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1. Chairman’s Message

Recently the bishops of the Southern African Catholic Bishops’ Conference, of which REAP is an associate body, visited Rome and had meetings with Pope Francis. It was a very moving experience coming face-to-face with someone who in such a short time has made a tremendous impact globally.

His warmth, simplicity and humility come through in everything he says and does. He reaches out to the neglected people of our world, includes the excluded, and believes firmly in the solidarity of humankind and the dignity of each person.

As I write this, Pope Francis is preparing to visit the Holy Land (Jordan, Palestine and Israel). On his journey he will take with him two friends from his home country Argentina, a Muslim leader and a Jewish rabbi. It is reported that he is doing this to show the “normality” of having friends of other faiths. Reaching out to others, building bridges and forging partnerships are becoming a hallmark of his papacy. In his New Year message Pope Francis said:

“**We all have a responsibility to act so that the world may be a community of brothers and sisters who respect each other, who accept their diversity and who take care of one another.**”

This solidarity is not restricted to what we do but is also expressed in how we do it. REAP builds partnerships in order to achieve 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”. Educational institutions, funders and recruiters are all part of our REAP family and share in our mission. This annual report gives me the opportunity on behalf of the Board to thank each of you for the contribution you make in fulfilling this mission.

It was this spirit that motivated the establishment of REAP and continues to be our guiding light. Young people in poor rural areas are not easily able to access tertiary education and are faced with enormous challenges if they do enrol at universities in the big centres.

REAP responds to this need by providing students with the necessary support to negotiate these challenges successfully. In doing this we express the solidarity we share with “the poorest of the poor”.

Bishop Francisco de Gouveia
Board Chairman
2. Director’s Report

Introduction

Education continues to be a topic stimulating passionate national debate. Admirable progress has been made in assisting tens of thousands of young people without independent resources to access university studies and, more recently, vocational colleges. True transformation was never going to be quick or easy. Improving participation and completion rates is a persistent challenge for all higher education stakeholders.

REAP remains committed to making a small yet significant contribution by identifying talented young learners from low income families in the most marginalised rural environments, assisting them to access higher education and providing the holistic support they need to succeed. I am pleased to report that our overall ‘success’ ratio for 2013 students was 84% - detailed analysis provided later in this report.

Further than mere academic success, we seek to produce active, responsible citizens who are able to take leadership responsibility, as well as secure and retain employment. We are only able to fulfil that mission in close collaboration with our wide network of recruitment volunteers, NSFAS, NPO partners, donors, higher education institutions and other service providers. For REAP, 2013 was a year of consolidation and focus on organisational development. Due to funding constraints, our overall student numbers actually decreased slightly from 2012 allowing us to focus on strengthening internal systems and structures – our student recruitment process, HR management & staff wellness, transition to a new database and administration of NSFAS bursaries. Nonetheless there were also important programmatic developments with the main-streaming of orientation camps for first year students and career preparation camps for senior students, following successful pilots in 2012. NSFAS/NSF renewed our funding at similar levels to 2012 allowing us to continue to offer full cost bursaries to all students. We were also pleased to commence new funding partnerships with Barclays/Absa, Lafarge Educational Trust, Distell and Cowan International.

Recruitment & Selection

With the generous support of JP Morgan Chase, we commenced a pilot project in 2011 to test whether commencing our recruitment of learners in Grade 11 rather than Grade 12 might produce a better prepared student. Under the skilled oversight of our Programme Development Manager, Glenda Glover, the pilot took place in Eastern Cape & KZN, engaging with educators at schools from which we have historically recruited students, local recruitment volunteers and senior students originating from those areas. The project was warmly embraced by all stakeholders and the early evidence strongly pointed to a higher quality of application and enhanced performance at first year tertiary level by learners recruited through this process.
Accordingly we engaged on a nationwide process of consultation with our volunteer recruitment network to gauge whether there was support to mainstream early recruitment across the board. Glenda and Owen Jansen, our Recruitment & Selection Manager, held a series of regional meetings in 13 locations to discuss the findings of the pilot project and build consensus for the move to begin recruitment in Grade 11. The various implications of this proposal were fully explored with affected parties, culminating in a unanimous decision to effect change from the 2015 intake onwards.

The extensive regional consultations were also significant in that they afforded an opportunity for face to face engagement with almost all of our recruitment volunteers, something that has not been previously possible. Our plan moving forward is to hold a national meeting involving around 40 recruitment volunteers one year, and then in alternate years, regional meetings.

This will mean we get to hear every voice on a regular basis but also bring a larger group together for programme review, policy making, information sharing and appreciation / motivation purposes.

A more detailed breakdown of our 2013 R & S activities appears later in this report.

