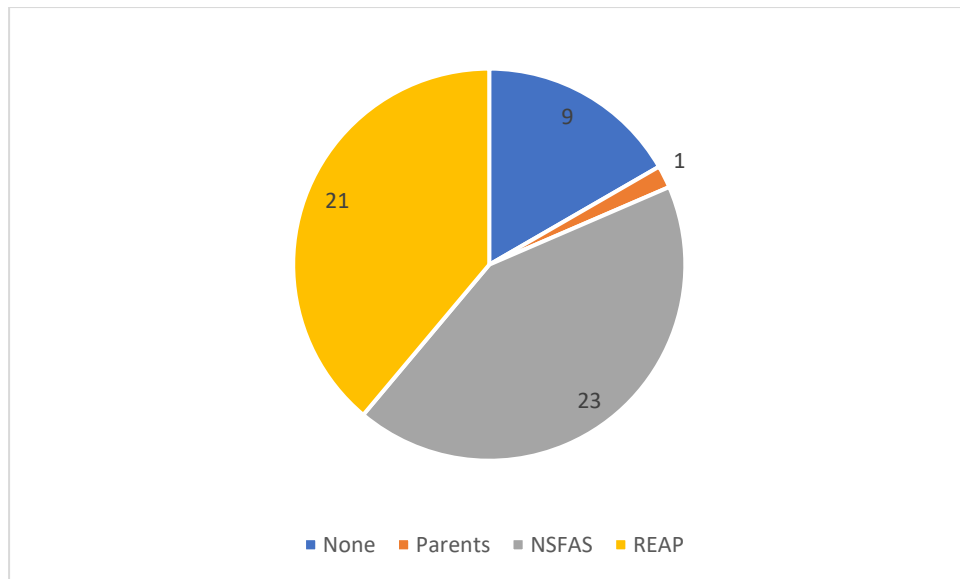


Figure 48: Sources of funding of PSET students

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 very worrying that 53%²⁷⁴ of respondents (60 people) say they are ‘**at home – not studying or working**’ – although the proportion reduced between the 2021 and 2020 cohorts (from 58% to 43% of respondents). Similarly 17 of the 2021 matriculants said they were ‘taking a gap year’ while only 3 were doing so from the 2020 matric class, suggesting that they had been able to move on. 14 people were doing paid work (though it would be interesting to know what level of work they are doing. As matriculants, it is not likely to be highly skilled.)

While some indicated that they would like to study at a PSET institution – and REAP followed them up to see if they can be assisted - the residue is the group who might attend REAP’s Alternative Opportunities Programme that intends to offer psycho-social support as well as alternative PSET options going forward. Those who went straight to work might also want to join this, in the event that it broadens their possibilities.

²⁷⁴ Lesedi responses = 39%

Just under a third of the past matriculant respondents - **30% - said they are studying at PSET institution** - 8% at university and 16% at a TVET college. The rest are 'studying/training somewhere else'. While this may be slightly skewed by those who are more motivated / engaged responding to the survey, the 8% is lower than the 13% nationally 'who pass well enough to go on to university' cited in DGMT's school dropout report. Unfortunately, comparisons for the **16% at TVET colleges** cannot be made, given the lack of national data.

It is [a](#) positive sign that almost all of the respondents at PSET institutions are funded in some way – apart from the five in private colleges who did not disclose how they were being funded. In the short term, REAP may not move to funding private colleges as students are not eligible for NSFAS funding on which REAP depends – though liaising with other organisations who support PSET study (broadly-defined) may enable REAP to extend its reach by being contracted to offer their bursary-funded students psycho-social support and development support.

Further research:

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.

Regarding what they might be doing in 2023, respondents 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.

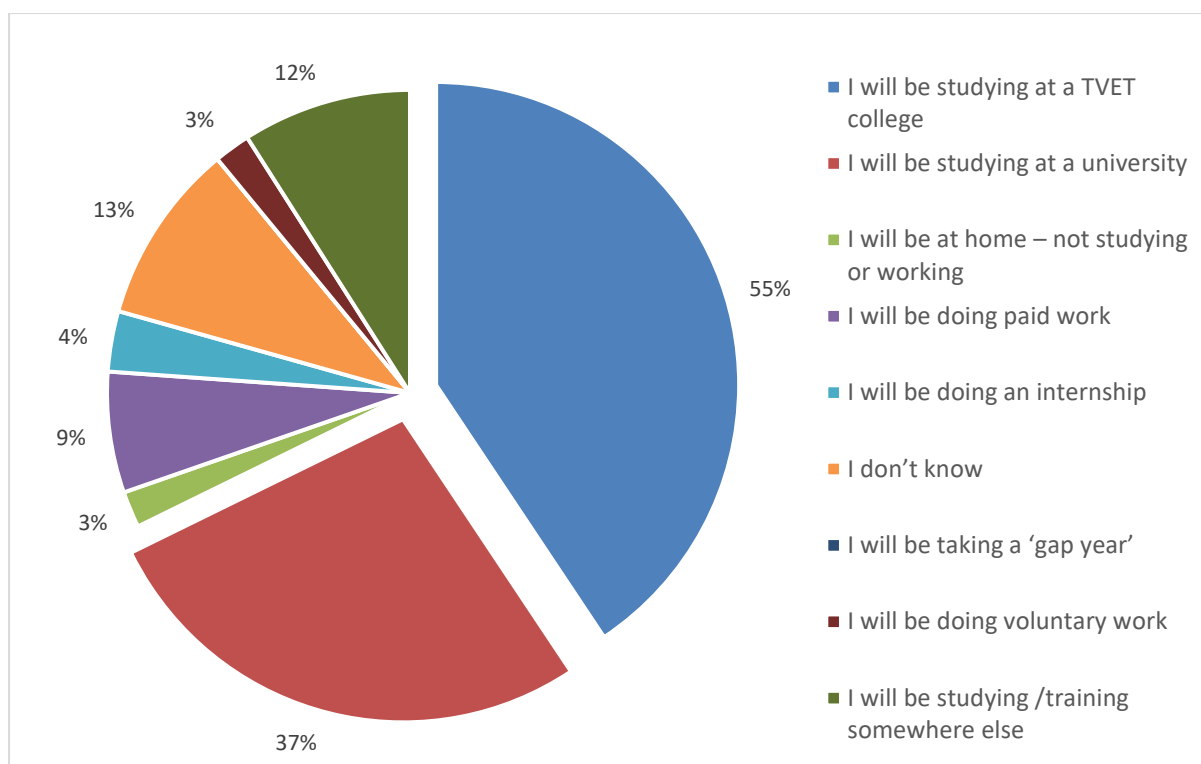


Figure 49: What respondents think they will be doing in 2023

Studying at university

- 42 respondents said they would (like to) be studying at university in 2023.
- 8 of these are already studying (in 2022) – implying the other 34 aim to start studying at a university in 2023.
- Two respondents noted that they would like to improve their matric results. While we do not have matric results for individual students, it is presumably to qualify to access a post-school studying programme of some kind.
- Another respondent noted that *“I will still work at the farm as i need to know a lot about farming”*.
- Of the 3 who are currently at university and would like to continue studying in 2023, they would also like to:
 - ❖ gain “an opportunity to study/ train in an employable skill, An internship to gain work experience, Funding for studies” (currently REAP-funded in final year); and
 - ❖ two others said they will be ‘doing voluntary work’ (one student completing a Higher Certificate at CUT in 2023; and the other is a second year student at CUT).

Studying at TVET

About two-thirds of respondents think they will be studying at TVET or 'somewhere else' in 2023.

- Of the 77 respondents, 32 are currently studying (at TVET or 'somewhere else') – so 45 want to start studying at a TVET college in 2023.

In addition, the 19 respondents who are currently at a TVET college but do not think they will be there next year, chose a range of options:

- ❖ 6 said they would like to be at university;
- ❖ 1 said they want to be doing an internship; and
- ❖ 2 will be 'doing paid work'

Studying training somewhere else

- Similarly, the 14 respondents who said they would be studying /training somewhere else is 9 more than the 5 who are currently studying "somewhere else".

(It would be interesting to know if these increases in intended access to PSET are as a result of their seeing REAP - and the PSRP - as opening doors for them to PSET opportunities. They currently no longer have access to that school-based programme, however – a gap which REAP intends to address in 2023 - 2025.)

What else they may be doing

- 2 respondents want to spend 2023 improving their matric marks.
- 2 of the 5 who said they will be doing an internship, also indicated they will be studying at the same time.
- Of the 10 who may be doing paid work, 8 say they will also be studying.
- Of the 3 that intend doing voluntary work, two intend studying as well.

Two of the 15 who 'don't know' what they will be doing in 2023 said:

- *"I need REAP to assist me to apply for TVET and varsity because I got approved by NSFAS".*

Another said

- *"I'm not really sure but, I want to be in college studying."*

PROJECTIONS FOR 2023: THOSE 'AT HOME' OR TAKING A GAP YEAR

Most of the respondents who are at home or taking a gap year in 2022 expressed an interest in changing this. (Again they could have chosen more than one option.)

Of the 71 people who in 2022 are 'at home – not studying or working' (60 of 71) or 'taking a gap year in 2022' (11 of 71),

- only 3 thought they would still be 'at home – not studying or working' in 2023; while
- 12 did not know.
- (2 respondents also chose the 'wanted to study' option: one said: 'I'm not really sure but I want to be in college studying'. Some of them had also chosen other options.

59 thought they would be studying or working in some capacity:

- 18 said they would be studying at university and 44 at TVET college (of whom 10 chose both TVET or university);
- 11 said they would be studying/training 'somewhere else';
- 3 would be doing an internship; and
- 3 thought they would be doing paid work.
- 1 would like to do voluntary work.

