



# REAP

## Rural Education Access Programme



# The 2010 report

*Access to higher education for youth from poor rural communities  
Providing opportunity - Building skills and knowledge  
Developing a community serving humanity*

# Contents

Director's report	1
Student performance	3
Student support	9
Piloting an academic reading support initiative	16
Recruitment and selection for 2011	19
Programme research and development	21
Finance	23
The organisation	26

## Acronyms

CPUT	Cape Peninsula University of Technology (Cape Town)
CS	REAP: Conditional Status
CUT	Central University of Technology (Bloemfontein)
DHET	Department of Higher Education and Training
DUT	Durban University of Technology
ESL	English Second Language
FET	Further Education & Training
HEI	Higher Education Institution
IPP	Improved Performance Plan
MEDUNSA	Medical University of South Africa/University of Limpopo
NLDTF	National Lotteries Distribution Trust Fund
ND	National Diploma (three-year vocational qualification)
NMMU	Nelson Mandela Metropolitan University (Port Elizabeth)
NSC	National Senior Certificate (final school leaving national examination)
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
RU	Rhodes University (Grahamstown)
SACBC	Southern African Catholic Bishops' Conference
SDA	Student Development Advisor (at REAP)
TUT	Tshwane University of Technology (Pretoria/ Tshwane)
UFH	University of Fort Hare
UCT	University of Cape Town
UFS	University of Free State (Bloemfontein)
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UP	University of Pretoria
US	University of Stellenbosch
UWC	University of Western Cape
VC	Vice Chancellor
Wits	University of Witwatersrand (Johannesburg)

### Note to readers

A detailed mid-year report was compiled in August 2010. Readers are encouraged to look at the earlier report for detail on first semester activities and comparisons with previous years. This report can be downloaded from the REAP website ([www.reap.org.za/reports](http://www.reap.org.za/reports)) or is available on request from REAP.

# Director's report

It was my pleasure to take over the role of Director from Clairissa Arendse on 13 September 2010. I started work in an organisation with several significant assets:

- A skilled and dedicated staff team including a former Director with a wealth of experience, contacts and expertise;
- A well honed programme model delivering excellent results for our students;
- An excellent stable of committed donors;
- Healthy cash reserves;
- A pool of enthusiastic volunteers spread across the country;
- A skilled and committed Board; and
- A well-earned reputation for integrity and professionalism.

I want to express my gratitude to my predecessor and all who worked with her for laying such a superb foundation for future growth and development. There is considerable potential for REAP to build on its previous success and provide opportunities for even more young people to benefit. Indeed, given that our throughput rates are roughly twice the national average for black students, we believe that we owe it to South Africa to roll out our model much more broadly.

Our management team has planned to steadily increase the total number of students receiving support to 400 in 2011; 500 in 2012; and 600 in 2013. To achieve this goal, we have started putting a number of necessary building blocks in place.

## **Decentralising support**

All our student development advisors (SDAs) are currently based in Cape Town, but our students are currently spread across 15 different campuses in six provinces. Decentralising our SDAs will enable us to provide more face-to-face support, interact with higher education personnel, and troubleshoot problems in a more timely and proactive manner.

We will begin in March 2011 by opening a Johannesburg office, co-located with our sister organisation the Catholic Institute of Education. Four of our current team will relocate to Johannesburg to oversee students in Gauteng, Free State and North West. An additional benefit of opening a Johannesburg office will be enhanced interaction with our many Gauteng-based corporate donors. We will open a Durban office in 2012 to support students in KwaZulu-Natal. If projected increased numbers for Eastern Cape and Free State materialise, we also hope to appoint SDAs in Port Elizabeth and Bloemfontein in 2013.

## **Improving recruitment**

Most of REAP's student recruitment has been done by volunteers, largely drawn from existing Catholic networks. While this remains an important way of identifying promising students from rural areas, many rural schools remain out of REAP's reach. We are in the process of negotiating strategic partnerships with large NGOs which provide services to rural youth, e.g. loveLife and Youth for Christ to significantly



**Russell Davies**

increase the number of applications we receive.

Student recruitment will start earlier in the year to better assist applicants to make more informed and appropriate course selections and to deal with course, loan and accommodation application processes in good time. We hope to use our existing students as ambassadors in their home regions and to equip them to assist with career guidance. Charity Bafana has recently been appointed Recruitment and Selection Manager.

### ***National Skills Fund***

The National Skills Strategy emphasises rural skills development. REAP has been invited to partner with the National Skills Fund (NSF), initially directing funds via the National Student Financial Aid Scheme (NSFAS), and thereafter to be in a direct relationship. The benefit for our students is that they will receive full cost bursaries (previously NSFAS loans).

There is potential for the number of students receiving bursaries to grow significantly as the partnership develops and for REAP to receive contributions towards our support and administration costs.

Confirmation of funding for 2011 has been received and negotiations for the longer term are proceeding with the Department of Higher Education and Training (DHET).

### ***Funding and communications***

Anél Wesson has taken up the new part-time post of Communications and Fundraising Manager, initially on a one-year contract. She will work closely with the Director to develop a new communications and fundraising strategy and drive a campaign focused around our 10-year anniversary celebrations in 2011.

### ***Purpose and governance***

After 10 years, it seemed an appropriate moment to review both our constitution and the way our Board operates. A governance workshop was held on 7 April 2011 attended by the whole Board, followed by a Board meeting the following day where decisions could be formally ratified. We will also be revisiting our vision and mission statements. The full staff team have already met and made their recommendations.

### ***Staff development***

Central to being able to meet our growth targets is a strong and committed staff team. Our employment contracts and remuneration levels were all reviewed in late 2010 with the aim of stabilising our team and building a solid foundation for future growth. The decentralisation process has catalysed restructuring, resulting in the creation of two Regional Manager posts and the deployment of Glenda Glover in a Research, Development and Advocacy role. In line with the growth targets, there will be further incremental growth in the core management and programme teams over the coming months.

### ***Information technology***

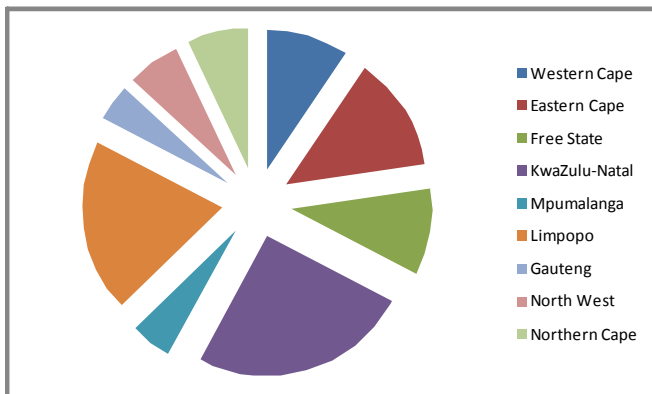
Whilst our current system has served us well, there is a need to upgrade our processes to take account of technical advances, decentralisation and future growth. Review and tender processes are already well in place and will hopefully be completed during the first half of 2011.

All in all, there is much to be optimistic about. I hope to report again at the end of 2011 with concrete evidence of progress across most of these areas.

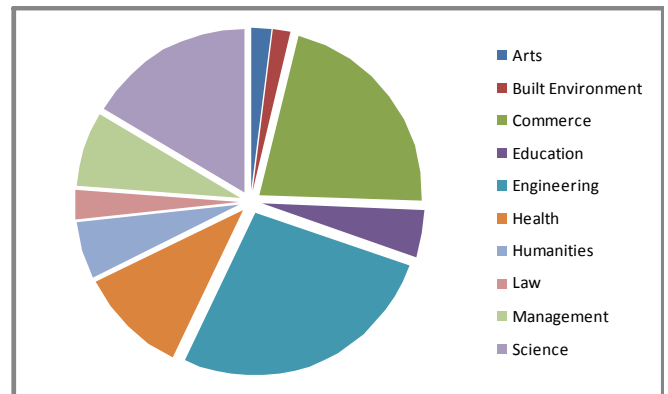
# Student performance

There were 340 students on the programme in 2010, 168 females and 172 males. One hundred and fourteen were first-years, 60 of whom were female. The students were of rural origin apart from 18 from the urban townships of Tembisa and the South Peninsula of Cape Town. This was a special arrangement with donors who requested REAP to support small

specific groups of students. These donors also support rural students on the Programme. Sixty-three percent of students (213) were studying towards degrees and 37% (127) were studying for national diplomas (NDs). Most of REAP's students were studying at higher education institutions (HEIs) in Gauteng, followed by KwaZulu-Natal and the Western Cape



Province of origin



Streams of study

## Students receiving substantial bursaries

Forty-six REAP students were awarded substantial bursaries in 2010. This figure does not take account of small merit bursaries offered by HEIs for A symbols in the National Senior Certificate examinations. By far the majority of these bursaries were funded by government (national and provincial departments and statutory bodies). The gender split was equal. Thirteen bursary recipients were studying engineering (both for degrees and NDs); nine were studying a range of health sciences; six were education students; and five were science degree students.