Organisational development

Since 2011, our staff complement has almost doubled and we have decentralised, opening regional offices in Johannesburg and Durban, retaining our Head Office in Cape Town. Whilst this has brought advantages in terms of closer physical access to the majority of our students and HEI personnel, it also presents challenges in terms of recruitment, training & induction of new staff, quality control & consistency across the regions, geographical weighting of remuneration, staff wellness, talent management, as well as retaining a sense of team and joint programme planning & review. Because we do not currently have an HR specialist in our management team, to date there has been no obvious person to take overall responsibility for addressing these issues.

Following careful discussion, our decision was to allocate some responsibilities internally and use external contractors for other aspects. We engaged Lynn Hill to assist with screening and assessment of new programmatic staff and to conduct Personal Mastery workshops with all staff. We also engaged John Mullins to assist us with the introduction and implementation of a more robust performance management system. John also facilitated a workshop with our senior management team reviewing decision making processes. William Peterson conducted a team building day with all staff in November. All Student Development Advisors (SDAs) undertook a one year UNISA certificate course in mentorship and some members of the management team received individual coaching. All new staff members came to Cape Town for a week’s focused induction and all REAP staff came together in early November for programme review and planning.
Another significant internal process was the full conversion to DevMan, our new customised database system, developed by Kidz Africa. This has been a lengthy and complex exercise, taking far longer than originally anticipated. Whilst we remain optimistic that the final product will serve us much better than our previous system, there have been various bugs along the way, hampered further by slow internet connectivity and the crash of our server in mid-year. Our Communications Manager Anél Wesson has tenaciously overseen this very daunting transition process, one we hope will draw to a conclusion in late 2014. Our finance team also successfully managed the conversion to the Pastel accounting system, which is now in the process of being fully integrated with DevMan. We also had various telephony challenges during 2013, which we hope have been successfully addressed in the main.

**Student Development Programme**

2013 was the first year we held orientation camps for all REAP first year students following successful pilots in Gauteng & Western Cape in 2012. In 2013 we held weekend camps in Parys (Gauteng, Free State & North West students), Cape Town (Western Cape students), Durban (KZN students) and Port Elizabeth (Eastern Cape students). The objective of these camps is to introduce students to REAP, clarifying mutual expectations, as well as helping them manage the transitions from school to tertiary, rural to urban and from home to independent living.

REAP regional teams have been assisted in the delivery of these camps by personnel from our corporate donors and partner higher education institutions. In 2013, for the first time, we also held camps for senior students across all regions, focusing on preparation for the workplace. Once again REAP staff were assisted by representatives from corporate & HEI partners.

A major focus in 2013 was the integration of four thematic pillars – self, academics, career & community – across all REAP programmatic activities. These include the monthly one on one contact between student and SDA, camps, workshops, community service, peer mentoring and academic monitoring. Each regional team was responsible for focusing on a different component with review and formal integration taking place at our end of year programme review and planning meetings in Cape Town.

This remains a work in progress but some positive strides were taken, with further refinement and consolidation needed in 2014.

A further programmatic enhancement in 2013 was greater attention to the cultivation of relationships with institutional staff. The Western Cape team in particular made significant advances in this regard, cultivating constructive liaisons with faculties and student support services, all with the aim of providing higher quality support to our students.
An important organisational introduction in 2013 was the inauguration of a quarterly Regional Manager’s forum, made up of Regional Managers, Senior Student Development Advisors and the Programme Development, Research & Advocacy Manager. The Director attends ex-officio. This forum seeks to address programmatic issues in greater depth, seeking to bring about greater cohesion, consistency and shared learnings throughout the regions. Programme policy and practice is also reviewed as required.

Governance

For the first time, the REAP Board met 3 times annually in 2013 - March, July and November. During the year we welcomed four new Board members – Aubrey Chabedi (Regional Representatives nominee – replacing Dr Morokolo Sathegke), Fr Grant Emmanuel (SACBC nominee – replacing Sr Hermenigild Makoro), Natalie Leon (a returning former Board member replacing Beva Runciman) and Ken Holness (replacing Zoliswa Mashinini on the Executive Committee with a financial focus). Br Michael de Klerk also joined the Executive Committee. We offer heartfelt thanks for the wonderful contributions made by each departing Board member, in particular Beva Runciman, a former Director of CEAP and founding REAP Board member who played a critical role, especially in the formative years.

Fundraising

Firstly we need to again recognise and appreciate our core funding partner the National Student Financial Aid Scheme (NSFAS), whose support is foundational to our programme. NSFAS allocated R27M in bursary funding for REAP students in 2013.