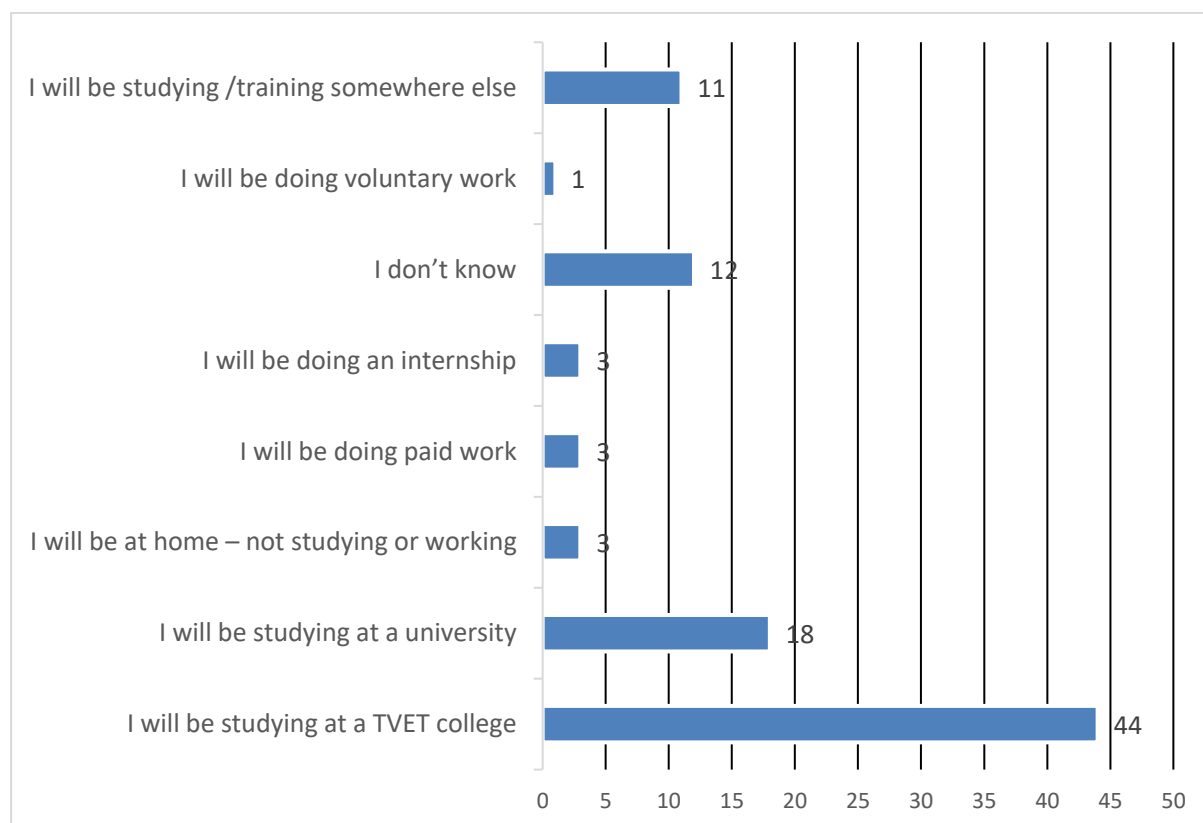


Figure 50: Projections for 2023 by those 'at home – not studying or working' in 2022

Similarly, of the 20 people having a gap year in 2022:

- 17 thought they would be studying or working:
- 9 said they would be studying at university and 14 at TVET college – some choosing both options;
- 3 said they would be studying/training somewhere else.
- No-one thought they would be doing paid work and 1 an internship.
- No-one thought they would still be taking a gap year but 2 thought they would be ‘at home – not studying or working’ in 2023.
- 1 person did not know.

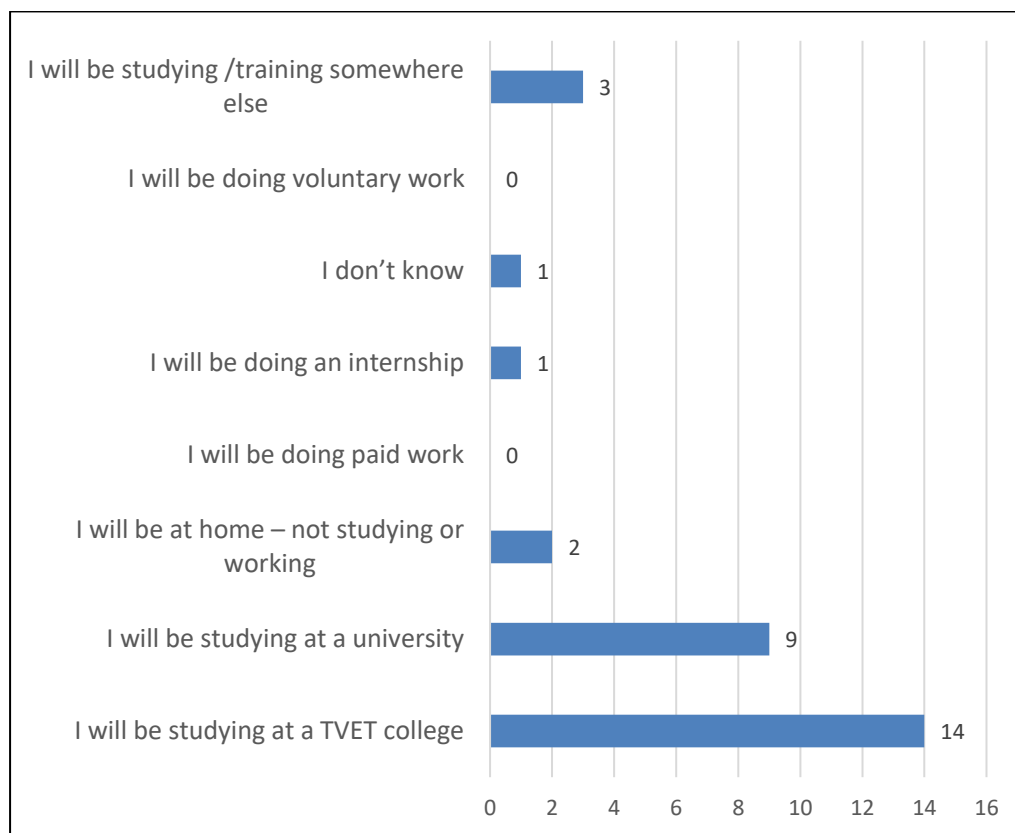


Figure 51: Projections for 2023 by those ‘taking a gap year’ in 2022

Conclusion

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 express high levels of motivation to improve, providing fertile ground for REAP to engage with these young people through the development of the Alternative Opportunities 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'.

Ideally REAP will map the progress of those who started with the PSRP in Grade 10 (and possibly, from Grade 9) in order to see what difference the organisation's interventions make to young people's lives.

J: 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 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 WANTED²⁷⁵

Respondents could choose more than one option when nominating what assistance they would (ideally) like in 2023.

- The most dominant requirement by far was from the 70% who wanted an ‘opportunity to study/ train in an **employable skill**’ – possibly twinned with 26% who wanted ‘assistance with finding training course that will help me get work’.

²⁷⁵

Question 1.6.

- This was followed by the third (34%) who wanted ‘assistance to apply to study at **university**’ - while only 22% wanted assistance with applying to ‘study at **college**’.
- A third (30%) would like ‘funding for studies’.²⁷⁶
- 10% wanted an ‘internship to gain work experience’.
- Only 6% want funding to start a small business.

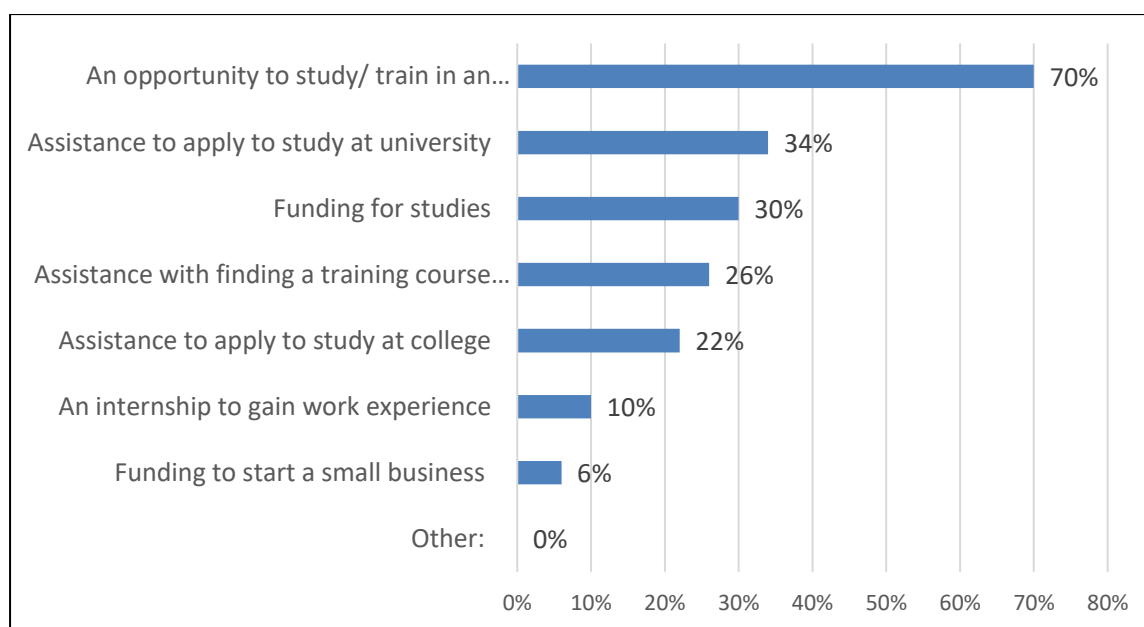


Figure 52: The opportunities /extra support current matriculants would like in 2023 (% of 50)

Some of these are REAP’s standard offering within the PSRP – while others may well fit into the Alternative Opportunities Programme. Some may not be able to be assisted in the first instance.