## REAP students by institution

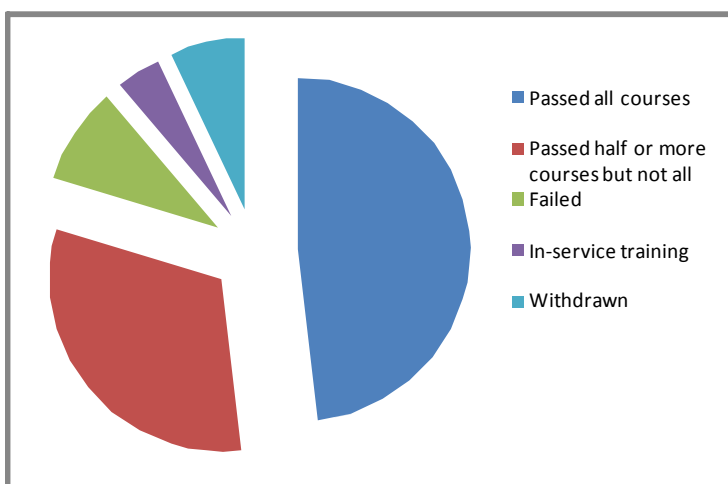
University of Johannesburg	40
University of the Witwatersrand	41
University of Pretoria	13
Tshwane University of Technology	32
University of Limpopo (Medunsa)	4
University of KwaZulu-Natal	49
Durban University of Technology	19
Mangosuthu University of Technology	2
Nelson Mandela Metropolitan University	21
Rhodes University	8
Walter Sisulu University	1
University of Cape Town	18
University of the Western Cape	23
Cape Peninsula University of Technology	23
University of Stellenbosch	7
University of the Free State	16
Central University of Technology	22
University of Fort Hare	1
	<b>340</b>

REAP makes use of NSFAS study loans to support tuition & residence accommodation costs. In addition REAP provides a grant for associated costs – registration, books, meal allowances, travel, equipment etc. Students who obtain bursaries do not require loans. REAP tailors the grant cost to meet needs not covered by the bursary.

In some cases full cost bursary holders withdraw from the programme as all their needs are met. REAP claims the bursary students as

indicators of early success for the Programme, as it is REAP that has facilitated their access to higher education, enabling them to qualify for bursaries.

In addition REAP provided student support to 39 students with full cost bursaries from Kagiso Trust’s Eric Molobi Scholarship Programme. These students studied in various fields of engineering and BCom (Accounting). In total 24% of REAP students did not require NSFAS loans for their tuition costs.



### Academic performance

Of the 38 students in who did not write examinations 23 withdrew from the programme and/or studies and 15 ND students were in the in-service training/ experiential learning phase of their studies.

Students doing national diplomas fared slightly better than those doing degree courses.

Student performance					
	Total	Female	Male	%	% of those who wrote exams
Graduated	40	26	14		
Passed all courses	164	87	77	48	54
Passed half or more courses but not all	107	53	54	32	35
Passed half & more courses, including all	271			80	89
Failed	31	13	18	9	10
In-service training	14	5	9	4	
Withdrawn	24	14	10	7	

Reasons for withdrawal	
Bursary	1
Non-compliance with programme conditions	8 5 had associated weak academic performance
Academic exclusion/ failure	14 8 in the engineering stream (5 degree & 3 ND)
Failure to obtain In-service training	1

	National diploma	Degree
Number students who wrote exams	103 (81% of ND students)	213 (93% of degree students)
Passed all courses	62%	50%
Passed half and more courses	31%	37%
Passed – continues with studies	93%	87%
Failed	7%	13%

### Explaining failure

*“Siya did not pass any of his first semester courses. He carries a heavy emotional load. He is constantly worried about the safety of his brother (4 years) and sister (8 years) who live with his mother who abuses alcohol. She spends most of her time in shebeens. She was recently assaulted by a male friend with a heavy wooden object and was hospitalised for a long time. There was no one at home to supervise the children or take them to school. We had a long counselling session about this situation. A lecturer in his department offered to coach him.” Wendy, SDA Eastern Cape, August 2010.*

Unfortunately Siya failed all his courses at the end of the year and did not continue with his studies.

### Best performing first years

Seven first year students passed all their courses in 2010 and obtained 3 or more distinctions. (over 75%). All were national diploma students.

Best performing first-year students					
	Gender	Origin	Course	Institution	Distinc.
Helga Dlamini	F	Mthatha, Eastern Cape	ND Civil Eng	CPUT	7
Bulelwa Lomntu	F	Mount Frere, Eastern Cape	ND Biomedical Tech.	CPUT	9 of 10
Siphelele Madonyela	M	Ntlaza, Eastern Cape	ND Civil Eng	NMMU	4
Thabo Matla	M	Witsieshoek, Free State	ND Elec Eng	CUT	3
Sibongile Mkhwane	F	Makwassie, North West	ND Analytical Chem.	TUT	3
Hugh Resandt	M	Citrusdal, Western Cape	ND HRM	CPUT	3
Nelly Sebeela	F	Thaba Nchu, Free State	ND Info Tech	CUT	3



**Helga Dlamini**



**Cebolenkosi Myeza**



**Johannes Molebatsi**



**Busisa Gijana**



**Wonderboy Ndaba**

### Best performing seniors

Thirteen senior students passed all their courses in 2010 and obtained three or more distinctions. Some degree students are found in this group.

Best performing senior students						
	Gender	Origin	Course	HEI	Study year	Distinctions
Norman Dau	M	Matavhela, Limpopo	ND Agric Mgt	TUT	2nd	8 of 10
Busisa Gijana	F	Mthatha, E Cape	ND Dental Tech	DUT	3rd	4
Eusebia Jwara	F	Umzinto, KZN	B Pharm	UKZN	Final (4)	7 of 9
Makena Matsepe	M	Boleu, Limpopo	ND HR Management	UJ	Final (3)	5
Brakie Mohlape	M	Tebang, Free State	ND Chem Eng	CUT	2nd	4
Johannes Molebatsi	M	Motetema, Mpuma.	B Pharm	RU	3rd	4
Mokete Mothea	M	Botshabelo, F State	ND Int Auditing	CUT	Final (3)	3
Cebolenkosi Myeza	M	Maphumulo, KZN	B Education	UKZN	2nd	3
Nomsa Mzimba	F	Hluvukani, Mpuma.	B Admin	UP	Final (3)	3
Wonderboy Ndaba	M	Blaaubosch farm KZN	B Education	UKZN	3rd	4
Leandri Potberg	F	Caledon, W Cape	ND Management	CPUT	2nd	3
Kadi Putswa	M	Mokodumela, F State	ND Analytical Chem	UJ	2nd	4
Bernice Witbooi	F	Port Nolloth, N Cape	ND Env Health	CUT	Final (3)	4



**Esperanca  
Sorota**

## 2010 graduates

At the end of 2010, REAP is proud to report 40 graduates, 26 women and 14 men. Twenty-five, more than half, completed their studies in minimum time with two being on extended programmes. Thirteen took an extra

year and two needed two additional years. It is always important to note that many REAP students demonstrate early success and obtain full cost bursaries, as reported elsewhere in this report. Obtaining bursaries often means students leave