As ever we are grateful to our longstanding donors for their faithful backing, without which we could not deliver on our core mission. In particular I would like to mention DG Murray Trust, Oppenheimer Memorial Trust, First Rand Foundation, Tania Leon Studiefonds, Mondi, iSimangaliso Wetlands Trust, Kagiso Trust, Deutsche Bank, Anglo Vaal Industries, Anglo Gold Ashanti, Barloworld, Home Choice and SPZA. 2013 saw the inauguration of a major new funding partnership with Barclays/Absa, focusing on support for life skills development of our students in Gauteng, Free State & North West. Absa have embraced the partnership wholeheartedly, offering not only very substantial financial support but also employee volunteering. Indeed Absa staff members have made very valuable contributions at two recent camps conducted by our Gauteng regional team. We were also pleased to commence a long term partnership with Lafarge Educational Trust, offering support for students recruited from communities adjacent to Lafarge plants in KZN & North West provinces. This partnership will expand significantly in 2014 to embrace Lafarge’s own corporate bursary scheme. We were also pleased to receive support for the first time from Distell (a three year agreement) and Cowan International. During the year we have also finalised new funding relationships with Volkswagen South Africa, Lefa la Rona Trust, Lehumo Women’s Empowerment Trust and Mining Indaba LLC, all of which will kick off in 2014. However 2013 was the final year for funding from the Nussbaum Foundation & DKA. I want to take this opportunity to thank them both for their generous support over many years.

Looking ahead

REAP will shortly embark on a process of strategic planning, charting our path for the next few years. Our key funding partner NSFAS is currently undergoing major systemic change, a general election is looming, proposals for reform of the tertiary curriculum system are being debated, and so our external environment remains somewhat uncertain.

Hopefully this picture will become clearer over the coming months. In the immediate term, I foresee stabilisation of student numbers, completion of the transition to DevMan, further strengthening of our financial & HR systems, and refinement of the Student Development Programme as key priorities. I know I can count on the ongoing support of NSFAS, our dedicated staff and Board, our amazing band of recruitment volunteers and NGO partners, our loyal donors and institutional staff working with our students at the various universities with whom we collaborate so effectively. Together we can continue to change lives and ignite potential!

Russell Davies, Director
3. Recruitment and Selection: Quality intake through early recruitment

Conventional Recruitment for 2014 intake

We distributed 2300 application forms to our recruitment volunteers ("Regional Reps") and partners in 2013. These were mostly allocated to Grade 12 learners meeting the REAP criteria in February 2013. 1962 Completed application forms were returned to REAP at the end of July 2013. Returned applications were recorded and applicant information captured on DevMan (our new customised database system). Applicants meeting the REAP requirements were taken to the next stage which encompassed the rating of their application forms.

This task is performed by professionals appointed by REAP and allows for objective rating of each applicant. Rating scores were captured on DevMan. On completion of this process and after the necessary quality assurance, we identified applicants who were shortlisted for interviews as well as those regretted.

560 Interviews were conducted by panels in the September 2013 school holiday and were concluded in mid-October 2013. Completed questionnaires, containing the performance of respective interviewees, were forwarded to REAP at the end of October 2013.

Many applicants excelled in the 2013 national senior certificate examination and this resulted in increased pressure for places. We presented the cases of provisionally shortlisted applicants to our selection committee on a daily basis in January 2014 taking cognisance of the registration and orientation dates of the respective higher education institutions. We ultimately confirmed 141 first year students onto the programme.

Early Recruitment: Our new Approach

The year 2013 saw the concurrent introduction of REAP’s new early recruitment approach. This new modus operandi pertaining to recruitment was successfully piloted in the Eastern Cape & KZN during 2012/2013. After consultation with Regional Reps and Partners during the various regional meetings as well as engagement with the REAP Board, a consensus was reached that early recruitment will be mainstreamed.
This meant that 2013 would be the last year that we would apply the conventional way of recruiting only matriculants and post matriculants. Early recruitment has at its heart the earlier identification of prospective students, providing them with feedback about their career choices and possibilities, enabling them to make better informed decisions about their study choices and arrive better prepared for tertiary study. Application forms are distributed in September of the Grade 11 year which ensures that applicants are identified much earlier. Applicants were afforded until the end of January 2014 to return their applications and support documents to REAP, ample time to research their choices of study as well as institutions. The table below outlines the early recruitment process.