WHAT PAST MATRICULANTS SAID THEY WANTED

When asking what extra support / opportunity would help them get work/ be able to study in 2023, the survey also said that ‘REAP is unlikely to be able to assist in 2023’. That being said, those who are not in PSET institutions and have expressed an interest in studying in 2023 are being offered ‘post-school planning advice’ but REAP-trained locally recruited young people – to broker access where this is possible. Survey interviewers will have told the others who are not in PSET that REAP is keeping their details in the event that other options arise.

Again, respondents were invited to choose more than one option from a prescribed list.

²⁷⁶ This was intended to include applying for NSFAS.

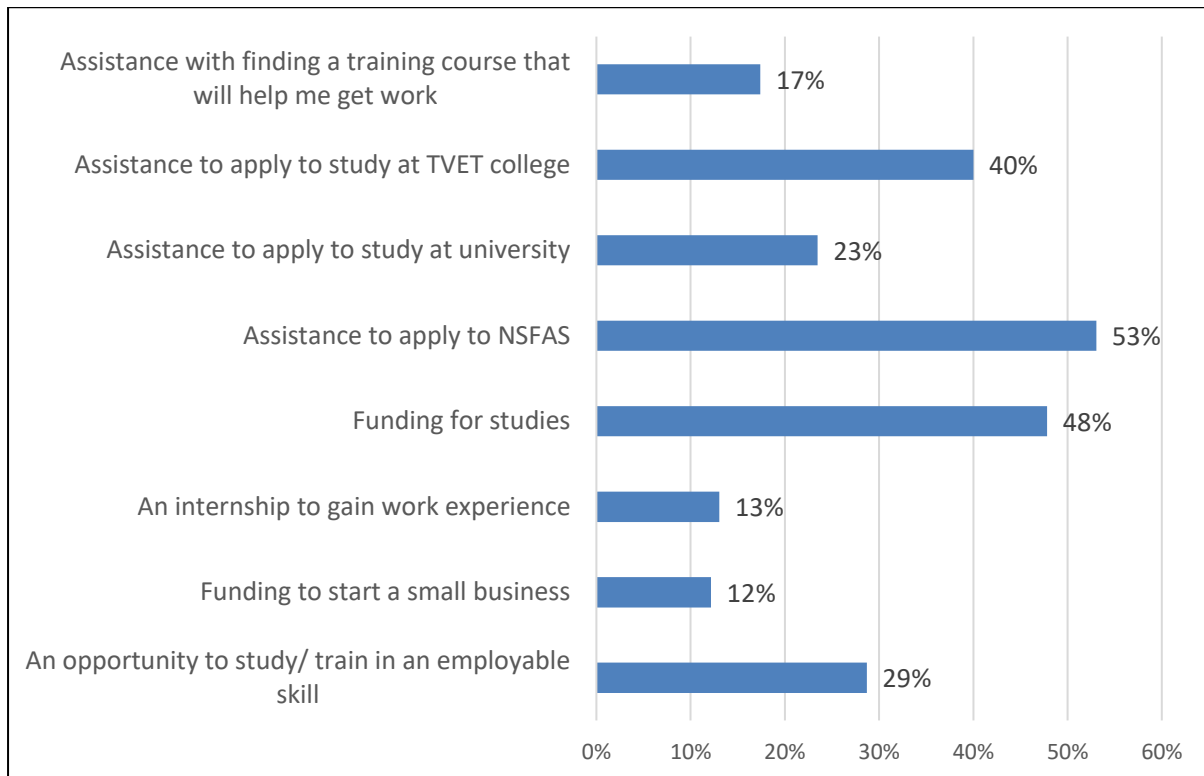


Figure 53: Support / opportunities wanted in 2023 which would help get work/ be able to study (n=115)

NSFAS and funding for studying

Of all the responses, the assistance most sought after was to apply for NSFAS (53% or 61 of 115 respondents) – and 48% wanted assistance with funding for studies.

Some responses suggest they do not really know what NSFAS does, however – as some added that they wanted assistance to

- do an internship;
- start a small business'

One said they would be 'at home, not studying or working'.

PSET institutions

43 respondents also wanted assistance to apply for a university or TVET college - being

- university (23%); and
- TVET college (40%).

Perhaps importantly, of the 18 who wanted assistance with NSFAS but did not want assistance to apply for a university or TVET college, 11 were not currently studying in a PSET institution.

Other needs

- 29% wanted an opportunity to study/ train in an employable skill;
- Only 12% wanted finance to start a small business.

Currently studying

Those currently studying wanted the following support in 2023:

- 5 respondents (in TVET college/university) wanted no other assistance than **applying for NSFAS**.
- 3 wanted **'funding for studies'**, two of whom also wanted **assistance to apply to study at university or TVET college**.
- Two currently studying at university and at a TVET college wanted assistance with a range of things including:
 - 'An opportunity to study/ train in an employable skill';
 - 'Assistance to apply to study at TVET college or university
 - 'Funding for studies';
 - 'Assistance to apply for NSFAS'
 - 'Assistance with finding a training course that will help me get work'.
 - 'An internship to gain work experience';
 - Funding to start a small business'.

Not currently studying

Among the 55 respondents who say they 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.

- 58% wanted assistance with applying NSFAS (compared to 53% of all respondents);
- 31% wanted assistance with applying university (compared to 23% of all respondents);
- 55% wanted assistance with applying TVET colleges (compared to 40% of all respondents); and
- 53% wanted funding for studies (compared to 48% of all respondents).

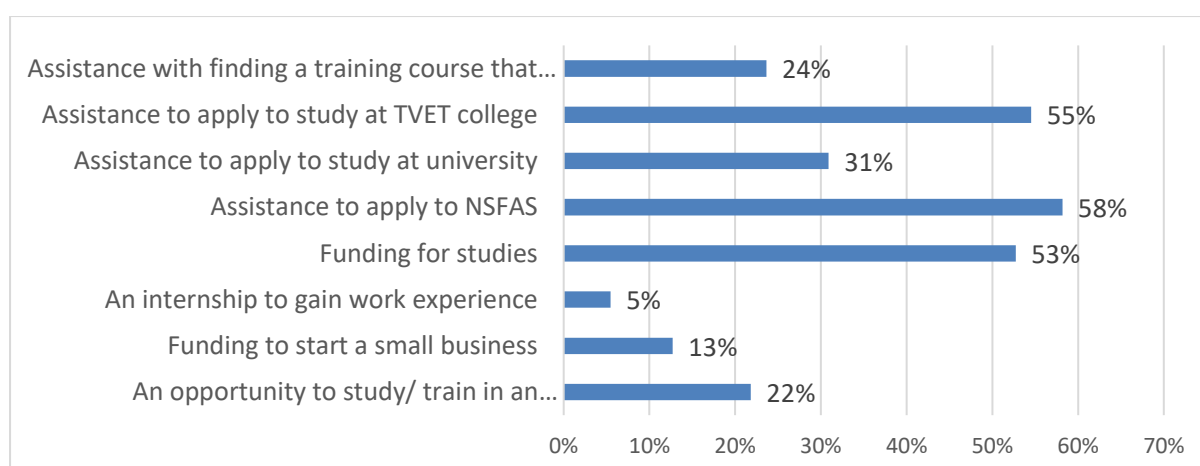


Figure 54: Support wanted in 2023 by those who are not currently studying and who want access PSET in 2023

Assistance to avoid being NEET

‘At home – not studying or working’

Accessing PSET study was the most sought after by the 60 people who in 2022 are ‘at home – not studying or working’:

- 41 wanted **assistance to access funding to study** in 2023: 53% wanted assistance with applying for NSFAS while 43% wanted ‘funding for studies’.
- 38 wanted **assistance to apply to study**: 52% wanted assistance with applying for TVET college (52%) while, interestingly, only 20% wanted assistance to apply for university.
- A third (32%) wanted an ‘opportunity to **study /train for an employable skill**’; and
- 3% wanted an **internship** to gain work experience.
- 17% wanted ‘**funding to start a small business**’.

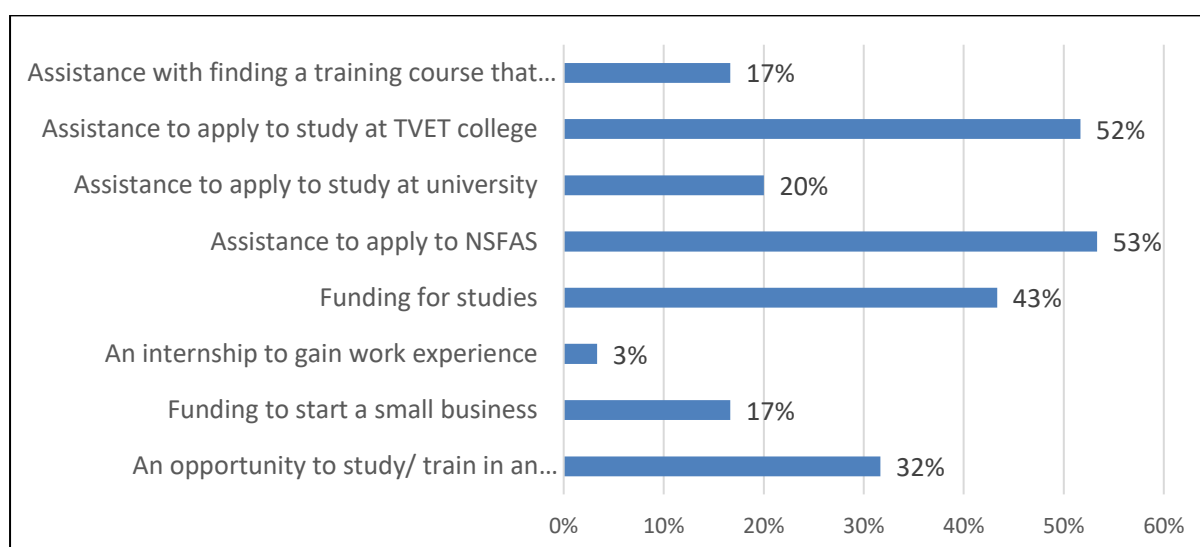


Figure 55: Support wanted in 2023 by those currently ‘at home – not studying or working’ (n=60)