**Nonjabuliso  
Ndlovu**



**Peggy  
Somana**

2010 REAP graduates				
	Gender	Province	Course	HEI
Adams A	F	W Cape	ND Radiography	CPUT
Bala T	M	E Cape	B Pharmacy	UL
Cagi N	F	KZN	B Social Science	UKZN
Chabalala F	F	Limpopo	ND Building	UJ
Cloete H	F	N Cape	B Cur	UWC
Didiza N	F	E Cape	B Cur	UWC
Dlamini N	F	KZN	BA Drama	Wits
Dlamini P	F	KZN	B Com (acct)	UJ
Engelbrecht L	F	N Cape	BCom (ext)	UWC
Farmer F	F	N Cape	ND Marketing	CPUT
Finger M	M	F State	B Sc Agriculture	UFS
Jwara E	F	KZN	B Pharmacy	UKZN
Komane J	M	Limpopo	B Information Sc	UP
Kudumela M	M	Limpopo	B Sc Geology	UCT
Malesa V	M	Limpopo	BSC Geology (ext)	UWC
Maphanga W	M	KZN	ND Marketing	DUT
Matsepe M	M	Limpopo	ND Human resources	UJ
Maziya M	M	KZN	B Agriculture	UKZN
Mnculwane M	M	KZN	ND Cost & Mgt Acct	DUT
Monyamane P	M	Gauteng	B Accounts	Wits
Mothea M	M	F State	ND Int Auditing	CUT
Mzimba N	F	Mpuma.	B Admin	UP
Naanyane O	F	Gauteng	ND Marketing	TUT
Ndlovu N	F	KZN	B Social Science (ext)	UKZN
Ndoko K	F	E Cape	ND Agricultural Mgt	NMMU
Nduku E	M	N Cape	B Sc	UCT
Netshia T	F	Limpopo	ND Civil Eng.	TUT
Nsimbini N	F	KZN	B Sc Physiotherapy	UWC
Ntongana L	M	Gauteng	ND Cost & Mgt Acct	TUT
Ntshela A	F	E Cape	BCom	NMMU
Phala O	F	Mpuma.	ND Electrical Eng.	TUT
Qikani M	M	E Cape	B Agriculture	FH
Sibiya T	F	N Cape	B Sc Medical Sc	UFS
Sithole T	F	N Cape	B Sc Bio Technology	UWC
Somana P	F	E Cape	ND Industrial Eng	NMMU
Sophazi A	F	E Cape	B Community Dev.	UKZN
Sorota E	F	Gauteng	B Com (Acct)	UJ
Wiese E	F	W Cape	LLB	UWC
Witbooi B	F	N Cape	ND Env Health	CUT
Xinindlu M	F	E Cape	B Com (Gen)	Wits

the REAP programme prior to the completion of their studies and are therefore not captured as a graduate on our database. REAP does cohort tracking studies every five years to report more accurately and comprehensively on graduation rates. See [www.reap.org/reports](http://www.reap.org/reports) for more detail. Some 13 students, having commenced studies in 2006 and 2007, were expected to graduate but ended the year with courses or in-service training modules outstanding. In some cases just one course remains to be passed while in others a semester

or, in one instance a whole year, has to be repeated. One B Com student at NMMU, with just one course outstanding, was able to proceed to Honours studies. Some of these students will complete mid-2011. In-service training for ND Civil Engineering students seems difficult to secure with four students not completing due to the outstanding in-service component. HEIs differ in how well they assist students to secure the obligatory experiential learning component of their courses.

### ***REAP graduates making their way in the world***

- ***Tulani Bala*** is currently doing his Masters at MEDUNSA.
- ***Hermene Cloete*** is working at the Red Cross Children's Hospital in Cape Town.
- ***Nandipha Didiza*** is working at Somerset Hospital in Cape Town.
- ***Jerry Komane*** started with an internship with the Council for Scientific and Industrial Research in January and still wishes to do Honours at the University of Pretoria.
- ***Matlebyane Kudumela*** and ***Victor Malesa*** are doing their Honours in geology at UCT and UWC.
- ***Wonderboy Maphanga*** is doing an internship at Ukhozi FM in Durban.
- ***Phote Monyamane*** is doing Honours at Wits.
- ***Khuthazwa Ndoko*** is doing B Tech studies.
- ***Nonkululeko Nsimbini*** is working at the hospital in her home town of Qotho in Northern KwaZulu-Natal.
- ***Aviwe Ntshela*** is working for First National Bank in Somerset East.
- ***Ophelia Phala*** is doing a BTech at TUT.
- ***Tshenolo Sithole*** is pursuing post-graduate studies.
- ***Peggy Somana*** is working for Transnet in Port Elizabeth.
- ***Esperanca Sorota*** is on a work readiness programme at Guarantee Trust (Pty) Ltd in conjunction with the FASSET sector and education training authority and will be placed with a small accounting firm from July.
- ***Masimbonge Qikani*** is seeking employment in Johannesburg.
- ***Evorensia Wiese*** is pursuing post graduate studies at UWC.
- ***Mitta Xindindlu*** is doing Honours at Wits.

In 2006 REAP took on a number of students without access grants. Only NSFAS loans were provided. This enabled us to assist more students but we soon learnt that it was extremely tough on the student to have no money. Sindiswa was one of these students. The students who made it through the first year received access grant money from then on.

Interestingly Sindiswa was initially supported by funds given to REAP in lieu of wedding presents! Sindiswa took five years to do her B Com Accounting and moved to Honours with one course outstanding so will only complete this year. But all of us at REAP never doubted Sindiswa's star quality. Faith in Sindiswa abounded and it paid off.

### ***Sindiswa Ntshangase's story***

On the day of REAP's office launch in Johannesburg Phumla Hobe received this e-mail:

*"Goodday Phumla*

*I just received some good news and I thought to inform you guys at REAP about it - I think I miss having to give feedback and have people to share information about my academics with. I got a promotion from being an SI leader for first year students to taking the second year students this year, which also means more benefits for me as I am a postgrad student. I think that this also opened up a great opportunity for me because one of my lecturers, Professor du Preez, told me that he would like me take up a junior lecturing post next year and also enrol for masters in economics. He is so encouraging and asked me to work hard and meet him half way as he and his wife, who is also a senior lecturer, will guide me and ensure that I pass my honours and take up on the position next year. I feel so under pressure and excited at the same time*

*Kind Regards, Sindiswa Ntshangase"*

The e-mail was accompanied by this letter:

*"Dear REAP (team/family)*

*I do not know how the process of stopping to be a REAP student works out, because I actually never imagined the day I would have to. Which is not all that bad because I feel that I am still part of REAP, because I am where I am because of my experiences, whether it's with the student advisors, my mentees and fellow REAP students.*

*I would like to take this opportunity to thank everyone at REAP for the efforts to help fund, encourage and motivate me throughout my study life. I really feel that I am in a better position than I'd ever be in my life had I not been receiving support from REAP. My mother was teary eyed when she said 'Sindi, I understand why you value REAP so much, they have not only done all the things that I would have wanted you to have, but they have given you things and experiences that even I could never have imagined'.*

*We had our first honours meeting yesterday and the HOD said, 'All the 20 people accepted into this programme it through your hard work', but I thought for me it is different, because there are so many times when my 'hard work' could have been futile, but a simple 'calm down and relax Sindi' from my student advisor made all the difference.*

*As short as this message is, it sincerely comes from a great depth in my heart. I am utterly grateful and thankful to have met people like Jackie, Clairissa, Glenda, Phumla, Bonggi, Wendy and all the other REAP students some of which I am still friends with. It has all been a blessing for me and I pray that God blesses you all immensely in your life's endeavours. Kind Regards, Sindiswa Ntshangase"*

# Student support

## **NSFAS administration**

The tuition and most of the residence costs of REAP students are covered by National Student Financial Aid (NSFAS) loans. NSFAS is a state scheme to enable access to tertiary education for poor students. The interest rate is subsidised, 40% of the loan can be converted to a bursary for good academic performance and repayments commence after studies. Most NSFAS loans are administered through HEIs and REAP senior students access their loans in this way.

REAP is in partnership with NSFAS to provide access in particular for rural students. REAP's reach into rural areas is particularly valued for addressing equity of access to higher education. In 2010 REAP's NSFAS allocation was R1,622,800 of which R1,472,054 was spent. REAP gave notice to NSFAS in October of our small under use of loan finance, enabling this balance to be re-allocated to another NGO providing access to poor students.

NSFAS loans were processed by REAP for 59 students, 45 first years

and 14 senior students. REAP uses its NSFAS allocation primarily for first years. Continuing students are generally expected to access NSFAS through their HEI for subsequent years so that they are integrated into the financial support operations of their HEI. More first years gained finance through their HEIs than usual in 2010.

The NSFAS maximum loan for 2010 was R47,000 but permission could be sought for loans in excess of this limit. Five students, studying at Rhodes, Wits & Pretoria universities, required loans in excess of this maximum. The average loan for REAP first years was R26,737 with the highest being R58,965 for a student of pharmacy at Rhodes University and the smallest loan of R3,000 for a UKZN partial bursary student who was with REAP for the second semester. The average senior student loan R19,206.