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<th>Date</th>
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<tr>
<td>September/October</td>
<td>Applications distributed to Grade 11s by regional reps &amp; recruitment partners</td>
</tr>
<tr>
<td>1st week December</td>
<td>Shortlisted applicants informed</td>
</tr>
<tr>
<td>January 31st</td>
<td>Deadline for receipt of applications for following year</td>
</tr>
<tr>
<td>February – April</td>
<td>Data capturing, applicant screening, rating &amp; preparation of feedback for shortlisted applicants</td>
</tr>
<tr>
<td>April/May</td>
<td>Distribution of feedback to shortlisted applicants</td>
</tr>
<tr>
<td>May &amp; June</td>
<td>Applicants engage with feedback, prepare further info for REAP &amp; make applications to universities</td>
</tr>
<tr>
<td>August/September</td>
<td>Data capturing, further shortlisting, preparation of interview list &amp; reports for regional reps &amp; recruitment partners</td>
</tr>
<tr>
<td>8th August</td>
<td>Deadline for submission of further info from shortlisted applicants</td>
</tr>
<tr>
<td>November</td>
<td>Interview results captured &amp; final shortlisting</td>
</tr>
<tr>
<td>September/October</td>
<td>Regional reps &amp; partners interview shortlisted applicants</td>
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Origin of Students confirmed for 2014:

Province of Origin by Gender:

- Eastern Cape Conventional
- Free State
- KwaZulu Natal
- Limpopo
- Mpumalanga
- Northern Cape
- North West
- Western Cape

Male
Female

Western Cape Orientation Camp
4. Student Profile and Results Analysis

Numbers

REAP supported 527 Higher Education students in 2013. The new first year intake was 149. While the total number of students supported was only slightly down (4%) on 2012 numbers the new intake went down by 43.5% on 2012 having been curtailed due to a larger proportion of continuing students, and the extraordinary growth in 2012 vis a vis 2011, which was not repeated in 2013. The 2013 gender split was 48% female and 52% male, identical to the 2012 split. However the new intake split improved from 46% female in 2012 to 48% female in 2013.

Concerted efforts have been made to address this gender imbalance and indeed our 2014 intake comprised 76 female and 65 male. 61% of students were studying for a degree and 32% for a National Diploma. 7% of students were studying extended degrees and diplomas.

Racial Profiles:

Household Income

REAP’s cut off for eligible applicants is an annual household income of less than R 140 000 per annum before tax. While data may not be 100% accurate it does provide a picture of the economic status of REAP students. REAP applicants record income and household statistics on their application forms and finally confirmed students are required to provide up to date evidentiary documentation relating to household income. The household income graph below shows that two-thirds of student families live on less that R 3000 per month. Over half the households have a monthly income of R2000 or less, probably made up largely of social grants. The average household size is 5. Less than 4% of students recorded a household of 10 or more members and 18 (3.4%) of students indicated that they lived alone in the year prior to commencing studies.

Student provincial origins:

Streams of Study:

There was little difference in the type of qualification taken by males and females when taking account of the fewer females on the programme. 67% of students were studying towards degrees.
Extended programmes

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

Extended programmes split the first year academic curricula over two years and add support modules. By far the majority of REAP students on extended programmes are in the science and engineering streams but there are small numbers of students on commerce, arts, law and nursing courses.

REAP encourages students to take up extended programmes believing that this reduction in workload and additional support is preferable to repeating an academic year due to failure. There is a Council for Higher Education (CHE) proposal for 3 year curricula to be extended over 4 years under consideration by DHET as a response to the shifting nature of students entering higher education.

Higher Education Institutions

Spread of REAP students by institution:

The largest cohort of students was at the University of Kwa-Zulu Natal closely followed by the University of Johannesburg.

The smallest cohorts were at Rhodes, Stellenbosch and the University of Limpopo where REAP supports students studying health sciences at the Medunsa campus in Tshwane.
Males remain predominant in engineering (76% of engineering students) while there are almost equal women and men studying one or other form of science. Women are in the majority in humanities, commerce and education although 33.3% of the education students are males.

Student performance:

Graduates

52 students successfully completed their studies in 2013, 25 females and 27 males with 29 students earning degrees and 23 national diplomas. REAP recorded the same number of graduates in 2012. This only captures the students who have remained with REAP for their entire undergraduate studies and were therefore on REAPs data base in 2013.

It does not take account of students who left REAP during their undergraduate studies, often to take up other bursaries, and may have completed in 2013. Below are charts indicating the spread of disciplines, institution and nature of qualification amongst the 2013 graduates:
Of the fifty-two (52) graduates, thirty-six (69%) finished in minimum time. Two were on a 4 year programme. One student completed his ND in Chemical Engineering in minimum time having failed his first year with REAP doing a BSc in Chemical Engineering at the University of Cape Town.

Fourteen (27%) students required one extra year. Of these 14 students, half were science and engineering students.

A couple of B Commerce, law, pharmacy and social science students were also amongst this group completing in minimum time plus 1 year. One male student on an extended ND Electrical Engineering programme (4yrs) at Tshwane University of Technology still required a further additional year. Two students took an extra two years to complete one in Podiatry and one doing a National Diploma in Metallurgy Engineering.

