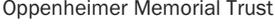


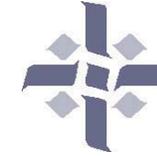
Students with REAP in 2009 have been supported by:

-  Irish Aid
-  **Dka Austria** Horizont 3000, supported by funds deriving from the Austrian Development Corporation
-  FNB Bursary Programme
-  Anglo American Chairman's Fund
-  De Beers Fund
-  Oppenheimer Memorial Trust
-  Stichting Tania Ruth Leon Studiefonds voor zwarte Zuid-Afrikaanse vrouwen
-  Jackson Foundation
-  Anglo Gold Ashanti Fund
-  The D G Murray Trust
-  **Barloworld**  Barloworld
-  Anglo Vaal Industries Ltd
-  **Deutsche Bank**  Deutsche Bank Africa Foundation
-  **BoE** Education Foundation
-  **Home Choice** Development Trust
-  **McCarthy Limited**  McCarthy Ltd
-  The Restitution Foundation
-  The Bishops' Lenten Appeal
-  Lord & Lady Laidlaw Foundation

Francisca Diez De Rivera, the Loewenstein Trust, Tydstroom Chickens (Pioneer Foods),  apm Artistes Personal Management, guests at the wedding of Natalie and David Buckham, Rainbow Farms (Pty) Ltd, F C Carter Will Trust, Frederic Fish Trust, Catherine Stone, Maria Mosala (an alumnus), Telkom Giving from the Heart Programme, Stigting Projecten Zuid-Afrika, Bernadette Leon, Cheryl Phillips & Janssen Cilag. REAP also provided support to students supported by Kagiso Trust.

## REAP Rural Education Access Programme

Accessing Higher Education for rural youth from poor communities



### END OF THE YEAR PROGRESS REPORT July – December 2009



*Building skills and knowledge  
Providing opportunity  
Developing a community serving humanity*



Workshop with First Year REAP Students – Western Cape

## REAP

**Rural Education Access Programme**  
[www.reap.org.za](http://www.reap.org.za)

Tel: 021 696 5500  
Fax: 021 696 9572  
Address: 35-37 Birdwood Street, Athlone, 7764  
Email: [reception@reap.org.za](mailto:reception@reap.org.za)

Director: Clairissa Arendse  
E-mail: [clairissa@reap.org.za](mailto:clairissa@reap.org.za)

NPO registration no: 015-634  
PBO Exemption no: 930 002 334

REAP is an associated body of the Southern African Catholic Bishop's Conference  
REAP is in partnership with the National Student Financial Aid Scheme (NSFAS)



## 10. CONCLUSION

### 10.1. THE REAP STAFF

At the heart of the REAP programme are our dynamic team members who continue to provide holistic support to the students and are always ready to go that extra mile. We take this opportunity to express our sincere appreciation to this small team who always displays so much passion, care and dedication to the rural students on our programme.

### 10.2. THE REAP STUDENTS

The REAP programme would not exist without the REAP students who have shown amazing tenacity and a willingness to succeed, despite the challenges that they face. With organisations like REAP, their dreams can be fulfilled and their potential recognised.

### 10.3. THE REAP BOARD, EXECUTIVE AND REGIONAL REPS

We express our sincere appreciation to the regional reps (REAP's volunteer network), who are our foot soldiers in the deep rural areas of South Africa. Their dedication is phenomenal and they bring inestimable value to REAP.

We also extend our heartfelt appreciation to the Executive Committee and the REAP Board members who sustain the organisation because of their dedication. The Director particularly values the advice and guidance they give her in her role as the leader of the REAP team.

### 10.4. THE DONORS AND PARTNERS

During this time of the global economic recession, we greatly appreciate the ongoing support of the international and South African donors. With their tremendous support we are able to sustain an organisational budget of over R8 million and are therefore able to provide access for rural students to higher education each year. Their supportive partnerships are tremendously appreciated, greatly valued and respected.

REAP anticipates that with the continued support of our donors and stakeholders, and by utilising the organisation's programme development and research component, we will be able to join forces with academic institutions and other organisations in the field of educational support, so that REAP becomes a beacon of powerful inspiration to organisations wanting to ensure the development of rural students.

## 1. INTRODUCTION

Along with this short end of year report you would have received the REAP Annual Report for 2008/9. This report will provide a brief overview of the REAP Programme, the organisation, student data and performance analysis along with 2010 intake information for the period July to December 2009.