Study costs at South African HEIs vary enormously. The annual NSFAS maximum is calculated for costs across all 21 South African state institutions of higher education.

## ***More funding for tertiary education***

*In 2011 the DHET through NSFAS will fully convert the final year loans of students who complete their undergraduate studies to bursaries, thereby lightening the debt in return for good performance*

## **Access grant administration**

Nearly R3 million (R2,978,514) was spent on access grants (books, meal and travel allowances, registration costs and equipment) in 2010. The standard grant for first years was R11,600 and for continuing students R8,960. Some continuing students received half allocations for one

semester of study prior to in-service training, completion of studies, repeat courses etc.

There were also exceptional cases where students received more and less than the standard allocation due to high study costs and bursaries respectively. REAP has had a practice of providing bigger grants for first

years due to registration costs and other expenses thought to be higher in the first year. This practice will change in 2011 with a standard access grant for all students but with flexibility for individual needs. The average actual access grant was R9,895 in 2010.

At the end of 2010 REAP was able to purchase 72 laptops at a discount. These will be distributed to selected senior students at the start of 2011. Criteria for selection will include: sound academic performance; the information technology needs of particular courses; access to HEI computer facilities; etc. We are aware of the need for computer access for students and will continue to expand access in 2011.

### ***Bursaries***

As reported above, 85 REAP students received tuition and other study cost bursaries. Besides the 39 Eric Molobi Scholarship (Kagiso Trust) students for whom REAP provides non-financial support, 46 regular REAP students were able to obtain bursaries once they were at an HEI. The primary sources of these bursaries were various government departments and provincial government funds.

### ***Accommodation***

The student accommodation crisis has consistently been raised in REAP reports. In 2010, Minister of Higher Education and Training Blade Nzimande commissioned a review of student accommodation under the leadership of University of Johannesburg Vice Chancellor Prof. Ihron Rensburg. The report is due to be presented to the Minister at the time of writing, April 2011.

Meanwhile REAP is building partnerships with two large private providers of student accommodation, South Point and Lion's Share, which

is easing the situation for REAP students. The rising cost and nature of much student accommodation and sometimes distance from libraries and computer laboratories remains of concern to us and we shall reconsider our intention to research student accommodation once we have studied the commission's report.

### ***The student support development programme***

Five student advisors assisted by two intern advisors and two senior student advisors provided a full programme of student development and support during 2011. Staff changes and maternity leave caused some stress for student advisors and in some instances students complained of frequently changing student advisors.

- Mentors (REAP senior students) met new students and served as their institutional and city buddies for the first quarter. Mentors for 2011 were trained in August.
- Student advisors travelled to six hub areas (Pretoria/ Tshwane; Johannesburg; Durban/ Pietermaritzburg; Port Elizabeth/ Grahamstown; Bloemfontein; and Cape Town/ Stellenbosch for individual and group sessions in March, May and August.
- Students entered into an agreement with REAP at the start of the year. This forms the basis of the developmental and supportive relationship, while building responsibility. May engagements were about adjustment for first years, performance monitoring and planning for mid-year exams. The August engagement reviewed mid-year performance and plans for improvement where necessary. A small minority of students who did not keep appointments had to be followed up.

- Monthly telephone and e-mail engagements tracked adjustment, performance, health and well-being. These e-mail communications in particular maintained student accountability in respect of monthly grant payments for meals, books, equipment and travel.
- Conditional Status agreements with plans for improved performance were put in place for students with sustained weak academic performance in March and August.
- Improved Performance Plans were put in place mid-year for first years struggling academically.
- Working relationships were maintained with HEI student support and counselling services. REAP students were referred to life, study and preparation for work skills workshops delivered by these services. First years were required to attend five throughout the year, while senior students were required to attend three or four, depending on their needs and what their HEIs provided. Attendance was monitored through the REAP student advisors' relationship with support services personnel. Again, in some instances, students did not attend as required and had to be reminded of their responsibilities during the August visit.
- Relationships were also maintained with financial aid offices at HEIs to ensure loan financing for REAP students. These relationships are crucial especially when private accommodation providers have to be paid from student loan money and to avoid outstanding balances.
- Relationships with academic staff were not expanded on due to capacity constraints. It is hoped that the regional managers introduced at the start of 2011 will pay attention to these once they have settled into their new roles. Such relationships will benefit students in terms of academic support.

### *Highlight from the August field trip*

*"Meeting with first year students and seeing them in a better space than in the first semester. Our meetings were less awkward and tense this time around."*

Bongi, SDA Western Cape

- At the start of the second semester motivational workshops were organised primarily for first years. Students also met in groups, which they enjoyed. Senior Western Cape students had a *Relationships & Power Play* workshop and all REAP students at Wits were addressed by Dean of Students Prem Coopoo.
- Student administration took up considerable time. This included loan applications, access grant budgeting and adjustment, analysis of fee statements and result schedules, accommodation agreements and payments, monthly allowance payments, processing re-applications etc.
- The student advisor forum met fortnightly to plan activities and discuss practice, supporting students with particular difficulties and challenges, and deciding on withdrawals and special needs.
- The World Cup required REAP to rearrange its schedule somewhat but the main impact was on students. Shorter learning engagement time meant syllabuses having to be delivered in less time at a faster pace which many students found very challenging.

### ***Student advisor comment***

*"The main contributor to failure is that students do not prepare adequately for lectures. Another trend is that students do not start working from the beginning of the semester, putting themselves under enormous pressure at test and exam time. A lot of the interventions have centred on students working consistently right from the beginning. Many students will be attending time management workshops. NMMU has excellent student counselling services."*

Wendy, Eastern Cape SDA

### ***Challenges and dilemmas***

- Students do not always keep appointments or keep in contact. Some are excused due to practical training commitments but those who simply do not turn up are monitored and this lack of compliance with REAP's requirements will impact on their monthly meal allowance processing and eventually whether they remain on the programme or not.
- Strikes at a number of HEIs disrupted normal university activities. These usually arise around student finance and exclusion due to outstanding fees.
- Rhodes has a clinical counselling service for students but does not currently have a student development support service.
- B Com Accounting students often struggle with accounting and change course to a more general B Com. REAP, where possible, partners with Thuthuka, the SAICA (South African Institute for Chartered Accountants), to provide extra tutorial support for B Com Accounting students.
- The weak performance of students in engineering degrees is cause for concern and reflected on further below. REAP will consider how to best respond.
- First year students struggling academically at UCT.
- Non-Afrikaans speaking students at US and CPUT are struggling with lectures given in Afrikaans
- Students' anxiety about their conditions at their family homes impacts negatively on their studies. Students are known to share their living allowances with their families.
- Three students fell pregnant and had babies during 2010. This however did not disrupt their studies with quick returns to study after delivery and delivery during holidays. At least one male student also shared that his 'girlfriend from home' was pregnant. SDAs do not believe students are ignorant of the risks of unprotected sex and multiple partners but some continue engaging in risky behaviour.
- Students do not fully utilise the services that are on campuses. REAP will improve the way it brokers these relationships.
- The August visit is demanding for student advisors. This is the time that students may have to face and address failure, sometimes for the first time. Students have also been home and are acutely aware of circumstances in their home environments. REAP offers debriefing for students advisors after these engagements.

## **Mentor programme**

This aspect of student support, developed by Clairissa Arendse in 2008, is highly valued and continues to work well. Well performing senior students were selected in the second semester and trained by SDAs during August or September. Mentors from 2010 joined the training sessions receiving book tokens and a lunch out in appreciation. Mentors were on campus early at the start of the year to meet first years, introduce them to the ways of REAP and the geography of the HEI. Many mentors went the extra mile introducing new students to others in the same course for the formation of study groups and assisting in the search for accommodation. The mentors benefit from this service and are generally proud of their role.

## **Academic monitoring**

REAP used two mechanisms to encourage improved academic performance. First years who failed majors were put on Improved Performance Plans (IPPs). This is a plan of action which may include peer support, extra tutorial attendance and referral to support services, agreed between student and advisor and monitored over a six month period.

This intervention can be sustained or fall away in the face of sound improved performance during the following semester.

If such a plan is not effective and course failure indicates extended study a Conditional Status agreement is put in place, similar to an IPP but with the understanding that the student may lose REAP support if performance does not improve. REAP cannot support students who repeatedly fail courses. Our guideline for continued support is completion of the qualification in minimum time plus one year, tempered by individual considerations when a student is close to completion and discontinuing support would be counter-productive.