Sometimes difficulty in obtaining placement for the required experiential learning, or what is referred to as In-Service Training, can delay scheduled completion of national diploma engineering students.

While engineering and science show up as challenging for some students there were four (4) engineering students and seven (7) science students amongst those completing in minimum time.

When looking at graduate numbers we have to remember that some of our best students are lost to us early in their studies having obtained other bursaries. These figures are drawn from students remaining with REAP till the completion of their undergraduate studies.
2013 cohort results

Whole cohort end of year results:

These results are almost identical to 2012 REAP student results.

REAP classifies results as follows:

**Pass:** Student passes all courses registered for, for the period.

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

**Fail:** Fails more than 50% of courses registered for or a major.

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

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

If we combine the numbers of students who pass and proceed we can record a success indicator of 78%.

Adding the 12 students who withdrew from REAP during the year having obtained other bursaries this is increased to 80%. If we add those students on IST, our overall ‘success’ rate is 84%.

First year performance:

Using the success indicator the first years of 2013 performance was 3% down on those of 2012 but this needs to be understood in relationship to the students who withdrew to take up other bursaries and analysed in terms of courses taken by first years. The success indicator for continuing students was 1% up on 2012.

Male performance: whole cohort:
Female performance: whole cohort:

Using the success indicator of combining passes and proceeds female students out performed males by 4%.

Success by stream of study:

REAP is acutely aware of the challenges experienced by engineering and science students, in large part due to the well documented poor standards of maths & science teaching in our schools, and we are proactively engaging with university faculties to improve support.

Small numbers of students in the arts and built environment fields do well, achieving a 100% success indicator.

Students not continuing with REAP in 2014

Besides the 52 graduates (10% of the total 2013 cohort) a further 80 students will not continue on the Programme in 2014. Twenty-three (23) students (4% of total cohort) obtained alternative bursaries (either during 2013 or at the start of 2014), often linked to their particular discipline and with potential employment opportunities.

Again using the success indicator the humanities and management students are the best performers, with success indicators of 89% and 95%, followed by education and health sciences students, with success indicators of 87% and 86% respectively.

Science and engineering students perform less well with failure rates of 20% and 15.5%. Their success indicators are 77% & 76% respectively.

The commerce students fall between these two groupings, with a success indicator of 80% and a failure rate of 13%. These results are not surprising.

A further 57 students (11% of total cohort) will not continue primarily due to weak academic performance. Of the 22 students (4% of total cohort) who were academically excluded from their studies by their university by far the majority were studying for degrees in science or engineering. Half of the academically excluded students were in their first year of study.
5. Tripartite collaboration between Government, Business & Civil Society

Since 2011, REAP has been allocated substantial bursary funding from the National Student Financial Aid Scheme (NSFAS), with whom REAP has a long standing and valued partnership, sourced from the National Skills Fund under its Rural Students Programme. It has allowed REAP to facilitate full cost bursaries to all students, covering tuition fees, accommodation, meals, books and local transport.

REAP also has long standing relationships with a range of corporate donors, some of whom historically funded a mixture of direct student costs (eg. meals, books, transport) and REAP’s structured mentoring, psychosocial support, academic monitoring and workshop programme.

REAP has been working hard since 2011 to leverage corporate funding to maximum effect alongside government sponsorship of students, framing the relationships as a three way partnership for mutual advantage. REAP has sought to bring the resources from all three sectors together to offer a comprehensive package for students, ensuring that all their study costs are adequately covered and they also benefit from REAP’s intensive and structured support programme.

Government, in the form of NSFAS & NSF, funds tuition fees and accommodation, whilst corporates fund meals, books & transport along with REAP’s support costs. This means everyone’s funds go further and enhance ultimate outcomes.

Meet our Graduates

Sanele Justice Gamede was born on the 28th December 1989 in a small village called Mndobandoba in Swaziland. He is the third born in a family of eight siblings. He started his primary education in Dumisa primary school and completed his matric at Big-Bend high school in 2005. He grew up in harsh conditions, in a family that was struggling to make ends meet.

Sanele’s father was a pastor and the family survived through subsistence farming. Sanele moved to South Africa in 2008 to further his education, but found himself having to repeat his grade 12 at Ndumo high school in Northern Kwa-Zulu Natal.

Through hard work Sanele was able to complete his matric and then applied to study at the University of Kwa-Zulu Natal.

He was awarded a bursary by Rural Education Access Programme, which was like a miracle to him because he did not know how he was going to finance his studies. He enrolled in 2011 to study Bachelor of Social Science in Management and Media.