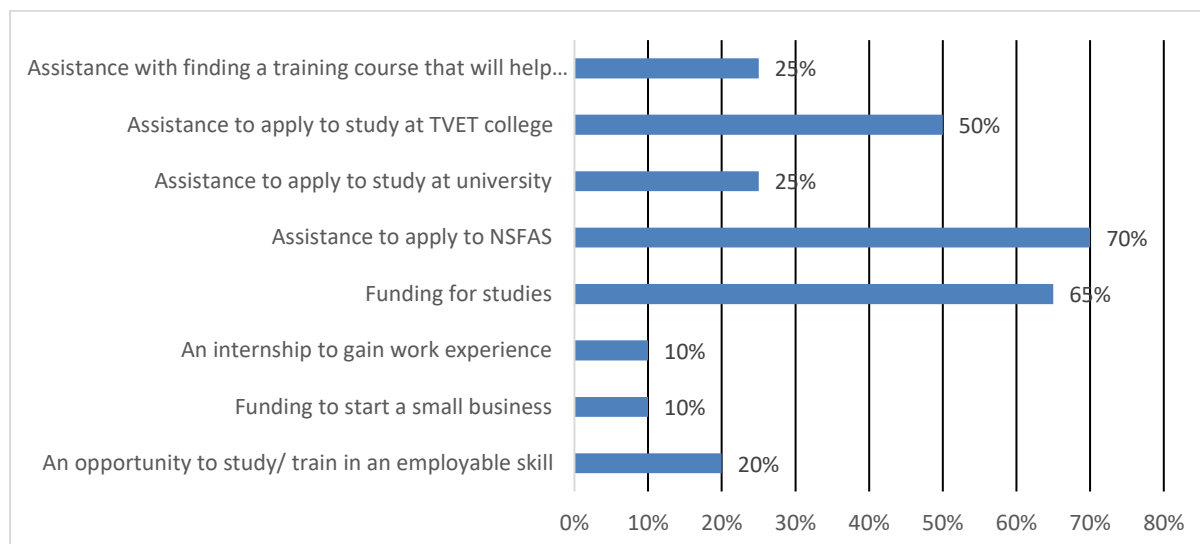
Taking a gap year

Again, funding for studies in 2023 predominated the responses of the 20 respondents who were **taking a gap year** in 2022 (9 of whom were part of the 60 above) with 17 of the 20 citing this:

- 70% wanted assistance with applying for NSFAS while
- 65% wanted ‘funding for studies’.

This was followed by wanting assistance to apply for TVET college (50%) – and a much lower proportion, to university (25%).

- A quarter (25%) wanted assistance with finding a training course that will help them get work; and again
- only 10% wanted 'funding to start a small business' or wanted to gain work experience as an intern.



**Figure 56: Support wanted for 2023
by those currently 'taking a gap year' (n=20)**

CONCLUSIONS AND RECOMMENDATIONS

The most dominant requirement of current matriculants was related to finding work. 70% wanted an 'opportunity to study/ train in an employable skill', 26% wanted 'assistance with finding training course that will help me get work' and 10% wanted an 'internship to gain work experience'. This is, ironically, markedly different to the only 29% of past matriculants who wanted an opportunity to study/ train in an employable skill – many of whom who are 'at home not working or studying'!

This is perhaps balanced by past matriculants most wanting assistance to apply for NSFAS (53% or 61 of 115 respondents) – and 48% wanting assistance with funding for studies – while only a third of current participants wanted this (knowing, perhaps that REAP would be assisting them in the second half of their matric year?).

Current and past matriculants both wanted assistance with applying for studies but proportionately more current matriculants wanted to apply for university (34% compared to 23% past matriculants) while more past matriculants wanted to apply for college (40% compared to 22% current matriculants).

A very small proportion wanted funding to start a small business – being 6% of current and 12% of past matriculants. 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 - and does not seem likely to do so, other than referrals where appropriate.

K: SELF-EMPLOYMENT / ENTREPRENEURSHIP

Self-employment / entrepreneurship was explored 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 / ENTREPRENEURSHIP²⁷⁷

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.

Self-employment / entrepreneurship / micro-business

Training young people with skills that enable them to set up viable (micro) businesses is another option – though some of those listed here are for those with Grade 12 or a post-school qualification.

Various projects promote self-employment / entrepreneurship by offering skills training to young people – but the stakeholders interviewed were not optimistic about this option.

- The two members of school staff interviewed – a principal and inclusive educator – thought that young people typically do not become entrepreneurs.²⁷⁸
- The Letsatsi community trustee from Dealesville added that there is barely any entrepreneurial enterprise. While some are interested in becoming entrepreneurs, they lack start-up capital; others apply for entrepreneurial assistance from NYDA, for instance, but this does not lead anywhere.²⁷⁹

REQUIRING Grade 12 or post- school qualification

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. The programme enables 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.

Applicants need to have matric / NQF Level 4 qualification with mathematics.

²⁷⁷ This section presents points made in the *Mapping nearby PSET opportunities for youth in Soutpan and Dealesville in the Free State* (May 2023) researched by Louise Sterling (Eduwrite) and Sam Waterhouse (Warmth Consulting), Almaz Beukes and Thato Mabe (REAP) reviewed by Emma Francis and Penny Morrell and edited by Penny Morrell (October 2023).

²⁷⁸ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville) and Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan).

²⁷⁹ Kegomoditswe Mokhobo (Letsatsi Community Trust Trustee – Dealesville).

The programme is competency-based and comprises a knowledge component, practical training workshops (at nominated TVET colleges) and workplace assignments completed in approved workplaces.²⁸⁰

REQUIRING prior experience

Centre for Entrepreneurship and Rapid Incubator²⁸¹

Located in Bloemfontein city centre, the Centre for Entrepreneurship and Rapid Incubator is a joint project between Motheo TVET College and the Small Enterprise Development Agency (SEDA) – under the government departments of Small Business Development and Trade and Industry.

The Centre aims to address high youth unemployment by supporting young entrepreneurs to develop ‘side hustles’, micro-businesses and small businesses. Young aspirant entrepreneurs are provided with operational space, access to general office equipment, as well as industry-specific tools and equipment, linkages to funding and markets and other business support.

While it is for Motheo TVET College graduates between 18 – 35 years old - especially women – there are stringent eligibility requirements which indicate it is not for starters:

- be the director of the business with knowledge / training in field of trade; and
- have a business registered with CIPC²⁸²; and
- have a business revenue of R5,000 per month; and
- be tax compliant.

Examples of products or services developed by young entrepreneurs are

- Clothing manufacture and design e.g. custom clothing, event décor materials, curtains, bedding and table cloths.
- Graphic design e.g. logos, stationery, corporate branding; adverts, website and digital media.
- Jewellery manufacture and design e.g. earrings, watches, rings.
- Welding manufacture and design e.g. fences, gates, braai stands, burglar guards.
- Building e.g. plastering, bricklaying, ceiling and dry wall installation.
- Information technology / Electronics / Electrical Engineering.

A detailed curriculum is given in Appendix K of the sub-report.

²⁸⁰ MERSETA, 2022.

²⁸¹ Motheo College Incubator – Centre for Entrepreneurship and Rapid Incubation, 2022.

²⁸² The Companies and Intellectual Property Commission (CIPC) is an agency of the Department of Trade and Industry. It was established by the Companies Act, 2008 as a juristic person to function as an organ of state within the public administration, but as an institution outside the public service. Among other things it registers companies, co-operatives and intellectual property rights (trade marks, patents, designs and copyright) and maintains these registrations.

Letsatsi Power Plant's support for entrepreneurship and SMMEs²⁸³

Letsatsi's SMME mentorship programme is also for existing enterprise development beneficiaries – offering infrastructure, equipment, and skills development support.

*'Through the economic development projects, Letsatsi aims to create and promote entrepreneurship to ultimately, improve service delivery, create employment, and increase competition in various business sectors.'*²⁸⁴

The Letsatsi website asserts that it 'actively supports SMME development and business sustainability, with the aim of driving employment creation and building the local economy – [and] promotes investment in SMMEs with growth potential and capacity having high impact on societal needs. The programme will engage beneficiaries through on-going support interventions post investment to drive sustainability.'

It is a bespoke programme designed for small black businesses and may not be suitable for youth educational programmes.

Agri-Youth Fund²⁸⁵

A joint initiative between The Land Bank and the National Youth Development Agency (NYDA), the Agri-Youth Fund provides funding for agricultural entrepreneurs to start and grow agricultural businesses,²⁸⁶ with a specific focus on previously disadvantaged rural women and men aged 18- 35 years.

This could provide an opportunity for an NPO to bridge the gap to help young people to access funding.

It could, for example, create a small agricultural collective focusing on these crops at which young people could gain agricultural experience. Those who show a drive for entrepreneurship, could then be supported to obtain a land tenure, register a company, etc.

There is also potential to approach the Agri-Youth Fund to fund a co-operative of a group of young people, if they have mentoring and support from an NPO backing them.