## **Conditional Status (CS)**

The report writer found some difficulty in analysing conditional status data. This will be improved in future. Indications are that, of the students put on conditional status at the start of the year some 43% were reinstated, 30% continued on conditional status, and 26% were withdrawn.

More analysis of the effectiveness of Conditional Status and Improved Performance Plans is necessary.

### ***Appreciating mentors***

*“One of the things which was important for me during the August fieldtrip was the appreciation of mentors. We visited Constitutional Hill. We gave out certificates & vouchers and the highlight was taking them out for lunch. The students really thanked REAP because they had never eaten Nandos before!”*

*Vatiswa, Assistant Student Advisor, Gauteng*

## **North West University, Mafikeng**

Early in 2010 we were approached by our regional representatives (volunteer student recruiters) in North West. They were aware that well-performing learners were wishing to pursue their studies at the Mafikeng campus of the North West University, close to their homes, but that REAP was not servicing students at this HEI. One of the reasons REAP was not supporting students on this campus was the distance required to travel, and the cost of this travel, to support students there. We proposed to the campus student affairs staff that if they were able to deliver some of the support and performance monitoring REAP provides we could explore a partnership. Our programme development manager visited the campus in May and was enthusiastically received by all levels of staff. A plan was put in place to support at least 10 first year students in 2011 as a pilot project with the intention of steadily growing the number of REAP students on this campus if the partnership worked well. This presents an exciting opportunity for REAP to *mainstream* our successful model of support in partnership with an HEI.

### **Community service**

The 3 days of community work required of REAP students seemed to follow three themes in 2010:

- Returning to schools to assist grade 12 learners with revision and providing feedback on the tertiary experience;

- Doing time in clinics, old age homes and orphanages and with community projects; and
- Gaining work experience in municipal, police and other government services.

The benefits are clear both ways. Students' acknowledge the acquisition of a range of insights (e.g. having to take responsibility and show respect) and skills (such as work load management & communication). While some students have to be hounded to undertake and report on community service, never a favoured task of SDAs, others put in much more time than the minimum required.

### **Student feedback**

Each year REAP requests students to provide feedback on the programme. There is no doubt that the support provided by student advisors is highly valued. The mentors and workshops are also appreciated as is the peer group REAP is able to provide. Student recommendations were as follows: regular student meetings and a gathering in Cape Town for all REAP students; more motivation workshops and workshops on weekends and in holidays; full cost bursaries; sponsored computers; more face to face contact; direct access to student advisors (i.e. not through an appointment system); evaluation of private accommodation; reward good performance with a gift; and early and automatic monthly payments without a request.

Interestingly REAP's development plans meet a number of these requests. Computers will be provided to selected students from the start of 2011, our Johannesburg office allows student advisors to have ongoing face-to-face contact with students, partnerships are being built with reputable private accommodation providers and an impending

partnership with the NSF will provide full cost bursaries to many! Other recommendations are counter to the intent of the Programme to build responsibility and accountability so the practice of monthly engagement prior to payment of allowances will not be changed, at least for the majority of students.

### Student feedback

#### Highlights

- Being a mentor
- The motivation/ goal setting workshops
- Being part of a group and making friends
- Moving into residence
- Exposure to different people, cultures and languages
- Receiving support from senior students
- Being at university and participating in a wider world: travelling with the soccer team; being part of student bodies
- Receiving a bursary
- Communicating via e-mail
- Do well academically
- Getting a job

#### Challenges

- Pace and pressure of work – two exams in one day!
- Distractions from others
- Off campus residence: travel, no access to computers
- Making the wrong study choice
- Ill-health
- Being mugged
- Failing and preparing and still failing
- New technology
- Lecturers' ways of teaching
- Having your family far away and being without friends
- Not having text books
- Transition from school to university



# *Piloting an academic reading support initiative*

*Given the wide range of academic programmes undertaken by our students, REAP has always looked to HEIs for the provision of academic support and referred students to faculty and student support services initiatives. Over the last few years, however, we have become concerned about the academic challenges experienced by science and engineering students at traditional universities, in particular, and the high drop-out rate in these disciplines. These scarce skills disciplines are particularly important in the South African context.*

*REAP is also aware that English is not the first language of any of our rural students and that much teaching in rural schools takes place in a local language. English being the medium of instruction in higher education presents an added hurdle for our students.*

*At the start of 2010 a group of ten of REAP's first year, English Second Language BSc students from Wits were invited to attend a pilot training project to enhance their English reading, comprehension, study and communication skills. A nine-day programme was delivered in two parts by the Athol Desmond Study Centre during the March and July academic breaks. Only one student demonstrated some resistance and missed two sessions. The training was extremely well received by all the other students.*

*The salient features of the initial assessment tests were as follows:*

**Reading accuracy:** *80% of the group achieved the test maximum.*

**Reading vocabulary:** *The average (mean and median) reading vocabulary level was Grade 6 for the total group.*

**Reading rate:** *The average reading rate for the group was 68 words per minute (Grade 12 normative level is 250 words per minute)*

**Reading comprehension:** *The average comprehension score for the group was 46%.*

*In the light of these results individualised training intervention was instituted during Phase 1 in order to consolidate and extend the*

*essential underlying individual reading, vocabulary and comprehension skills identified as being significantly compromised. In addition, a variety of other skills were introduced to contextualise and balance these underlying academic skills. These included the development and specific application of various study skills – with emphasis on SQ3R<sup>1</sup> and mindmapping and informational, motivational and inspirational handouts on free choice, goal setting, dealing with change, stress management and reflections of uniqueness for discussion and personal use.*

*These personal development skills were also presented in an interactive manner. These included facilitating communication and discussion on a variety of life skills, emotional maturity as well as personal awareness and experiential skills (including relaxation and visualisation exercises). The overall aim was to educate, motivate and to inspire the students to develop the will to grow, to believe in themselves by experiencing their capacity, and to experience sustainable growth in a meaningful way. This helps students glimpse their potential and to choose to unlock it in a joyous and fulfilling way.*

*During the four days of Phase 2 there was a continuation of the Phase 1 training with relatively more time given to consolidation and extension of the essential underlying reading, vocabulary and comprehension skills. Additional practice in public speaking and communication skills (requested by the students) was provided each day. A new course in success and motivation – 'success – living your dream' - was interactively presented for an hour each day. This course included developing a vision and positive self-esteem, planning, goal-setting, affirmations and visualisation, synergy, appreciation and contribution.*

*In summary the students made significant progress in their reading level, rate and comprehension on increasingly complex material.*

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<sup>1</sup> Survey, Question, Read, Recite and Review Study System.

### Results of pilot academic reading support programme

No	M/F	Course	NSC results	Mid year	End year	Result	
1	M	B Sc	English 1	60	Failed all 4	Passed 1 of 4	Continues (on CS)
			Maths	73			
			Physics	49			
			Afrikaans 2	69			
2	M	B Sc Chem Eng	English 2	78	Passed 3 of 6	Passed 2 of 6	Excluded
			Maths	96			
			Physics	77			
			isiXhosa	67			
3	F	B Sc Quantity Surveying	English 2	73	Passed 3 of 5	Passed all	Continues
			Maths	80			
			Physics	58			
			TshiVenda	78			
4	F	B Sc Biological Science	English 2	71	Passed 1 of 4	Passed 1 of 4	Excluded
			Maths	66 <sup>1</sup>			
			Physics	50			
			isiZulu	80			
5	M	B Sc Chem Engineering	English 2	74	Passed 3 of 5	Passed 4 of 6	Continues
			Maths	85 <sup>2</sup>			
			Physics	78			
			Pedi (N Sotho)	70			
6	F	B Sc Biological Science	English 2	70	Passed 2 of 4	Passed 3 of 4	Continues
			Maths	80			
			Physics	59			
			Pedi	71			
7	F	B Sc Civil Engineering	English 2	70	Failed all	Passed 3 of 5	Continues
			Maths	79			
			Physics	67			
			XiTsonga	75			
8	M	B Sc Mining Engineering	English 2	70	Passed 2 of 3	Passed 5 of 6	Continues
			Maths	77			
			Physics	71			
			TshiVenda	72			
9	F	B Sc Computer Science	English 2	72	Passed 4 of 5	Passed all (5/5)	Continues
			Maths	91 <sup>3</sup>			
			Physics	82			
			Pedi	73			
10	M	B Sc Mining Engineering	English 2	71	Failed all	Failed all	Excluded
			Maths	70			
			Physics	63			
			Pedi	78			