Besides studying, Sanele got involved in many student organizations at UKZN. In 2012 and 2013 he was the chairperson for Student Dynamics, an organization that conducts career guidance sessions in rural high schools in Kwa-Zulu Natal.

This was his way of giving back to the community. Sanele is also passionate about writing, submitting articles to various newspapers on politics and current affairs. One of his articles was published in The Witness newspaper.

He is an aspiring businessman and he opened a small tuck-shop while he was studying. In 2012 he was awarded a certificate for best entrepreneur of the year under the campus business association.

Gamede completed his degree in 2013, and graduated in April 2014. His greatest desire is to work for the SABC as a news reporter or a journalist. He is grateful for the opportunity that REAP gave to him and forsees a bright future.
From the perspective of **government**, as a massive funder of student loans and bursaries, the issue of low completion rates amongst black & coloured students is a cause for major concern, substantially dissipating the ultimate return on this vast investment of public resources.

This also represents a serious failure to capitalise on the abundant talent of South Africa’s young people.

From the perspective of **corporates**, their substantial investments in bursary programmes, both from HR & CSI funding pools, have also yielded highly variable results. This is often due to inadequate selection processes and an absence of structured support.

REAP has demonstrated over a number of years, evidenced by tracking studies, that by selecting students carefully and by offering structured support during their studies, completion rates for such students can be significantly improved. A three way partnership ensures that students are fully funded but that they can also receive REAP support, virtually doubling their chances of success.

In 2014 we are taking this model forward with Lafarge, iSimangaliso Wetlands Park, Kagiso Trust, Volkswagen, Lefa la Rona Trust, Lehumo Women’s Empowerment Trust and Lord Laidlaw.

REAP wishes to place on record its sincere appreciation for the consistent support of NSFAS as the core funder of our students, alongside our faithful corporate donors who have allowed us to offer the essential additional support which maximises their chances of success.

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**Meet our Students**

**Miya Hlakae Patrick** grew up on a small farm in Fourisburg, where he stayed with his mother together with his two siblings and grandmother in a one roomed mud rondavel. Staying on the farm was never easy as the family struggled for basic needs. The whole family depended on his mother’s minimal income that she received from doing piece jobs in the area and the money that Hlakae and his siblings made by working on the farm. Life on the farm was very demotivating; he always regarded himself as a farm boy who might not have a brighter future ahead of him. His plan was to complete matric and find a job on the farm. The chances of going to university were like a dream to him because he always believed that it was for rich people.

He appreciates the effort made by his teachers, who motivated him and made it their responsibility to invite motivational speakers to come to their schools. He started to attend Career exhibitions and enquire more about engineering as a possible field of study.

Today Hlakae is doing Mechanical Engineering at CUT and has never lost sight of realizing his dream as a successful Engineer. He believes in serving his community and helping young farm sisters and brothers by sharing information on how to access higher education and university life. He strongly believes that every youth regardless of where they come from has potential waiting to be unleashed.

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**Farren Kuhn** is a third year Nursing Student at UWC, originally from Bonnievale, the first in her family to study. She attended Bonnievale High school where she was part of the editing team for the school paper, a member of the student council and a cheerleader for her school’s sport team. Nursing was Farren’s first choice of study and she explains that her desire to study this degree stems from her passion of caring for people. She is a dedicated student and her determination helps her to remain focused on her goals.

Farren has to do 4000 hours of Nursing in order to qualify for her degree and she is very busy building up these hours, sometimes working 9 hour night shifts. She hopes to maybe work abroad some day.
6. REAP Board & Staff Members

REAP Board Members

Bishop Frank de Gouveia (Chair)
Dr. Mary Nassimbeni (Vice-Chair)
Janice Seland (Treasurer)
Martin Mulcahy (Executive Committee)
Br. Michael de Klerk (Executive Committee)
Ken Holness (Executive Committee - Finance)
Aubrey Chabedi (Regional Representatives nominee)
Fr. Grant Emmanuel (SACBC nominee)
Kanyisa Diamond (Staff Representative)
Fr. Sammy Mabusela (ACTS National Chaplain)
Margie Keeton
Bridgette le Shauls
Dr. Bongi Bagweni
Dr. Natalie Leon
Beva Runciman (Retired end of 2013)
Russell Davies (Director)