²⁸³ <https://letsatsipv.com/smme-mentorship-training/>

²⁸⁴ <https://letsatsipv.com/smme-mentorship-training/>

²⁸⁵ Land Bank; National Youth Development Agency, 2021.
<https://landbank.co.za/Shared%20Documents/AYF/Agri%20Youth%20Fund%20DL%20Brochure.pdf>

²⁸⁶ Three types of agricultural products will be funded: high value vegetables, piquante peppers and paprika. The fund has negotiated off-take agreements with certain companies to buy the produce.

This is not an entry-level initiative, however, as the application criteria include, among others:

- prior exposure to agricultural operations/ training; at least two years farming experience; and
- registered South African company; and
- secured tenure of land for agricultural use; and
- water-use license (current applications also accepted for following year's production).²⁸⁷

Entrepreneurs will be offered a combination of debt and grant funding, with a grant limit of R250,000 over three years.

NYDA Business Management Training Programme

The NYDA Business Management Training Programme aims to provide 18 – 35 years old South African entrepreneurs – who have an existing business that is entirely youth-owned – with access to relevant entrepreneurship skills, knowledge, values and attitudes for their businesses.

They last 3 - 6 days and depend on both the specific needs of the entrepreneur and the level of their business. Applications for the Programme can be made at the NYDA offices in Bloemfontein.

Completion of the Business Management Training Programme facilitates young entrepreneurs' access to the NYDA's Grant Programme and Voucher Programme – details of which are given in the relevant sub-report.

The programme's training courses are approved and accredited by the International Labour Organisation (ILO) and comprise guidance on the pre-start-up/idea generation, survivalist, start-up, early development and growth and expansion stages of business.

²⁸⁷

Plus * located in the province where the partner/off-taker has a preference; and * willingness to complete Preliminary Screening assessment by Land Bank and NYDA; and * willingness to receive technical support from anchor farmer/ implementing partner.

WHAT THE MATRICULANTS SAID

Asked about the fields of study they want to pursue after school (question 1.3), not one of the 50 current matriculants said they want to be an entrepreneur.

And asked what assistance they may want in 2023,

- 6% of current matriculants (3 people)' and
- 12% of all past matriculants (14 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 17% (10 people) wanted 'funding to start a small business'.

CONCLUSIONS AND RECOMMENDATIONS

Despite the research cited above, the youth surveyed for this research in Dealesville and Ikgomotseng are not keen on being self-employed or running their own businesses – even those who are 'at home - not studying or working'. Only 10% (17 of 165 respondents) expressed a desire for 'funding to start a small business'.

If this is to be pursued, support for those starting out will need to be identified- as the examples above are for people who are already engaged in being entrepreneurs.

L: 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 Lesedi research brief raised the question about ‘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.’

WHAT THE MATRICULANTS SAID

Contrary to a prevailing sense that parents are not supportive, ***the vast majority – 90% of past and 96% of current matriculants - said their parents ‘always encourage them to do the best they can and to study further’.***²⁸⁸

Only 3% of all respondents said their parents were not interested.

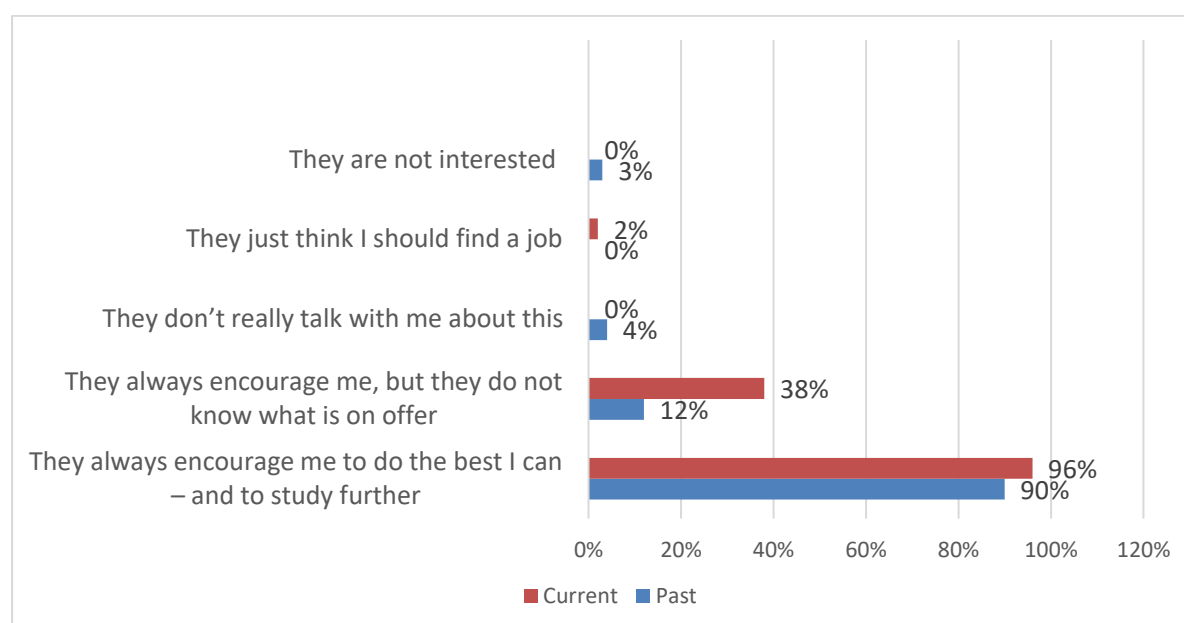


Figure 57: The extent to which all respondents felt their parents/ caregivers have been helpful regarding their post-school lives (n = 165)²⁸⁹

²⁸⁸ 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.

²⁸⁹ They could choose more than one option in response to the question: 'How helpful were your parent(s)/ caregiver(s) regarding what you would do after school?'

Importantly while 38% of current matriculants (12% of past matriculants) felt encouraged by their parents/ caregivers, they thought they 'do not know what is on offer'. (Some of these are included in the 96%/90% above.) This clearly points to possible work that could be done with parents – if this is possible.

Respondents generally 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

- *“My parents did support me, they gave me money to register and also for transport, but it was not enough.”*
- *“I should be something that will also benefit me in the near future.”*

They always encourage me to do the best I can – but do not know what is on offer

- *“I was staying with my granny therefore she used to encourage me to work hard but she did not much about what is going to happen to me after I completed my matric.”*

They don't really talk with me about this

- *“They only wanted me to go further with my studies but having no idea off what i wanted to do.”*

KEY INFORMANT INTERVIEWS²⁹⁰

The perceived involvement and engagement of parents and caregivers was discussed with key informants in relation to expectations and requests of support from school officials and NPO employees.

At Kagisano Combined School (Ikgomotseng), parents tend to take their involvement in their children's education more seriously only once they are in grades 10 to 12. Prior to that, teachers find it difficult to engage parents in their children's education and well-being.²⁹¹ Parents are described as unwilling to assist teachers with the development of their children and tend to shift the responsibility of their children's overall wellbeing to teachers.²⁹² At Kgololosego Secondary School (Dealesville), some parents – particularly those who grapple with alcohol abuse and/or addiction - show little interest in their children's education.²⁹³

²⁹⁰ From the report by REAP staff member Almaz Beukes on the findings of the interviews conducted by herself and colleague Robyn Pritchard.

²⁹¹ Busisiwe Ntili (Kagisano Combined School); Mathabang Mokhoabane (Kagisano Combined School).

²⁹² Mathabang Mokhoabane (Kagisano Combined School).

²⁹³ Owen Monoang (Kgololosego Secondary School).

The key informants working in the local clinic and library reported that parents are not really supportive of their children within schools; nor do they assist them in accessing healthcare or library services that would help them reach their goals.²⁹⁴

Because of the pervasive poverty in the area, some parents encourage their children to leave school to seek employment in order to be able to contribute to the care of the family:

“Parents in this area have been here so long that they don’t think it’s possible for their children to become successful and so they don’t listen to their children’s dreams and goals. The parents get advice from their other friends who convince them that their children are unnecessary by trying to go to school or even study further; they see higher education as unattainable because of the financial implications it comes with, not knowing about bursaries or NSFAS.”²⁹⁵

Parents’ responses to interventions

This was echoed in the findings of research undertaken with parents by DGMT implementing partner working in schools, **NACCW Isibindi Ezikoleni** – namely that some parents view education, specifically their children’s attendance at school, as a financial burden. In living hand-to-mouth, additional expenses pertaining to children being in school – such as buying school uniforms – translates to further financial strain on the household.²⁹⁶ In addition, DGMT’s Thlolohelo Ramosoeu remarked that,

“We understand the poverty, the unemployment, the struggle, but at the back of that, there is also an element of disinterest or...not realising the parental responsibility towards this particular aspect of the child’s development:...that ‘my child needs to be in school, and that’s my responsibility...my child has to have a school uniform, and that’s my responsibility’...so that connection is also missing in some contexts.”²⁹⁷

Isibindi Ezikoleni also reported that parents tended to be unsupportive of the organisation’s interventions aimed at remedying the challenges and trauma that their children face – and perceives many parents and caregivers as being apathetic regarding their engagement in their children’s education and general wellbeing.²⁹⁸

²⁹⁴ Thandeka Ndleleni (Ikgomotseng Clinic); Thapelo Cegade (Ikgomotseng Public Library).

²⁹⁵ Thandeka Ndleleni (Ikgomotseng Clinic).

²⁹⁶ Thlolohelo Ramosoeu (DGMT).

²⁹⁷ Thlolohelo Ramosoeu (DGMT).

²⁹⁸ Thlolohelo Ramosoeu (DGMT).