This report does not seek to repeat information but rather seeks to give some insight into the last six months at REAP. During this period REAP focussed on the support of 351 students spread across 20 higher education institutions as well as the recruitment of new students for 2010.

The 351 students studied towards a variety of undergraduate degrees or national diplomas. One hundred and seventy of the three hundred and fifty one were females. A student pass rate of 80% was recorded for the year with female students performing slightly better than their fellow male students. Sixty three percent of the students were registered with universities whilst 37% were at the universities of technology. Fifty graduates were confirmed for 2009.

## 2. STUDENT PROFILE

REAP saw an increase in student numbers from 340 in the first semester to 351 students supported in the second semester of 2009. An additional eleven (11) students were taken on in the second semester. Five (5) of these students were supported by Kagiso Trust, whilst six students supported by the Laidlaw Foundation needed support (In-service training) in the second semester.

### Student Numbers

Gender	New	Continuing	Total
Male	77	104	181
Female	70	100	170
<b>Total</b>	<b>147</b>	<b>204</b>	<b>351</b>

### No. of Students by registered at HE Institutions

Gender	University	University of Technology	Total
Male	110	71	181
Female	110	60	170
<b>Total</b>	<b>220</b>	<b>131</b>	<b>351</b>

Two students did not need REAP support for the second semester as they completed their studies mid year.

## 3. SECOND SEMESTER ACTIVITIES

### STUDENT SUPPORT PROGRAMME ACTIVITIES

The programme team worked very hard to support the students in a holistic manner.

#### 3.1 Counselling and support

The team of student advisors provided ongoing support to the 351 students on the programme. During the second semester contact between the student advisors with the students were mainly via telephonic monthly contact and the last field trip that was conducted in August 2009.

Student advisors reported that students experienced an increase in the number of academic exclusions from the various HE institutions during the second semester than previously. The trend seems to be prevalent amongst first year students who did not qualify to write their final end of year examinations as they performed too poorly during the course of the year. REAP student advisors also reported the trend that



Workshop with REAP Students in KZN March 2010

students needed more counselling and interventions towards the end of the year as the period leading up to the exams is very stressful for the students.

### 3.2. August field trip

The student advisors met their students for the final monitoring visit at the respective institutions during August.

The objective of this face to face meeting with the students was to:

- Review the academic progress made by the students in the first semester,
- Motivate the students to perform at their best for the final academic period ahead,
- Caution students where necessary about course changes,
- Provide relevant skills training workshops,
- Follow up on the finalisation of the NSFAS loans of the students.

Student advisors also met with institutional staff in order to assess the academic progress of the students, to implement final interventions to assist the student with their academic performance, plan for the rest of the semester and build the relationships with HE institutions and REAP staff.

Since the student advisor performs many roles in the lives of the students, i.e. counsellor, mentor, role model, psychologist, social worker, confidant, REAP has implemented a debriefing session for the programme team once they return from their field trips as the emotional experiences shared by the students evoke the emotions of the staff.

### 3.3. WORKSHOPS

Students continued to participate in the academic development and career preparation workshops offered at their institutions.

During the August field trip, REAP student advisors facilitated the following workshops:

Institution	Month	Topic	Students
Durban University of Technology	Aug	CV Writing	Senior students
Durban University of Technology	July	Interview Skills	Senior students
Durban University of Technology	Aug	Work Ethos	Senior students
DUT/UKZN/MUT	Aug	Motivation	1 <sup>st</sup> years students
DUT/UKZN/MUT	Aug	Mentors Training	Senior students
Tshwane University of Technology	July	Exam Preparation (incl. Time Management)	All REAP students
University of Pretoria	Aug	Reality Check: Knowing yourself	Senior students
Cape Peninsula University of Technology	Aug	Motivation/Goal Setting	1 <sup>st</sup> year students
Cape Peninsula University of Technology	Aug	Sexuality Workshop	Senior students
University of Witwatersrand	Aug	Motivation & Goal-setting Workshop	REAP 1 <sup>st</sup> year and Senior students
University of Johannesburg		Mentorship training	Students interested in being REAP mentors for 2010

### 3.4. REAP's MENTORS

In 2009, REAP had 26 senior students who acted as mentors for the first year REAP students. The mentors supported the first year students in becoming familiar and integrating into the student population at the various institutions to ensure that the first years adapt easily and makes a smooth transition into this new academic environment. The mentors met with their students on an individual basis and as a group, thus facilitating a "REAP culture of belonging". The REAP mentors provide intensive mentoring during the first semester; thereafter the first year student is expected to become more independent of the mentor.