REAP Staff Members

Head Office, Cape Town

Russell Davies (Director)
Kanyisa Diamond (Head of Programme)
Nadeema Taliep (Finance Manager)
Owen Jansen (Recruitment & Selection Manager)
Glenda Glover (Programme Development, Research & Advocacy)
Charlene Nel (Business Support Manager up to end of Jan 2014)
Kathy Lewis (Acting Business Support Manager from March 2014)
Anél Wesson (Communications Manager)
Sherol Tafeni (Bookkeeper)
Nicholas Gobha (Accounts Administrator)
Tammy Abrahams (Business Support Administrator)
Charné Fortune (Receptionist / Administrative Assistant)
Florence Petersen (Recruitment & Selection Administrator)
Ntombekhaya Tutu (Housekeeper)
Keith Africa (Caretaker)
Western Cape / Eastern Cape Regional team, Cape Town
Kanyisa Diamond (Regional Manager)
Vatiswa Mangxola (Senior SDA – CPUT, NMMU)
Robyn Pritchard (SDA – UWC, UStell)
Asanda Vumazonke (SDA – NMMU, RU)
Meekness Ayidu (SDA – UCT, UWC, UStell)

Gauteng/Free State/North West Regional team, Johannesburg
Thabisa Vili (Regional Manager)
Lorraine Gumede (SDA - UJ)
Phindile Hlabangane (SDA – TUT, UP, UL)
Bongi Mahlangu (Senior SDA – Wits)
Mpho Motloung (SDA – UFS, CUT)
Zanele Mdletye (SDA – NWU, UJ)
Mandisa Nene (SDA – Wits)
Nelisa Pase (SDA – UJ)
Petunia Ralebona (Receptionist / Administrative Assistant)

KwaZulu Natal Regional team, Durban
Nontobeko Ntuli (Regional Manager)
Pinky Mathonsi (SDA – UKZN, DUT)
Phila Mbambo (SDA – UKZN)
Sebenzile Dlamini (SDA – UKZN)
Phumlani Mnyango (SDA – DUT)
Mbali Shange (SDA – DUT)
Zanele Sibisi (SDA – UKZN)
Mabongi Mbambo (Receptionist / Administrative Assistant)

* SDA – Student Development Advisor

Meet our Graduates

Sonwabile Gxabane hails from the Eastern Cape and obtained a degree in Information Technology. His proud Student Development Advisor, Mbali Shange (third from the left) joined his family in attending his graduation ceremony.

He is currently registered for Postgraduate studies at DUT and dreams of running a software company one day.

A poem about my scholarship (REAP)

"Reap", they said.
I was confused.
"You reap what you sow"
They clarified.

Once, to me, reap was just part of an idiom
But today reap is part of my life.
Reap is part of my dreams
And my ambitions.

Once, to me, reap was just part of an idiom
But today reap is part of my Joy
It lightens up the journey towards my future
It brings me love, peace and hope.

Once, to me, reap was just part of an idiom
But today reap is my inspiration
It’s what drives me to be a better person
And to fulfil my dreams.

Once, to me, reap was just part of an idiom
But today reap is my caregiver
My defender and my motivator.

Once, to me, reap was just part of an idiom
But today reap is my life.
Rural Education Access Programme
I thank you for all that you’ve done for me.

- Ntombovuyo Joy Ngaphu
2nd Year Journalism student at Rhodes University.
Originally from St Patrick’s Senior Secondary School outside Mthatha
7. REAP’s 2013 Graduates

Cape Peninsula University of Technology
Mabande, Sipho (M) ND B Engineering Chemical
Makamisa, Mthandazo (M) ND Town & Regional Planning

Sipho Mabande
Sipho comes from Giyani in Limpopo. He started with REAP in 2010 studying at UCT, but later transferred to CPUT where he finished his National Diploma in Chemical Engineering. Sipho volunteered to be a REAP mentor in 2012 and was a great inspiration to the first years at his campus. Sipho is now pursuing his Btech degree in Chemical Engineering at CPUT.

Central University of Technology
Maranda, Ntebogeleng (F) ND Human Resource Management
Mogakwe, Senaaleane (F) ND Environmental Health
Nkokong, Keorapetse (M) ND Mechanical Engineering
Tshabalala, Siphiwe (M) ND Electrical Engineering

Durban University of Technology
Dingani, Bongiswa (F) ND Office Mgmt & Tech
Hlongwane, Londiwe (F) ND Accounting
Mabaleka, Mabaleka (M) ND Operation Management
Mfekayi, Sinenhlanhla (F) ND Travel & Tourism
Myaka, Nduduzo (M) ND Civil Engineering

Nelson Mandela Metropole University
Hloemendlini, Anganathi (M) ND Civil Engineering
Jojo, Axolile (F) ND Agriculture Mgmt
Madonyela, Siphelele (M) ND Civil Engineering
Mphafa, Lungile (M) Bachelor of Arts
Tiyo, Ayanda (M) ND Human Resource Management
Tomsana, Ziphozihle (F) ND Human Resource Management

Rhodes University
Malangeni, Zingisa (F) Bachelor Pharmacy
Mzo, Lwazi (M) Bachelor Pharmacy