In 2021, **Nal'ibali** launched a family literacy training programme with parents and caregivers in Dealesville, extending this to include Ikgomotseng.²⁹⁹ Implementing the programme has not been straightforward, however, particularly regarding the parents' and caregivers' continued engagement. Following a relatively marginal withdrawal of participants,³⁰⁰ interviews with those who had withdrawn revealed that, despite their professed interest in the programme, they allowed other responsibilities to take precedence over the participation; they were too busy to remain committed to the programme³⁰¹. This corresponds with the observed low attendance of parents and caregivers at meetings and events at the schools to which they are invited.³⁰²

Nal'ibali staff are nonetheless optimistic that parental engagement is improving, noting better attendance and engagement in the 2022 cycle of the family literacy training programme in Dealesville.³⁰³ They attributed this to their applying strategies of securing parental engagement acquired at a DGMT partners workshop.³⁰⁴

Regarding widespread sexual abuse, especially in the Dealesville community, some parents have not supported reporting the sexual abuse of their children to authorities, nor pursuing further action.³⁰⁵ According to DGMT's Thloleholo Ramosoeu, parents' perceived apathy relates to

- generational trauma having normalized child neglect and (sexual) abuse,
- lack of suitable parenting skills, and
- a lack of appreciation for the role of parents in their children's development.

She explains:

*"There is no sense of parenting as an important aspect of family or community life... You find parents are just indifferent. They are called to meetings and just don't come... Child and youth care workers conduct home visits and sometimes parents are not even there. So, it paints a picture of a child growing in this community that really has to raise themselves, find their own way in life...Or where the parent is there, they are not fully present; parents that are still struggling with themselves...addiction...and unemployment."*³⁰⁶

²⁹⁹ Vuyisile Nombula (Nal'ibali: Dealesville & Ikgomotseng).

³⁰⁰ Out of 20 participants, 6/7 stopped attending the family literacy training programme.

³⁰¹ Vuyisile Nombula (Nal'ibali: Dealesville & Ikgomotseng).

³⁰² Boniswa Mkhumbeni (Nal'ibali: Ikgomotseng); Thloleholo Ramosoeu (DGMT); Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

³⁰³ Vuyisile Nombula (Nal'ibali: Dealesville & Ikgomotseng).

³⁰⁴ Boniswa Mkhumbeni (Nal'ibali: Ikgomotseng).

³⁰⁵ Katlego Nikamanzi (NACCW Isibindi: Ezikoleni).

³⁰⁶ Thloleholo Ramosoeu (DGMT).

Flourish, another NPO in the area, focuses on pregnant girls and women and the antenatal and postnatal care of children. They provide support, classes on how to take care of their children, nutritional support in the form of food and supplements. A high percentage of pregnant girls and young women have been abused, some having been impregnated by local older men. Because of the poverty in the area, statutory rape is almost never reported to the authorities by the parents; some parents overlook it because these older men provide financial assistance to their families.³⁰⁷

Parents are not particularly fond of Flourish as they perceive it to be influencing the youth to be sexually active and fall pregnant; most parents do not want to associate themselves with Flourish at all.³⁰⁸

Flourish notes:

*“Because we also do baby showers and graduations for the pregnant mothers and their children, the community thinks we are influencing the youth here in Ikgomotseng to be sexually active and fall pregnant.”*³⁰⁹

While their perceptions are unfounded, and Flourish has repeatedly tried to engage the community to explain their work, most parents are still not satisfied with the work that Flourish is doing.³¹⁰

Flourish uses word-of-mouth to find pregnant mothers but the organisation also works with the Ikgomotseng Clinic, particularly the Clinic Manager, Sister Dibolelo Moshwaesi in identifying pregnant girls and women who live in disadvantaged or poor households in Ikgomotseng. The parents of the youth who are pregnant are never supportive of their children, even in their pregnancies, seeing them as bringing more problems in the family because they can’t afford to have another mouth to feed, to clothe and put through school.

- Mosela Speelman (Flourish)

On the other hand, **Smart Start** key informants reported a good working relationship with parents. Through their creche or daycare system, the organisation provides care and educational services to children from financially needy families, at no cost to the parents – allowing them to go to work.³¹¹

³⁰⁷ Mosela Speelman (Flourish); Thandeka Ndleni (Ikgomotseng Clinic).

³⁰⁸ Mosela Speelman (Flourish).

³⁰⁹ Mosela Speelman (Flourish).

³¹⁰ Mosela Speelman (Flourish).

³¹¹ Nomatjala Linko (Smart Start).

Smart Start reported that parents are very involved in their children's wellbeing and their education; that they are supportive and take initiative. Parents attend meetings, and donate small amounts of money when asked to do so.³¹²

The **Department of Social Development** in Ikgomotseng has also funded, and partnered with, a local resident to start a feeding scheme. Anyone may fetch breakfast and lunch every day from the community member's house from where it is run. Not everyone is happy with this positive initiative, however:

*"The feeding scheme is based at the lady's house who is working with DSD. Because she's the only one receiving the money from DSD, she feels like she owns the feeding scheme and like she's doing the community a favour. The other problem is that the feeding scheme is based at her house and the community have to go to her house to receive the meals. Most people are embarrassed by that because it's embarrassing to go ask for food at someone's house. It would be better if the feeding scheme is based in a public area like a church, community hall or etc"*³¹³

Summary

In short, perceived reasons for poor parental buy-in are as follows:

- they do not recognise their obligations and responsibilities as parents;
- their indifference is attributed to being overwhelmed by unemployment, poverty and substance abuse;
- their apathy – including to child abuse – is seen to result from unresolved generational trauma; and
- those who express interest, nonetheless cite busy lives as reasons for not committing to expectations from school officials and organisation implementers.

Conclusions and recommendations

This section has begun to address the research questions regarding 'how best to secure **parental buy in**' and how to understand the 'barriers to parents supplying the required documents for PSET applications.'

The matriculants themselves (current and past) reported overwhelmingly that they found their parents and caregivers supportive regarding their post-school lives – though over a third of current matriculants said they do not know what post-school options were available to their children. Only 3% of past and 2% of current matriculants said they did not feel encouraged in some way. This is contrary to a prevailing sense that parents are not supportive.

³¹² Nomatjala Linko (Smart Start).

³¹³ Thandeka Ndeleleni (Ikgomotseng Clinic).

Various services and interventions are locally available to support the education and health of children and young people. Parental support for their use is varied, however - sometimes as they are suspicious of the service and sometimes as they are overwhelmed by the needs of basic survival – from which they imagine no escape for their children. In addition, intergenerational trauma is ascribed to their not taking the wellbeing and protection of their children seriously.

REAP might consider collaborating with other organisations to assist parents in taking on aspects to their parenting role towards promoting the comprehensive wellbeing of their children.

Recommendation

1. REAP to consider collaborating with other organisations who already work to support parents to undertake their parenting role towards promoting the comprehensive wellbeing of their children.

ECOSYSTEMS OF SUPPORT

This section starts to address 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 informants who live and work in these towns; and
- the current and past matriculants themselves.

WORKING WITH OTHER ORGANISATIONS

Following the community consultation process held in 2016 when the Lesedi and Letsatsi Solar Park Trusts were being established, a report described the process as well as ‘what it looks like when it’s fixed’.³¹⁴ It commented that the NGOs who participated and ‘demonstrated an eagerness to work with the trusts’ would strengthen the work of the Trust’ and that the Trust ‘will have an opportunity to leverage their work’; that ‘these partnerships should be pursued.’³¹⁵ The names of NGOs working in the two towns were not listed, however.

³¹⁴ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’.

³¹⁵ Social Transformation System. 2016. ‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’, p 11.

Two UFS units – the Schools Partnership Project (SPP) and Bursaries and Special Projects (BSP) units – were ‘open to partnership and their local knowledge and experience will provide excellent expertise and support to the trust.’³¹⁶ They might, at least, ‘help identify and offer support to beneficiaries’ as well as improve ‘the likelihood that beneficiaries will emerge from schools’.

Noting ‘the high number of ECD practitioners’ who attended the workshop the report commented that they ‘represent a good opportunity for supportive interventions’; and that some of their difficulties could be ‘mitigated by the trust’s interventions’.

The report concluded that ‘the municipality is open to the opportunities represented by partnership with the trust.’

An evaluation of the effectiveness of partnerships with these and other actors is in the domain of the Letsatsi Community Trust.

Social support

The main organisation identified by key informants that is active in schools is the **NACCW Isibindi Ezikolweni**, which offers psycho-social and family (learner-parent) support.³¹⁷ It 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 cases.

Also mentioned was the **Quality Learning and Teaching Committee (QLTC)** which aims to oversee the quality of education in schools, using the core functions of the members namely each school, the South African Police Services (SAPS), and the local departments of

‘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.’
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 from text in Appendix E.

³¹⁶ Social Transformation System. 2016. *‘Lesedi and Letsatsi Solar Park Trusts Community Consultation Process 2016: What it Looks Like When it’s Fixed’*.

³¹⁷ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

Health, Social Development and Correctional Services.³¹⁸

The work largely entails awareness and motivational campaigns; e.g. SAPS drives campaigns pertaining to drug use and abuse and crimes among youth, and the Department of Correctional services hosts motivational talks by prisoners aimed at youth.³¹⁹ The QLTCs are thought not to be very active, however, and seem only to run occasional awareness campaigns.

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: the offices of the Premier and the Speaker in Tokologo Municipality as well as the Acting IDP (Integrated Development Plan) Manager.
- Officials from the departments of Education and Social Development.
- Ikgomotseng Community Library and Clinic
- Both high schools engaged with this research, offering insights about the youth – namely the principal of Kgololosego Secondary School and two teachers from Kagisano Combined School.
- Officials in the Community Education and Training College (CETC) head office and in each satellite site described their services; as did
- the Catholic Institute for Education (CIE) - Thabiso Skills Institute (Johannesburg) – and their skills centre managers in Bethlehem and Aliwal North.