REAP is seeking to strengthen and extend its student recruitment and selection. Our intention is:

- To intensify REAP's social impact by increasing the numbers of students who graduate from our higher education access and support programme, and
  - To extend REAP's contribution to giving "disadvantaged, isolated and marginalised rural youth the opportunity to overcome inherent academic and social hurdles in order to realise their potential". We envisage doing this by supporting young people from rural areas who are in the critical final two years of schooling to explore and pursue a broad range of tertiary education and training options.
- The Early Recruitment process will be piloted over eighteen months, starting this year and cover a range of activities such as ensuring sustainable funding, selection of geographical areas, schools and partners for the project, consult and secure the support of the provincial education departments, investigate the possibility of using standard tests of academic potential and the recruitment of Grade 11 learners.

## 9. FINANCIAL OVERVIEW

### 9.1. FINANCE AND SUSTAINABILITY

REAP is fortunate to have a number of funding partners who have sustained the organisation with their grant contributions over the last few years. The funding received from the donors are used primarily for student support, the core business of REAP. REAP provided individual tailored support to students that requires student accountability for continued support.

REAP has reported under-expenditure on the grants received over the last few years and the reasons for this are:

- Due to students receiving bursaries from other sources and thus not requiring a full access grant from REAP, or
- Students who REAP expected to continue with their studies, discontinued their studies due to a number of reasons and thus no longer required financial support. is able to provide reasons

Through wise free risk investment, REAP has been able to build a small reserve of about R2, 7 million which at current operational levels would sustain REAP for about 5 months. This fund also cushions REAP in terms of its cash flow needs when grant income is delayed.

REAP has been able to acquire its Black Economic Empowerment (BEE) Certificate at end Dec 2009. Black Economic Empowerment (BEE) legislation was introduced in post-apartheid South Africa to realise the country's economic growth potential by expediting access and redress for black South Africans. The BEE Act of 2003 defines a scorecard for measuring organisations' empowerment progress. Initially targeted at the for-profit sector, BEE compliance is becoming increasingly important for NPOs like REAP, both because it constitutes good practice and because donors require it in order to qualify for BEE points by making grants to compliant organisations.

BEE certification is more than just a compliance issue for REAP; it helps identify our organisational strengths. During the 2009 verification process we were evaluated on the four scorecard elements that are appropriate for REAP: management control, employment equity, skills development and socio-economic development. We are proud to have received a Level 1 rating.

### 9.2. PARTNERSHIPS

REAP continues to strengthen its partnerships with donors and stakeholders in the HE sector. Whilst being able to sustain ongoing partnerships, new partnerships have also been established with the Isimangaliso Wetlands Authority for providing student support to their students who receive bursaries from the organisation, as well as with the Nussbaum Foundation who will be supporting 5 first year students in 2010.

## 7.2. CAPACITY BUILDING FOR REGIONAL REPS (REAP VOLUNTEERS)

REAP has a countrywide network of 60 Regional Representatives (volunteers) that contribute to the work undertaken by REAP. The Regional Representatives recruit rural learners who wish to undertake tertiary study. They actively participate in the organisation's application and selection process of REAP students. The 2009 REAP Regional Representatives Conference, held in the Oatlands Conference Centre, Cape Town, Simonstown, and was attended by 21 Regional Representatives from various regions and 7 staff members. The conference held over three days provided participants with information about the trends of the prevalence of HIV/Aids amongst tertiary students, training on dealing with students who disclose their HIV/AIDS status and the associated emotions attached to this disclosure in the interviews, in terms of career preparation, presentation on updates of the REAP selection processes, and an opportunity for appreciation and teambuilding with the Regional Representatives and REAP staff.

## 7.3. STRATEGIC PLANNING

REAP held its annual Strategic Planning Workshop at the Wortelgat Trust, Hermanus, in November 2009. Under the able facilitation of Nathan Johnstone, the staff was able to construct a skeleton plan for the next three years.