(1) Student no. 4 also did Maths paper 3 and got 25%; (2) Student no. 5 got 34% for Maths paper 3; (3) Student 9 got 58% for Maths

*Ability improved over the nine days of the course by four to five levels of reading complexity with average reading rates improving from an average range of 50 to 87 words per minute to a final average range of 210 to 240 words per minute.*

*Comprehension improved during this period from a starting average range of 30% to 60% to a final average range of 70% to 100% on the higher level material at the higher rates. They experienced the study, communication and life skills as having a very positive impact on their personal and academic functioning and feedback reports confirmed that all enjoyed the course.*

*More specifically most reported that they gained significantly from the reading development (in terms of confidence, as well as skills such as speed, comprehension, increased focus and concentration, and retention). Many reported on the benefit of the study skills and the goal setting aspects of the course. All enjoyed the personal development and experiential aspects of the course. Many people reported on how they felt empowered, inspired and motivated by the course referring to increased self image and general coping skills.*

*Although there can be no direct correlation between a developmental intervention such as this and short term academic performance it was REAP's hope that such an intervention would assist the students with their studies. It was noted that this course was not designed to assist with specific scientific knowledge or mathematical understanding and was in essence a short trial project.*

*The academic results of this group of students are summarised on the next page.*

*It does not seem that any indicators of success or failure are identifiable from this very small sample. The student with the highest NSC mathematics mark was excluded from studies at the end of 2010. The student who passes all courses at the end of the year did do Maths*

*paper 3 in matric and obtained a reasonable mark.*

*Our conclusions are that an academic literacy programme is helpful, of value and highly appreciated by students especially when delivered creatively and energetically. It was demonstrated that, even with a short intervention, competencies and self confidence improve significantly. However such a intervention cannot compensate for significant shortcomings in the short term; that such a programme cannot be expected to make up for accumulative information knowledge and specific skills deficiencies in other spheres such as mathematics and science, in particular; and that the timing and duration of such an intervention, and how it is delivered are factors for consideration. REAP will continue to explore academic support interventions with Teaching and Learning programmes at HEIs and conversations with the Athol Desmond Study Centre.*

*The story of student number 4 is particularly poignant and a disturbing insight into the shortcomings of South African education along with the challenge of language. The assessment tests noted an 11-year old reading accuracy level, a reading rate of 93 words per minute, a 30% comprehension score and a vocabulary competence of a grade 5 learner. All of the above were tests of English reading ability and student no 4's home language was isiZulu. This student's NSC results were: English second language 71%; Zulu home language 80%; Mathematics 66% (Maths paper three 25%); Physical Science 50%; History 87% and Life Orientation 77%. These are considered good results in the REAP recruitment context.*

***More detailed information on this project and testing and training methodology is available from REAP on request.***

# Recruitment and selection for 2011

A total of 3,398 application forms were distributed in 2010 for programme entry in 2011, many more than usual. Of those, 1,491 forms were returned, a return rate of 42%.

Many of the applications sent to Gauteng are distributed via partners with projects that are supporting rural learners in other provinces. REAP has a particularly close partnership with Edumap, a bridging college in Johannesburg which assists rural learners with maths and science. A total of 1,092 applicants were interviewed. The primary reasons for declines at this first phase were:

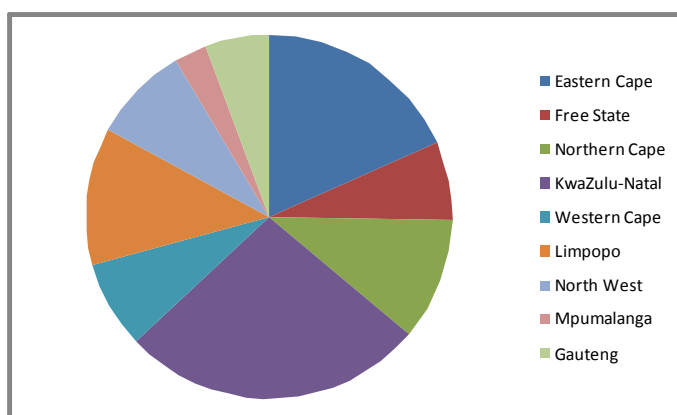
- Missing information & incomplete applications leading to REAP being unable to assess applications;
- Poor academic results; or
- A household income in excess of our threshold.

The gender breakdown of shortlisted applicants was 54% female and 46% male. The interview considers:

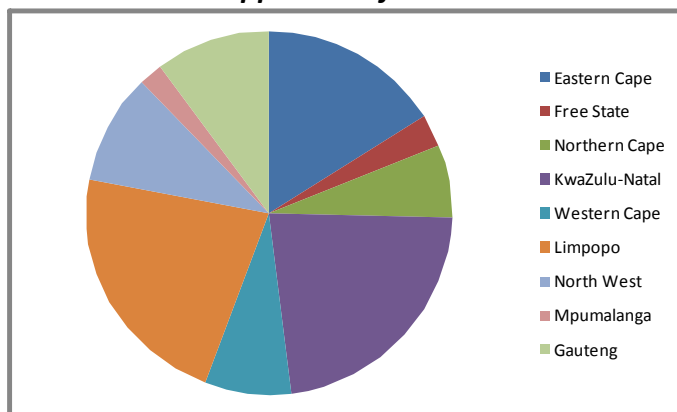
- English competence as this is the primary medium of study;
- Knowledge of chosen course and preparation for higher studies; and
- Independence, motivation and ability cope with an alien environment.

The second phase of selection saw applicants with low interview scores and unexceptional academics being turned down. Remaining applicants were then ranked with those having between 50 and 60% being short

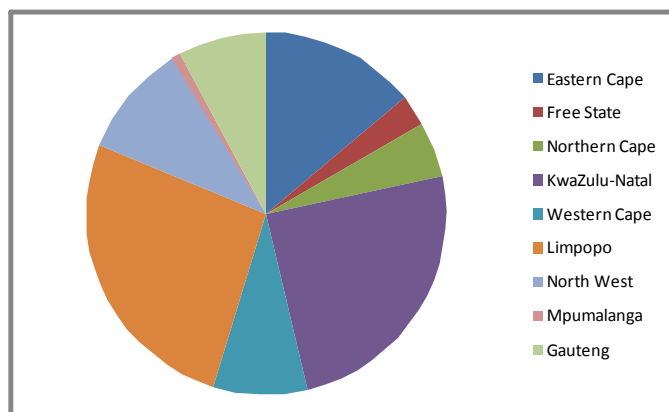
listed. The 50–60% range allowed REAP to ensure a provincial spread of candidates. The remaining applicants were put on a waiting list so as to take up spaces not filled by short listed students and to allow for improved performance in the NSC examination.



**Provincial application form distribution**



**Provincial application returns**



**Provincial applicants shortlisted**

REAP's objective throughout the selection process was to increase the intake of new students in 2011.

The final confirmations of support happened early in 2011 based on NSC academics relevant to course of study and confirmation of places to study at HEIs. While REAP did a lot of follow up with shortlisted applicants to ensure we received the necessary documentation the primary responsibility for provision of documents remained with the applicant.

### **Volunteers**

To reach and engage with the applicants REAP sustained and worked with a network 114 of volunteers (49 female and 65 male) , referred to as REAP regional representatives. These programme representatives were active in different regions of all nine provinces. REAP, while proud of its rural reach, is aware that there are many areas where learners are not aware of the REAP support programme. The director's report outlines plans for extending this network and plans are emerging to capacitate senior REAP students to engage with Grade 11 learners in their home areas.

In December 2010 40 regional representatives gathered in Cape Town to share and receive information. They were briefed on REAP's plans for expansion and the South African Qualifications Authorities career guidance helpline. Although REAP is unable to support students at further education and training (FET) colleges, we are aware that many rural youth maybe best suited to this type of tertiary study. An expert on this sector provided a picture of this sector in South Africa and answered representatives' questions. This sector is the current focus of the Department of Higher Education and Training which is planning to increase FET students from 420,000 to one million in the next two to three years. Participants explored how REAP can best support the voluntary recruitment and selection activities which also include career guidance for learners and the REAP office staff demonstrated their appreciation for these vital programme activities through an appreciation dinner and an outing to the Waterfront. Potential new recruitment partners loveLife and Youth for Christ also attended this meeting.



# ***Programme development and research***

## ***Early Recruitment Programme***

Regular readers of REAP reports will be aware that REAP has felt the need to engage with learners earlier than the end of their Grade 12 year to assist in preparing them for entry into higher education. How to take this forward in the broad rural context has baffled us! In 2010 we were able to commission some research to inform our planning of such a programme. The proposals, however, were expensive considering the numbers of young people who would be reached. A rethink is necessary and we hope to take this forward in 2011. A financial partner has shown interest in supporting a pilot project.