As mentioned above, **a small range of NPOs who work in the areas** was interviewed namely:

- NACCW Isibindi Ezikoleni
- Nali'bali
- Smart Start
- Flourish

As well as Letsatsi Community Trust partner, DGMT.

³¹⁸ The QLTC operating in Soutpan comprises all stakeholders in the community (the School Governing Body, Representative Council of Learners, teachers, pastors, library staff, clinic healthcare staff, home-based nurses, ECD centre personnel, SAPS). The QLTC in Soutpan primarily drives awareness-raising campaigns aimed at the community, and especially at youth in the community. (Mathabang “Dikeledi” Mokhoabane (Letsatsi Community Trust Trustee – Soutpan, Inclusive Educator: Kagisano Combined School – Soutpan).

³¹⁹ Owen Monoang (Principal: Kgololosego Secondary School – Dealesville).

CONCLUSIONS AND RECOMMENDATIONS

The support services offered in these two towns – as well as other services yet to be identified – provide a small but valuable basis for referral and co-operation. REAP continues to identify and work with those who offer various services to families and youth, to avoid repetition and duplication, among other things.

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 Memoranda of Understanding (MOUs) with the two high schools – an example of which, with Kgololosego High school, is given in Appendix K. These form the bases for ongoing engagements.

There is no letter of support from the Free State Department of Education (DOE), however, despite REAP’s attempts to obtain this. While it has not proven to be an obstacle, it also means that the schools are not encouraged in this co-operation; nor are they held accountable.

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 interviews³²⁰

Regarding additional assessment support for placement of special needs learners, key informant interviews were conducted with

- Department of Social Development
- 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.

The Screening, Identification, Assessment and Support (SIAS) procedure aims to respond to school learners' needs, in particular the needs of learners experiencing barriers to learning. The first roleplayer in the SIAS process is the teacher who are to screen all learners in a classroom to identify those who have learning difficulties. In assessing the nature of a learner's barrier to learning (physical, intellectual, etc.), the teacher is meant to develop classroom-based intervention plans to address the needs of the identified learner.³²¹

If the intervention plans are not assisting the learner effectively, the teacher then approaches the Site/School-Based Support Team (SBST) who then consult with parents and local specialists (a social worker, for example) to develop an Individual Support Plan (ISP) to further address the learner's needs. If further support is still required, the SBST approaches the District-Based Support Team (DBST) to supplement the learner's ISP, or to support the SBST's proposal to place the learner in a specialised school. As such, the SIAS process is cyclical in its implementation, recurring at the levels of the teacher, the SBST and the DBST.³²²

According to a Department of Education official, the outlined SIAS process is not without its obstacles, however:

"In an 'ideal' world, this works... It is valid...and [it is] evident that [although] many learners in mainstream schools do not benefit from mainstream schools, ... they are not always identified, because teachers do not have the capacity to identify every learner..."

*"Unfortunately, other times, learners are identified, but due to financial constraints are not able to go to the specialised schools. What happens is, a learner is identified and assessed to be transferred to a specialised school...but then there are no available spaces for these learners at these schools, so the learner ends up staying in the mainstream school."*³²³

³²⁰ From interviews conducted by REAP staff members Almaz Beukes and Robyn Pritchard.

³²¹ Department of Education official.

³²² Department of Education official.

³²³ Department of Education official.

System responses

To address the challenge of learners with learning barriers remaining in mainstream schools that do not adequately support their learning needs, the intervention of curriculum differentiation (which includes an adaptive approach to assessment) is applied. Curriculum differentiation as an intervention is intended to respond to the needs of learners with varying learning and support needs. It involves adapting the curriculum and assessment methods according to the different needs of the different learners in the class³²⁴. Examples of curriculum differentiation include the following:

- prescribing less reading work to a learner with less advanced reading skills, but comparatively more advanced numeracy skills;
- formulating question papers to include questions at all levels of difficulty (from literal to more inferential questions); and
- requiring one learner to write an essay on a given topic and requiring another learner to draw a picture depicting the same topic.³²⁵

In addition to the curriculum differentiation and adaptive assessment strategies, teachers may also apply for concessions on behalf of the learner. These include requesting that a learner be allowed extra time to complete assessments and/or that a reader or scribe is provided to assist the learner in completing their assessments in line with their needs. In a nutshell, all aforementioned interventions and strategies are intended to support learners with barriers to learning who remain in mainstream schools.³²⁶

Most of the time, implementing these interventions and strategies are not feasible, however:

“But it is extremely difficult... To teach different learners at different levels, when you have up to 60 learners in front of you, is impossible... Here and there in a small class, or in schools with more resources it could work, but most of the time it does not work... It’s then that we lose these learners, because they get so far behind with the work that they lose motivation and end up dropping out of school.”

“If we talk about challenges, schools do not have the space for teachers to implement curriculum differentiation methods effectively, there is physically no space in classrooms... Another part of it is, learners’ motivation is quite low, because they have difficulty understanding the work and do not get recognition, which also relates to difficulty in getting them to do their homework and partake in the work.”

³²⁴ Department of Education official.

³²⁵ Department of Education official.

³²⁶ Department of Education official.

“There is also a lot of pressure on teachers to cover the entire curriculum. So teachers work through curriculum at a pace that learners cannot keep up with and learners are not able to find their footing with the work;...they do not have the chance to fully understand the work... [There is] also a lack of extra support in terms of extra classes.”

In summary, alternative interventions to assist learners with special needs in mainstream schools are thwarted by the infrastructure of the school and the system of delivering the curriculum that, in effect, do not enable teachers to adequately support different learners in accordance with their specific support needs. As a result, learners with special needs often become discouraged and end up exiting schools entirely.

Dealesville and Ikgomotseng

Similar accounts are reflected by educators, government officials and community leaders in Dealesville and Ikgomotseng. Given their location in the Lejweleputsa District Municipality, learners from Kgololosego Secondary School and Kagisano Combined School who are assessed as having learning difficulties are referred to specialised schools in Welkom.

However, while some parents are in support of their children going to Welkom, they would prefer that their children be placed in one of the specialised schools in Bloemfontein, as it is closer than Welkom.³²⁷ As they cannot afford the transport, boarding and school fees³²⁸ their children are not able to be transferred to these schools. School principal of Kgololosego Secondary School explained that learners with learning barriers,

“...are supposed to be in a specialised school, but their parents are not able to afford to take them there, and fetch them over the weekends...Parents here do not have the money to do so...I have had parents here who have been crying and saying, ‘we are seated with our kids at home, because we can’t afford [to transfer them to a specialised school]’.”

As Bloemfontein forms part of Mangaung Metropolitan Municipality, however, learners with special needs from that municipality are prioritised over those from another municipality, such that learners applying from Kgololosego and Kagisano are placed, and essentially remain, on the admission waiting lists.³²⁹ Not being able to access the specialised schools in Welkom, and remaining on stagnant waiting lists for specialised schools in Bloemfontein, these learners customarily remain in their current schools until they eventually drop out of the school system³³⁰.

³²⁷ Mathabang Mokhoabane (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust).

³²⁸ Kegomoditswe Mokhobo (Letsatsi Solar Park Trust).

³²⁹ Mathabang Mokhoabane (Kagisano Combined School); Kegomoditswe Mokhobo (Letsatsi Solar Park Trust) Xoliswa Wittes (Office of the Premier, Tokologo Municipality).

³³⁰ Mathabang Mokhoabane (Kagisano Combined School).

In terms of additional support that can be provided by NPOs to better assist learners with special needs, a Department of Education official advises that organisations might do the following:

- Deliver interventions that improve learners' reading proficiency, language proficiency, vocabulary, and overall ability to read with comprehension.
- Facilitate sessions that assist learners with their study and examination writing skills.
- Provide learners with necessary school supplies and facilitate study spaces that are conducive to encouraging a sense of belonging in the school context.
- Be a constant source of continuous motivation for learners. To be present and committed throughout while learners are realising their goals, up until they are placed in an establishment or are on a career path that is better suited to their abilities and needs.

This can be undertaken by one, or a variety of organisations in collaboration with one another, to supplement the support of learners with special needs³³¹. For example, DGMT is intending to introduce educational catch-up programmes in schools to assist learners with developing their literacy and numeracy skills – specifically learners whose academic performance is lower than the grade level they are in. These programmes will also be inclusive of, and responsive to, the needs of learners experiencing learning difficulties. In addition, DGMT is open to partnering with relevant organisations that are best equipped and able to facilitate these catch-up programmes, as well as drawing on the knowledge and experience of organisations that work in the schooling sector.³³²

CONCLUSIONS AND RECOMMENDATIONS

The facilities available for special needs learners are limited and almost impossible to access for those from poorer households. 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 has 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.

³³¹ Department of Education official.

³³² Thlolohelo Ramosoeu (DGMT).