The main focus areas of the plan includes:

- **REAP'S CORE FOCUS REMAINS THE RURAL STUDENT**
- **STUDENT SUPPORT AND DEVELOPMENT :**
  - Provide holistic student support including a pilot project for 1<sup>st</sup> Year students aimed at enhancing academic progress.
  - That REAP considers a senior student intake where rural students are in need of support and have already progressed to their 2<sup>nd</sup> & 3<sup>rd</sup> Year of academic study
  - Develop a model for Early Selection for Grade 11 learners, including providing career information and options to further study (University, University of Technology and FET referrals)
  - Placement of Staff (student advisors) at hubs /regions
  - Capacity building of regional reps
- **SUSTAINABLE RESOURCES :**
  - Adequate, sustainable funding to finance programme and support functions
  - Sufficient human capacity to deliver on programme objectives
  - ICT Infrastructure for programme and support activities
  - Grow reserves so that the organisation can sustain itself for at least a one year period
- **BUILDING SUSTAINABLE PARTNERSHIPS:**
  - Develop partnerships to increase diverse funding ,improve programme outputs,
  - Re-establish government partnerships to endorse the REAP programme
- **RESEARCH AND ADVOCACY:**
  - Advocacy role built on research into REAP issues, also issues & challenges in HEIs
- **STUDENT SUPPORT SERVICES BEYOND THE RURAL FOCUS :**
  - Access funding for niche area support through openness to providing services/support to students outside the rural and higher education niche at the request of funding partners
  - Understanding the FET sector in relation to our rural constituency

## 8. PROGRAMME DEVELOPMENT AND RESEARCH

### 8.1 EARLY RECRUITMENT AND SELECTION

Using Irish funding, REAP commissioned a consultant, Kathy Lewis to undertake a feasibility study and make proposals for an early recruitment, preparation and selection programme at REAP. Given that this has been on our strategic agenda for a number of years it has been pleasing to be able to have dedicated capacity to explore how this vital student preparation might be undertaken.

REAP has formalised its mentorship programme by producing an operational manual for mentors. This manual is also used by REAP staff to train potential mentors as to the functions of a REAP mentor. REAP mentors also have assistant mentors who help them in carrying out their duties as mentors and who can take on the role of a mentor should a mentor not be able to complete this role for the duration of the mentorship programme. This ensures sustainability of the mentorship programme and continuity for the first year student.

A gesture of appreciation for the hard work done by the mentors was implemented by acknowledgement of their role as mentors, taking the mentors out for a meal and providing them with certificates for their participation in the mentorship programme.

## 3.5. DONOR FEEDBACK REPORTS

REAP has seen an improvement in the number students who returned their Donor Feedback Reports by end August 2009. These reports provide REAP students the opportunity to report to their donors on their highlights, challenges and recommendations that they wish to make about the REAP Programme.

The main highlights were:

- REAP students who attended the Winter workshop arranged by FNB,
- Being a REAP mentor for first year students was a highlight for many of REAP's mentors,
- For the majority of first year REAP students, the highlight was having a student advisor who kept track of the students well being, academic progress and who was sensitive to the needs of the students,
- Students described receiving their monthly allowances from REAP for their meals, travel needs as a highlight as they received their allowances on time. REAP has thus in 2009 improved on the turn around time for providing the allowances to the students so that the students could attend to their needs.

The main challenges reported were:

- First year students who find it difficult to adapt to their city, urban academic environment and who suffer from missing their families,
- The challenge of not acquiring accommodation on campus and the implications of public transport and being unable to extend studying time on the campus after lectures,
- Learning to manage finances and having to cope with small living allowances,
- The unstructured lecture settings with no lecturer having a register of attendance, and thus the independence that comes with being a student at an HE institution,
- Learning to use electronic modes of communication, i.e. email.

The main recommendations were:

- Text books have become very expensive and unaffordable. The students reported a need an increased book allowance,
- REAP should negotiate residence accommodation with the HE institutions for REAP students, as private accommodation has become expensive and the conditions were not conducive to students who need to study,
- It would be a positive move for the students to have the student advisors based in their provinces with easy access to REAP staff,
- The need for students needing personal computers was a recommendation made by more than 70% of the REAP students.