## ***Information technology***

We are acutely aware that our data base is passed its sell-by date having been state of the art in the late 1980s! It is not user-friendly and is unable to easily produce the detailed and specific information now needed. We are also cognisant of its stability and work horse qualities! Work was started on surveying potential providers of a new system and sharing such a system with at least one other bursary programme. This will be taken forward in 2011.

## ***Tracking impact***

A second student tracking study was completed early in 2010. It tracked the progress of the 2005 entry cohort five years after commencing studies. It was briefly reported on in the mid-

year report and is available on our website and on request. The graduate rate of 57% of students in 5 years with a possible 70% graduation rate taking account of students still studying, was very affirming for REAP.

## ***Interns***

Two young female graduates, one an ex-REAP Social Science student from UKZN and one a Social Development Honours graduate from UWC, were contracted for a year of in-house training and experiential learning. Both have taken up permanent student advisor positions with REAP at the start of 2011 with Vatiswa of UWC joining the relocating Gauteng team and Mbali remaining in the KZN team.

Vatiswa, the more experienced intern, was promoted to assistant student advisor mid-year to fill in for a student advisor on maternity leave. The intern programme has been successful in providing REAP with student advisors who have a passion for their work, but is unlikely to be repeated in 2011 as REAP is currently in need of experienced staff.

## ***Networking and training***

REAP staff attended the first Career Guidance Conference, the NSFAS/Financial Aid Practitioners Conference, The Minister's Summit on Higher Education, Education Week, Catholic Parliamentary Office roundtables on higher education policy, First National Bank and Hosken Consolidated Investments

bursary workshops and a budget breakfast during 2010. A range of staff attended training in project management, facilitation, report writing, time management, reception skills, event management, website management, assertiveness and administration.

On a special note REAP was invited to participate in the Cape Higher Education Consortium (CHEC) workshops on bursary provision. This consortium brings together the four higher education institutions in the Western Cape and the Department of Education and is led by Nasima Badsha, previously Deputy Director General for Higher Education in the Department and ministerial advisor. Senior REAP staff also participated in a Cordaid sponsored project exploring the sustainability of the SACBC social agencies.

### ***The Funding Practice Alliance***

Glenda Glover of REAP is a founding member of this alliance with the Community Development Resource Association, Inyathelo and the Social Change Assistance Trust. The purpose of this small alliance is to play a part in protecting and enhancing civil society. The first project was to examine the practice of the National Lotteries Distribution Trust Fund (NLDTF) and the National Development Agency (NDA) both important sources of South African

resources for civil society endeavour.

The report of this work *Meeting their mandates?* has recently been released and is available from REAP or any of the partners. A second phase of work examining donor practice more broadly is underway.

### ***Exploring a donor/recipient partnership***

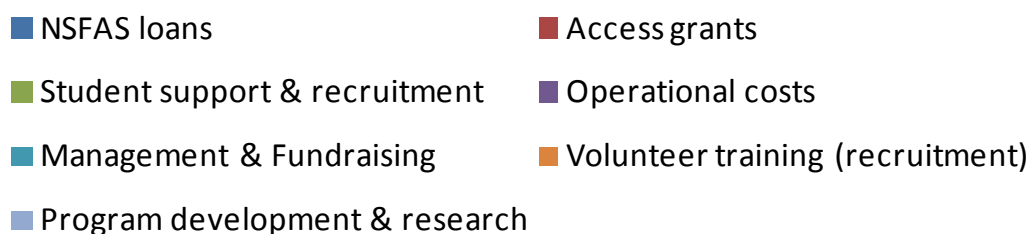
REAP and Irish Aid commissioned a review of the long relationship between us as partners in development in the context of Irish Aid ending support for REAP due to other strategic priorities. This report looked at milestones in the development of the partnership and what made the partnership a success. Its larger purpose was to contribute to the civil society debate on quality donor/recipient partnerships. Irish Aid sustained REAP during the lean years of 2002 and 2003. There is some doubt whether REAP would have survived this period without Irish Aid as a major donor! It also demonstrated the value of equality, respect and dialogue between partners and how Irish Aid funding provided a sound base from which REAP could grow and undertake research to inform our programme development and student support debates more broadly. REAP and many students are indebted to our Irish brothers and sisters.

# Finance

REAP's 2010 income of R9,009,210 was higher than that of 2009 by 18% largely due to National Lottery grants. Interest earned was down by 24%, not unexpected in a climate of fast declining interest rates and REAP's conservative investments. Fees earned from support services

rendered to bursary students in partnership with Kagiso Trust and the Authority of the iSimangaliso Wetlands Park rose but only made up 4% of income. Concomitantly, expenditure increased by 8% to R8,244,672.

## 2010 expenditure incl NSFAS loans



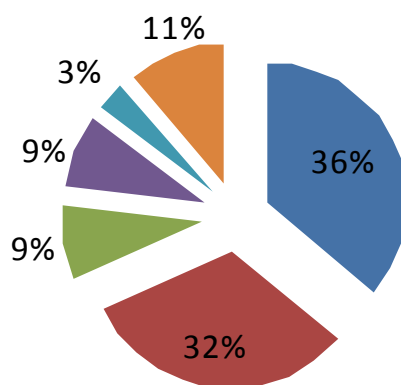
This chart only includes NSFAS loan funds processed by REAP. The loans of the majority of continuing students on the programme are processed by financial aid departments of HEIs which they are attending.

At the end of 2010 REAP held a reserve of R3.7 million, enough to cover approximately five months of full operation.

The Balance Sheet and Income Statement from the 2010 Audited Financial Statements are included in this report. The full Audited Financial Statements are available for the Finance Manager at REAP. The REAP auditor is Harry Curtis & Co, Chartered Accountants (SA), Reg No 935050, P O Box 53067, Kenilworth, 7745.

## REAP's 2010 Expenditure

- Access grants
  - Operational costs
  - Volunteer training (recruitment)
- Student support & recruitment
  - Management & fundraising
  - Programme devt & research



Note: REAP received a grant from Irish Aid in the amount of almost R1 million in 2010, the last year of a long partnership. Much of this, as desired by Irish Aid and REAP, was spent on

programme development and research. The intern student advisor programme is also captured in programme development and research expenditure.

### Balance sheet as at 31 December 2010

<b>ASSETS</b>		
<b>NON-CURRENT ASSETS</b>		
Property, vehicles and equipment		Described in notes
<b>CURRENT ASSETS</b>		
	9270205	9027642
Accounts receivable	175533	103973
Cash resources	9094672	8923669
	9270205	9027642
<b>RESERVES AND LIABILITIES</b>		
<b>FUNDS</b>		
	6821281	5748859
Access and Support Fund	3547495	3021408
Fr Noel Stanton Fund	3273786	2727451
<b>CURRENT LIABILITIES</b>		
	2448925	3278784
Accounts payable	196116	130262
Provisions	0	30000
Receipts in advance	2252809	3118522
	9270206	9027643

## Income statement for the year ended 31 December 2010

	2010 (R)	2009 (R)
INCOME	9099210	7495077
Grants received	8332744	6787830
Anglo American Chairman's Fund	249200	450000
AngoGold Ashanti Fund/ Educational Trust	350000	174000
Anglo Vaal Industries Ltd	200000	200000
Artiste Personnel Management	12000	0
Barloworld Trust	150000	250000
Bernadette Leon	13000	0
BOE Educational Foundation	0	40000
Catherine Stone	15600	13200
Cheryl Phillips	1000	0
De Beers Fund/ De Beers Trust	200000	500000
Deutsche Bank Africa Foundation	355380	224414
DG Murray Trust	1500000	1472000
First National Bank Fund	692450	629500
Francisca Diez De Riviera	334856	0
Frederic Fish Trust (Administered by BOE Private Clients)	0	20000
GCSA Greenbacks	0	175
HomeChoice Development Trust	150000	120000
Horizont 3000	382848	571400
Irish Aid	548630	0
Isimangaliso Wetland Park Authority	226690	0
Jackson Foundation	0	237990
Janssen Cilag	75000	45000
Loewenstein Trust (Administered by BOE Private Clients)	25000	0
Lord and Lady Laidlaw	373500	227000
McCarthy Ltd	40000	0
National Lotteries Board	886042	0
Nussbaum Foundation	150000	0
Oppenheimer Memorial Trust	850000	735000
PA Don Charitable Trust (Administered by BOE Private Clients)	15000	0
Restitution Foundation	100000	0
SACBC Bishops Lenten Appeal	75000	75000
Stichten Projecten Zuid-Afrika	82500	175000
Tania Leon Studiefonds	279048	523151
Telkom Giving from the Heart Programme	0	25000
Thebe Investment Corporation	0	80000
Interest received	385791	507729
Student Support Programme Fees Received	380875	199518
EXPENDITURE	8244672	7577137
Access expenditure	2978524	2582056
Financial administrative expenditure	484253	430917
Fundraising expenditure	98272	84416
Management costs	605335	566945
Programme development and research costs	1030307	790869
Property running expenses	229265	278542
Student support services	2546299	2621321
Training expenses	272417	222071
NET SURPLUS/ (DEFICIT) FOR THE YEAR	854538	(82,060)
TRANSFER TO FR NOEL STANTON FUND	(328,451)	(490,879)
ACCESS AND SUPPORT FUND AT BEGINNING OF YEAR	3021408	3594347
ACCESS AND SUPPORT FUND AT END OF YEAR	3547495	3021408