APPENDIX A: ADVERTISEMENT FOR TEMPORARILY-EMPLOYED FIELD RESEARCHERS

Researcher and career guidance facilitator – [town]

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 [town] 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 online; 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 [town]

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 [town] 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:

Dealesville

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 [province] - 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 two schools in Dealesville and Soutpan 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 online; 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 R75 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/ Department/School	First name Last name	Position	Interview Platform	Interview Date(s)
Local & provincial government				
Office of the Premier – Tokologo Municipality	Xoliswa Wittes	Community Development Practitioner	In-person (Dealesville)	13 Oct 22
Office of the Speaker – Tokologo Municipality	John Kukare	Public Participation Officer	Telephonic	26 Oct 22
Tokologo Municipality	Motsamai Merahe	Acting Integrated Development Plan Manager	Telephonic	16 Oct 22
Department of Education	official		In-person	26 Oct 22
Department of Social Development – Masilonyana Municipality	Dibuo Lehoke	Community Development Practitioner	Telephonic	26 Oct 22
State-funded services				
Ikgomotseng Community Library	Thapelo Cegade	Librarian	In-person (Ikgomotseng)	1 August 23
Ikgomotseng Clinic	Thandeka Ndleleni	Professional Nurse	In-person (Ikgomotseng)	1 August
Partners				
DGMT	Thlolohelo Ramosoeu	Community Project Co-ordinator	In-person (Bloemfontein)	18 Oct 22
Letsatsi Community Trust	Kegomoditswe Mokhobo	Trustee	In-person (Dealesville)	12 Sept 22
Letsatsi Community Trust	Mathabang “Dikeledi” Mokhoabane	Trustee	In-person (Ikgomotseng)	13 Sept 22

Organisation/ Department/School	First name Last name	Position	Interview Platform	Interview Date(s)
Schools				
Kgololosego Secondary School	Owen Monoang	Principal	In-person (Dealesville)	12 Sept 22
Kagisano Combined School - Ikgomotseng	Mathabang Mokhoabane	Teacher – Inclusive Education	In-person (Ikgomotseng)	13 Sept 22
Kagisano Combined School - Ikgomotseng	Busisiwe Ntili	Teacher & SBST Co-ordinator	In-person (Ikgomotseng)	17 Oct 22
PSET				
Free State Community Education and Training Colleges (CETC) - head office (Bloemfontein)	Mr. Khabule	Deputy Principal		
CET College - Dealesville	Moeketsi Mosese	Head Deputy	In-person (Dealesville)	7 Sept 22
CET College - Ikgomotseng	Lehlohonolo Matsoso	Acting Centre Manager	In-person (Ikgomotseng)	17 Oct 22
NPO				
NACCW Isibindi Ezikoleni (Dealesville & Ikgomotseng)	Katlego Nikamanzi	Project Co-ordinator	Telephonic	26 Oct 22
Nal'ibali (Dealesville & Ikgomotseng)	Vuyisile Nombula	Project Co-ordinator	Telephonic	27 Oct 22
Nali'ibali (Ikgomotseng)	Boniswa Mkhumbeni	Story Sparker	In-person (Ikgomotseng)	17 Oct 22
Smart Start	Nomatjala Linko	Project Co-ordinator	In person (Ikgomotseng)	8 August 23
Flourish	Mosela Speelman	Co-ordinator	In person (Ikgomotseng)	8 August 23
REAP	Russell Davies	Director	On-line	21 Oct 22
Catholic Institute for Education (CIE) - Thabiso Skills Institute (Johannesburg)	Ms Fawzia Naidoo	Manager		

Organisation/ Department/School	First name Last name	Position	Interview Platform	Interview Date(s)
Mount Carmel Youth Training and Conference Centre (Aliwal North)	Artwell Chivhinge	Centre Manager		
Business				
Free State Black Business Chamber (FSBBC) (Bloemfontein)	Lucky Motsamai	CEO		
VKB Agriculture	(no name)	Transformation Department		12 June 2023

We were unable to interview a number of people:

- the principal of Kagisano Combined School (Ikgomotseng), Nameng Sehloho, was unavailable at any of the three contacts made, citing his work schedule;
- the professional nurse at the clinic and the former librarian (who had worked with REAP in the initial recruitment in 2020) in Dealsville, neither of whom participated after being contacted multiple times; and
- a co-ordinator at Smart Start in Dealsville was no available.

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: QUALIFICATIONS OFFERED AT TVET COLLEGES

	Description	Entrance requirements	Duration
National Certificate (Vocational) NC(V)	L1 – L3 <u>Exit qualification:</u> NSC (matric) equivalent Integrates theory and practice and provides students with a broad range of knowledge and practical skills within specific industry fields.	Grade 9 or equivalent plus any college requirements set per programme. <i>(Learners who fail matric may apply – but must start at L1. Learners with pass matric but with poor matric marks are not eligible.)</i>	Three years – one year per level of study
National Accredited Technical Education Diploma NATED 'Report 191'	N1 – N3 (Engineering)	Grade 9 or equivalent qualification	<u>N1 – N3 (Engineering Studies):</u> 1 Year <u>N4 – N6 (Engineering Studies):</u> 1 Year <u>N4 – N6 Business and Utility Studies:</u> 3 years (18 months theoretical studies + 18 months workplace application)
	N4 - N6 <u>Exit qualification:</u> National Diploma (N6). <i>May exit with a Certificate but this excludes having done workplace learning.</i>	Grade 12 or equivalent qualification	18 months theory and 18 months practical experience

APPENDIX G: 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.
- Available to South African citizens under 30 years old, 75% of bursaries are for Black candidates (B-BBEE).

Bursaries cover

- tuition fees
- on-campus accommodation
- meals
- textbooks

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 H: EXAMPLES OF CORPORATE BURSARIES

Qualifications/ programmes supported	Requirements	Support offered
Letsatsi Solar Park		
Two bursaries for students studying towards any STEM-related qualification.	The students must reside within 50km of the Letsatsi Solar Power plant.	Tuition Accommodation Stipend Textbooks
Harmony Gold Mining Company Bursary³³³ (operating as Tshepong operations / Bambanani / Target 1 / Joel / Masimon)		
<u>Core mining disciplines:</u> - Electrical Engineering (Heavy Current) - Extractive Metallurgy - Geology - Mechanical Engineering - Mining Engineering - Rock Engineering - Survey <u>Non-core mining disciplines:</u> - Accounting - Finance - Health Sciences - Human Resources - Information Technology - Social Sciences	- National Senior Certificate - Pass rate of 60% and above for all subjects. <u>Engineering</u>: min 70% for Maths & Physical Science. <u>Core mining discipline</u>: min 70% for Maths & Physical Science. <u>Students already at tertiary institutions</u>: average of 60% and above in all major subjects. Preference is given to - core mining discipline applicants, - applicants from Harmony Mining Company host communities, - applicants from Harmony Mining Company labour sending areas, - dependents of Harmony Mining Company employees and - historically disadvantaged individuals.	Tuition fees Accommodation Textbooks Stipend

³³³<https://careers.harmony.co.za/applicant/index.php?controller=Adverts&method=view&advertid=7b63c002-2108-4cf7-b0aa-8078466d2f0e>.

Qualifications/ programmes supported	Requirements	Support offered
VKB Agriculture		
Fields related to Agriculture.	Students who have completed their first year of study.	??
Shoprite		
- Diploma in Retail Business Management - Bachelor of Pharmacy	- 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 After graduation, guaranteed work-back employment at Shoprite.
South African Police Services (SAPS)³³⁴ (See Appendix I for details)		
Basic Police Development Learning Programme (24 months)	- 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
Free State School of Nursing³³⁵ (see Appendix I for details)		
- Diploma in Nursing and Midwifery - Diploma in General Nursing Science - Diploma in Midwifery - Diploma in Community Nursing Science - Diploma in Psychiatric Nursing Science	- Financial need - SA citizen - Grade 12 or NC(V) NQF L4	- Via NSFAS - Tuition - Accommodation + meals - Study material - Stipend

³³⁴ www.saps.gov.za/careers/basic_police_program.php

³³⁵ <https://eduminders.com/free-state-school-of-nursing-dhet-bursary-scheme/>

APPENDIX I: 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 as constables within SAPS.

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 J: MEMORANDUM OF UNDERSTANDING (MOU) WITH KGOLOLOSEGO SECONDARY SCHOOL

(There is also an MOU with Kagisano Combined Secondary School.)



Service level agreement

between

Rural Education Access Programme (REAP)

&

Kgololosego Secondary School ('the 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 also wishes to partner with the school to establish a computer lab where learners have access to laptops for training purposes, career guidance research, assisting with applications to PSET and related funding. It would also be a work space for the REAP Schools Programme Officer.

Kgololosego Secondary School is located in Free State Province.

REAP seeks to formalise the agreement with the school so as to clarify mutual expectations and responsibilities.

Term of agreement: Three years but renewable by mutual agreement

REAP will:-

- Provide the school principal and other relevant staff with full information regarding the Post School Readiness Programme (PSRP) curriculum and the dates and times they would like learners to be available.

A handwritten signature in black ink, appearing to be a stylized 'f' followed by a loop and a horizontal stroke.

- 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 and maintain laptop computers. REAP will maintain ownership so long as the programme continues.
- Provide and maintain a printer and scanner for the computer lab. This is for use within the REAP programme and is ordinarily not for use by the school for broader purposes, save for exceptional circumstances.
- Work with the school to ensure there is adequate WiFi connectivity for the computer lab and cover relevant costs. REAP is however not responsible for the costs of providing connectivity to the whole school.
- Develop and maintain an asset register
- Ensure there is adequate furniture and security infrastructure for the room. This may include an iron security door, burglar bars and secure storage cabinets.
- Ensure the room is adequately furnished for functionality.
- Ensure that the software on the laptops in the room is up to date and CAPS compatible.
- Allow supervised access and use of the equipment to other learners and staff for educational purposes, though without compromising the delivery of the agreed REAP programme.

School will:-

- Endorse the programme and encourage learners to participate and co-operate fully.
- Endorse the programme to parents
- 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.
- Make available a dedicated room for the computer lab and for the REAP Schools Programme Officer.
- Take responsibility for ensuring that the computer room is secure and any externally caused damage to windows, doors or roof is repaired promptly.
- Take responsibility for the cleaning and security of the computer lab and related equipment.
- Take responsibility for insuring the dedicated computer lab and the assets therein.

Signed on behalf of School:

at _____

Date _____



Name

Signature

Signed on behalf of REAP:

at CARE TOWN

Date 28/8/2023

RUSSELL DAVES

Name


Signature