## 3.6. COMMUNITY SERVICE

The obligatory three day community service that needs to be done by all REAP students can now be tracked and monitored on REAP's database system. In 2009 , 84% of REAP students completed their community service by volunteering their time at community clinics , public libraries, doing presentations on HE study information at schools in their communities and assisting NGO's with their service delivery activities.

## 4. FINANCES

### 4.1. Monthly Payments

The students receive their monthly allowances for meals, books, travel costs in the last week of each month so that they are able to access their allowances at the start of a new month. This arrangement ensures that the students are able to provide for themselves without experiencing any anxiety or stress due to inadequate finances and thus remain focussed on their studies.

### 4.2. Access Support Grants

A total of R2, 5 million was paid in access support grants in direct student payments for accommodation, tuition, books and meal expenses in 2009. REAP refers to these expenses as the access package that is made available to the students.

### 4.3. NSFAS Administration

During 2009, REAP processed 76 loan applications totalling R1, 622,2477. REAP returned an allocation of R377,523. The loans for continuing REAP students are primarily processed by HE Institutions. REAP continued to adopt the principle that the organisation would process loans for first year students whilst REAP senior students are expected to access their financial aid from their respective institutions. REAP consulted with the financial aid practitioners at HE institutions in the cases where loans needed to be processed for senior students

## 5. STUDENT PERFORMANCE

Eighty-four percent (80%), two hundred and seventy nine (279), of the REAP's 351 students passed 50% or more of their courses and will either continue with their studies or graduate. Of the 50 graduates for 2009, 29 (more than half) obtained their qualifications in minimum time.

### 5.1. Final results

All courses passed

Study Level	Female		Male		Sub-total		TOTALS
	Univ	UT	Univ	UT	Univ	UT	
New	11	17	19	17	30	34	64
Continuing	43	25	33	22	76	47	123
<b>Total</b>	<b>54</b>	<b>42</b>	<b>52</b>	<b>39</b>	<b>106</b>	<b>81</b>	<b>187</b>
	<b>96</b>		<b>91</b>		<b>187</b>		

Passed 50% or more courses

Study Level	Female		Male		Sub-totals		Totals
	Univ	UT	Univ	UT	Univ	UT	
New	17	9	15	4	32	13	45
Continuing	11	7	18	12	29	19	48
<b>Total</b>	<b>28</b>	<b>16</b>	<b>33</b>	<b>16</b>	<b>61</b>	<b>32</b>	<b>93</b>
	<b>44</b>		<b>49</b>		<b>93</b>		

Failed more than 50% of courses

Study Level	Female		Male		Total		Totals
	Univ	UT	Univ	UT	Univ	UT	
New	11	1	13	4	24	5	29
Continuing	9	1	9	7	18	8	26
<b>Total</b>	<b>20</b>	<b>2</b>	<b>22</b>	<b>11</b>	<b>42</b>	<b>13</b>	<b>55</b>
	<b>22</b>		<b>33</b>		<b>55</b>		

19 of the 55 students failed both semesters.

## 6.2. REAP'S STUDENT PROFILE FOR 2010

### Student Numbers

Gender	New	Continuing	Total
Male	49	116	165
Female	54	108	162
<b>Total</b>	<b>103</b>	<b>224</b>	<b>327</b>

### Number of Students registered at HE Institutions

Gender	New Students			Continuing Students			Combine d Total
	Male	Femal e	Total	Male	Female	Total	
University	34	39	73	66	62	128	201
Univ of Tech	15	15	30	50	46	96	126
<b>Total</b>	<b>49</b>	<b>54</b>	<b>103</b>	<b>116</b>	<b>108</b>	<b>224</b>	<b>327</b>

### Province of Study

PROVINCE	MALE	FEMALE	TOTAL	%
EASTERN CAPE	16	14	30	9%
FREE STATE	21	15	36	11%
GAUTENG	68	54	122	37%
KWA ZULU NATAL	33	34	67	21%
LIMPOPO	3	1	4	1%
WESTERN CAPE	24	44	68	21%
<b>TOTAL</b>	<b>165</b>	<b>162</b>	<b>327</b>	<b>100%</b>

## 7. ORGANISATIONAL MATTERS

REAP's final Board meeting for 2009 took place in October. The board ratified the new organisational staff structure for 2010. The organisation has increased its capacity to ensure that the programme team provide maximum student support to the REAP students by approving the positions of two senior student advisors who will manage the REAP programme staff and activities.