# The organisation

## **Governance**

Bishop William Slattery was required to step down from the chairmanship of the REAP board as his term as the REAP liaison bishop for the SACBC was exhausted. Professor Mary Nassimbeni stepped into the chair temporarily and Archbishop Lawrence Henry Emeritus took over as liaison for the SACBC. The full board met twice during the year in April and October with the Executive Committee meeting regularly with the director and finance manager in between. The Executive Committee, in consultation with the Board and with the assistance of a human resources consultant, undertook the recruitment, selection and appointment of the new Director. Over 90 applications were received. Three were interviewed by the Board and requested to do a presentation to REAP staff.

## **Leadership**

The start of 2010 ushered two student development advisors into management roles. The going was tough for Phumla Hobe and Charlene Nel, as work-loads and demands at

REAP are considerable. Support and training was provided and both have performed with excellence, taking up further responsibilities and leadership roles in 2011.

Russell Davies took up the directorship of REAP in September. Russell comes to REAP with international and local NGO leadership experience and qualifications in law and commerce. He has brought much excitement to the REAP team with his energy and big picture thinking, illustrated earlier in this report.

In November the REAP management team spent two days in strategic planning with Russell. We came away with plans to celebrate REAP's 10<sup>th</sup> Birthday in 2011 through expansion and growth. We intend to decentralise over time to support increasing numbers of students and bring our service closer to students. We shall increase staff numbers, strengthen recruitment, strengthen existing and build new partnerships and improve communications.

## **The team**

REAP has had to continue to deal with staff turnover but is also blessed with dedicated staff members passionate about the work of REAP. The students are the heart of REAP and it is their success that motivates us! Board and management wish to express sincere appreciation to staff and volunteers for the extraordinary way they go about this service to their country wide community.



## **REAP staff as at May 2011**

### **Head office**

Russell Davies – Director

Nadeema Taliep – Finance Manager

Ingrid Alexander – Accounts Administrator

Florence Petersen – Reception and Administration

Charlene Nel – Operations Manager

Charity Bafana – Recruitment and Selection

Glenda Glover – Programme Development, Research and Advocacy

Anél Wesson – Fundraising and Communication

Asanda Vumazonke – Programme Assistant

Juvet Martial – Caretaker (part-time)

Ntombekhaya Tuta – Housekeeper (part-time)

### **Gauteng, Free State and North West Team**

Phumla Hobe – Regional Manager

Lethabo Tloubatla – UJ

Vatiswa Mangxola – Wits & TUT

Linda Budaza – CUT, UFS, NWU, UP

### **Western and Eastern Cape and KwaZulu-Natal Team**

Kanyisa Diamond – Regional Manager

Sibonginkosi Mahlangu – NMMU, Rhodes and UCT

SDA vacancy being filled – CPUT, UWC and US

Mbali Shange – DUT and UKZN

Pinky Mathonsi – UKZN

### **Implementation partners**

The **National Student Financial Aid Scheme (NSFAS)** – providing loans to REAP first years; The Eric Molobi Scholarship Fund of **Kagiso Trust** – REAP provided support to 39 rural bursars; **iSimangaliso Wetland Park Authority** – REAP administered the partial bursary fund for land claimants; The **National Skills Fund** (Department of Higher Education) – providing bursaries to REAP students in 2011.

### **Higher education institution partners**

Cape Peninsula University of Technology; Tshwane University of Technology; Durban University of Technology; Central University of Technology; University of Cape Town; University of the Free State; University of Johannesburg, University of KwaZulu-Natal, Nelson Mandela Metropolitan University; University of Pretoria; University of Stellenbosch; University of the Western Cape; University of the Witwatersrand and Rhodes University.

New HEI partner: North West University (Mafikeng campus).



## ***REAP regional representatives and volunteers***

**Eastern Cape:** Sr Constance Dlamini, David Kometsi, Mfundo Monakali, Sr Alphonsa Cepu, Mrs Ramoipato, Fr Leake, Mrs Thabnae, Fr Matsoso, Nomabaso Ndaki, Andile Twalo, Nobuzwe Mofokeng, Nomagesi Saliwa, Happy Mantshi and Dr Dermot Moore.

**Free State:** Maliepetsane Nkolise, Fr Francis Mathoka, Fr George Wagner, Tebelo Mhapi and Janet Lambert.

**Gauteng:** Glayds Malunga, Rosinah Moroke, Chiganda Rapoo, George Chauke and staff at Edumap College.

**KwaZulu-Natal:** Makhosazane Mbogwa, Fr Jean Nzaji, Nolwazi Madwe, George Augustine, Barbara Kroonbanaly, Mark Naicker, Marion Jordan, Bongikosi Mkhize, Sphe Xaba, Dudu Mkhize, Lindiwe Zwane, Mary Khumalo, Siyaboga Malevu, Fr Musa Mncwango, Sakhile Khumalo, Freda Consess, Daisy Ngcobo. S'celo Mathenjwa, Pt Myeni, Lorna Wicks, Sizwe Nxasana, Fr Bonfani Jili, Fr Zenziele Gumbi, Nmpumelele Magubane, Atishia Banda, Siphesihle Myende, Nyembe Sibusiso, Sizo and Msizi.

**Limpopo:** Dr Sathekge (*rep on REAP board*), Placid Manamela, Cecilia Malebana, A Moloto, Mailula, K Malatjie, Verinah Shipalana, Sibongile Mathebula, Lucky Mavhungu, Vuledzani Madzuhe, Betty Masutha, Thmoas Makondo, Doreen Mokgoloboto and Dikeledi Mbusela.

**Mpumalanga:** Sarah Tshabedi, EM Maredi, Fr Aldrin, Mtunzi, Zodwa Makhable, John Mampa (AngloCoal) and Liza Mackintosh (Upland College Outreach).

**Northern Cape:** Fr Osborne, Bernice Cloete, Gwendoline Mashope, Joyce Phule, Nomvula Donodolo, Patricia Mofokeng, Fr Malefane Mosobela, Fr Kagiso Moresi, Fr Sahia Olebegong, Bantle Sefaikwe, and Margaret Semonyai.

**North West:** Aubrey Chabedi, Cluwie Wanyane, Boitumelo Motabogi, Thabo Ncapodi, Chabdei Motaung, Tonko Wanyane, Dipuo Makhavhu, Tennyson Mocumi, Oubass Monnaborwa, Tsietsi Banda, Nroam Motlhasi and Fr Athony Pathe.

**Western Cape:** Edward Orr, Mathew Louw, Mynie Titus, Dr Cyril Beardwood, Drs Hall, Jocelyn Claassen, Major Sokopo, Chandre Gould (7 Passes Initiative), Charlotte Lombaard (Heartbeat), Mr Gonzales, Mrs Albertyn and staff at Ashton Combine, Montagu High, Robertson High and McGregor schools.



## *Our vision*

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

## *Our mission*

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



**REAP**

## **Rural Education Access Programme**

An Associate Body of the Southern African  
Catholic Bishops' Conference (SACBC)  
Non-Profit Organisation (NPO) no: 015-634  
Public Benefit Organisation (PBO) exemption no: 930 002 334  
Black Economic Empowerment (BEE) rating: Level 1  
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# Our donors

We especially value our donors. These companies, families and individuals enable us to provide a once-in-a-lifetime opportunity to determined young people from poor rural communities.



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