Due to the fact that REAP has received funding for the positions of two Intern Student Advisors, REAP has recruited two young people to these positions. They will embark on their year of development during 2010.

### 7.1 STREAMLINING THE PROGRAMME TEAM'S WORK: REDESIGN AND RESTRUCTURING

From late May, the programme team, assisted from time to time by the director and other staff, began a facilitated process of reviewing and redesigning its work processes for greater efficiency. The goal is to reduce the amount of administrative work and create more time for student support and new initiatives.

The first task was to work out a way of depicting the existing work process or "As is" model. The team rose to the challenge, developing a skeleton on which to "hang" the flesh of their work processes. The model took two-and-a-half days of enthusiastic collaboration to conceptualise and build, and fills an entire wall on the upper floor of the building. When Margie Keaton, former director of Tshikululu Social Investments, visited REAP she immediately understood the model and said it was typical of a bursary management organisation.

The team identified some core elements of the "As Is" model that could be eliminated or easily redesigned and these decisions were implemented. Efforts to make the programme more efficient and effective will continue, along with a renewal of REAP's computer system.

## 6. RECRUITMENT AND SELECTION FOR 2010

### 6.1. Provincial Breakdown of Total Number of Interviews

Province	No of Regions	No of Forms received	No of students interviewed			No of successful students		
			M	F	Total	M	F	Total
KwaZulu Natal	8	389	45	56	101	13	16	29
Free State	4	39	4	4	8	2	1	3
Eastern Cape	6	240	20	21	41	8	1	9
Gauteng & North West	7	138	20	23	43	9	12	21
Mpumalanga & Limpopo	5	304	33	46	79	9	14	23
Western Cape	3	54	16	18	34	3	5	8
Northern Cape	3	40	3	4	7	1	1	2
Kagiso Trust (Partner)	1	50	11	9	20	4	4	8
<b>Total</b>	<b>37</b>	<b>1254</b>	<b>152</b>	<b>181</b>	<b>333</b>	<b>49</b>	<b>54</b>	<b>103</b>

#### SUMMARY

##### DISTRIBUTION

- ❖ 1254 or 50% of 2500 application forms that were distributed was returned to REAP (50%)
- ❖ 340 of returned applications were individual applications (not distributed via REAP's regional reps)

##### APPLICANTS SHORTLISTED FOR CONSIDERATION

- ❖ Of 501 applications, 333 or 66% of the applicants were interviewed
- ❖ 168 or 34% of the applications were placed on waiting list (34%)
- ❖ Of the total of 333 shortlisted applications for interviews, 316 applicants were sourced via regional reps and there was 17 individual applicants
- ❖ Of the total number of applicants interviewed, 54% were females and 46% were males

##### SUCCESSFUL APPLICANTS IN 2010

- ❖ 103 applicants were taken onto the programme for 2010 :
  - 49 or 48% males and 54 or 52% were females
  - 83 or 81% applicants recruited by REAP
  - 4 individual applications
  - 2 waiting list applicants
  - 20 or 19% partner applicants (Kagiso, Isimangaliso, Deutsche Bank)

**Final Pass Rate: 80%**

**(Students who have passed half or more of their courses)**

Females:	83%	Males:	77%
First Years:	76%	Continuing:	84%
University pass rate:	75%	University of Technology:	85%

#### Of the 351 students:

No	%	Commentary
93	27%	Passed half or more of courses taken 45 first years & 48 continuing students
187	53%	Passed all their courses (including 3 in-service training students) 64 first years & 123 continuing students
71	20%	Failed more than half courses taken. Included in these results are the 16 students who withdrew from REAP in the second semester
16		Withdrawn for the second semester
3		Completing In-service Training
1		Seeking In-service Training
50		Completed qualification & will graduate (including 2 students who graduated during the second semester)
97		Obtained 148 distinctions: <ul style="list-style-type: none"> <li>• 1 student obtained 5 distinctions</li> <li>• 7 students obtained 4 distinctions</li> <li>• 6 students obtained 3 distinctions</li> <li>• 14 students obtained 2 distinctions</li> <li>• 69 students obtained 1 distinction</li> </ul>

#### Top Achievers for 2009:

1. Norman Dau, a first year Agricultural Management student at TUT who passed 8 of 10 semester courses with distinctions (4 per semester).
2. Sylvester Morabe, a first year NHC Accounting student at TUT who passed 6 of 12 semester courses with distinction (2 first & 4 second semester)
3. Fullicia Farmer, a first year Marketing student at CPUT who passed 5 of the 10 semester courses with distinction (4 first & 1 second semester).
4. Frederick Mkhondo, a first year Electrical Engineering student at Mangosutho, who passed 5 of 10 semester courses with distinction (1 first & 5 second semester).
5. Philile Jwara, a third year Pharmacy student at UKZN passed 5 of 12 semester courses with distinction

#### 5.2. 2009 withdrawals

A total of 16 students were withdrawn from the REAP programme in 2009:

- 2 in the first semester

- 14 withdraw after the first semester

Reason	No	Institution		Study Level		
		Degree	Diploma	Year 1	Year 2	Year 3
Academic Exclusion	6	3	3	6		
Cancelled studies	1		1	1		
Dropped out of studies	3	2	1	3		
Dropped out of programme	1		1		1	
Illness	1	1				1
REAP support withdrawn (including 1 first semester withdrawal)	3	3			2	1
No contact with REAP (including 1 first semester withdrawal)	1		1	1		

### 5.3. Graduates (completed studies during or at end of 2009)

Stream	Qualification	No. of graduates			Institutions
		M	F	Total	
Arts	B Arts	1	1	2	UKZN, RU
Arts	ND Accounting	1	1	2	UJ, WSU
Built Environment	B Sc (Quantity Surveying)	1		1	WITS
Built Environment	ND Town & Regional Planning		1	1	CPUT
Commerce	B Accounting	1		1	UFS
Commerce	B Commerce (Accounting)	1	3	4	NMMU, UCT, RU, UJ
Commerce	ND Financial Information Systems		1	1	DUT
Commerce	ND Internal Auditing	2		2	DUT, VUT
Education	B Education	1	2	3	US, UNW, UKZN
Engineering	ND Mechanical Engineering	1		1	CPUT
Humanities	B Soc Science		2	2	UKZN
Humanities	BA Psychology	1		1	UNW
Law	BA Law	1		1	UKZN
Law	LLB		1	1	NMMU
Management	B Admin		1	1	UL
Management	B Commerce (Human Resource Mgmt)	1	1	2	UL, UNW
Management	ND Agriculture Management	1		1	MUT
Management	ND Hospitality Management		1	1	CUT
Management	ND Human Resource Management		2	2	TUT, CPUT
Management	ND Logistic Management	1		1	TUT
Management	ND Public Management		1	1	CPUT
Management	ND Public Relations		1	1	DUT
Management	ND Tourism Management	1		1	CUT
Medical	B Cur (Nursing)	1		1	UL
Medical	B Science (Dietetics)		1	1	UKZN
Medical	MBChB		1	1	WITS
Medical	ND Biomedical Technology		1	1	DUT
Medical	ND Emergency Medical Care	1		1	DUT
Medical	ND Radiography		1	1	DUT

Science	B Science	1	3	4	UP, UKZN, UL
Science	B Science (Environmental Science)		1	1	UWC
Science	B Science (Geology)	1		1	UWC
Science	B Science (Statistics & Biology)		1	1	UFS
Science	ND Environmental Management	1		1	CPUT
Science	ND Landscape Technology	1		1	TUT
Technology	ND Information Technology		1	1	DUT
	<b>Totals</b>	<b>21</b>	<b>29</b>	<b>50</b>	

- ❖ 29 students obtained university degrees while 21 obtained diplomas.
- ❖ 2 students completed their course in June 2009 – 1 ND Accounting (UJ) & BA Law (UKZN)

#### No. of Graduates per stream:

Arts	4
Built Environment	2
Commerce	8
Education	3
Engineering	1
Humanities	3
Law	2
Management	11
Medical	6
Science	9
Technology	1

#### No. of years needed to complete qualification:

- ❖ 29 of the 50 graduates completed in minimum time (58%)
- ❖ 3 graduates needed an extra 6 months (one semester) – (6%)
- ❖ 18 graduates needed an extra year (36%)

We anticipated a further 9 students would graduate. Some of the reasons for this short-fall are:

- 1 student took ill and could not write her final exams,
- 8 students failed of their courses & therefore did not obtain sufficient credits to graduate. They will have to register in 2010 for the outstanding courses.