Tshwane University of Technology
Moeketsi, Cecilia Mmafusi (F) ND Road Traffic & Municipal Police Mngmnt
Moropana, Morgan Mzumba (M) ND Mechanical Engineering
Ndala, Bongani Dumisani (M) ND Analytical Chemistry
Ngubane, Senzo Njabulo (M) ND Electrical Engineering
Phosa, Matsobane Jeffrey (M) Ext ND Electrical Engineering
Valashiya, Sonwabo (M) ND Graphic Design

University of Cape Town
Khoetsa, Tshepo (M) Bachelor Social Science

Tshepo Khoetsa
Tshepo graduated as a Bachelor of Social Science (Psychology and Organisational Psychology) from UCT within minimum time in November 2013. He is from Maboloka in the North West. During his years of study, Tshepo served as a dedicated REAP mentor, known for his commitment and extra mile efforts in this role. His journey with REAP continues as he joins the Alumni Network.

University of the North West
Chabaesele, Lorato (F) BA Communication

Lorato Chabaesele
Lorato comes from Gakhunwana in the North West Province. She finished her degree in minimum time, graduating as a Bachelor of Communications at North West University.

* (M) = Male (F) = Female
University of Johannesburg
Dinake, Masego (F) ND Chemical Engineering
Khosa, Mmbasobeni (M) B Comm (Economics)
Lekola, Puseletso (F) Btech Podiatry
Mamburu, Lufuno (M) B Comm Finance
Motlhoki, Lea (F) ND Metallurgy Eng
Netshirondoni, Phumudzo (F) B Commerce (Accounting)

University of KwaZulu Natal
Gamede, Sanele (M) Bachelor Social Science
Malinga, Sphesihle (M) Bachelor Social Science
Manyoni, Zelamasile (F) B Sc Environmental Science
Mbuyazi, Mthobisi (M) B Com
Mdamba, Bongani (M) B Sc Environmental Science
Msweli, Simangel (F) B Sc Biological Science
Mtshali, Nkosinathi (M) Bachelor Of Education
Ndlovu, Nonjabulo (F) Bachelor Social Science
Ndwandwe, Nothile (F) B Comm (Economics)
Serongwa, Thilivhali (F) B Sc Geology

University of the Free State
Golaolwang, Onalenna (F) B Sc Chemical Science
Tshishonga, Azwidovhi (F) Bachelor of Science

Zelamasile Manyoni
Zelamasile graduated with a BSc in Environmental Science from the University of KwaZulu Natal in minimum time.

University of Limpopo
Mashinini, Thando (M) BSc Molecular & Life Science

University of Pretoria
Buys, Thamsanqa (M) Bachelor Administration
Semono, Livhuwani (F) Bachelor Administration

University of the North West
Chabaesele, Lorato (F) BA Communication

University of the Western Cape
Clayton, Bernelee (F) LLB

Bernelee Clayton
Bernelee graduated from the University of the Western Cape with an LLB degree in March 2013. She has been accepted on the National Prosecuting Authority Aspirant Prosecutor Programme which is a 12 month internship, offered by the National Prosecuting Authority. This programme is driven by the need to equip new law graduates with practical experience required to pursue a career as a Prosecutor.

University of the Witwatersrand
Makonjwa, Sibusiso Peter (M) B Engineering Chemical
Naidoo, Rebekah (F) B Com Ins & Risk Mngmnt
Seleke, Kentse (F) B Sc Geology

Azwidovhi Tshishonga
Azwidovhi is from Makhado in Limpopo and graduated with a Bachelor of Science degree from the University of the Free State. She graduated with a number of subject distinctions over her three years of study and has a number of medals and certificates in acknowledgement of her hard work and dedication and her efforts to help others.

Rebekah Naidoo
Rebekah graduated with a Bachelor of Commerce Degree in Investment and Corporate Finance and Insurance and Risk Management from the University of the Witwatersrand at the end of 2013. She is currently studying towards an Honours Degree in Business Finance through a scholarship from the Rothschild South Africa Foundation.

*M (M) = Male (F) = Female*

**Statement of Financial Position**

<table>
<thead>
<tr>
<th></th>
<th>2012 (ZAR)</th>
<th>2013 (ZAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>2,643,607</td>
<td>126,427</td>
</tr>
<tr>
<td>Cash resources</td>
<td>12,072,289</td>
<td>15,690,985</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14,715,897</td>
<td>15,817,412</td>
</tr>
</tbody>
</table>

**Reserves and Liabilities**

<table>
<thead>
<tr>
<th></th>
<th>2012 (ZAR)</th>
<th>2013 (ZAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and Support Fund</td>
<td>3,513,438</td>
<td>2,349,484</td>
</tr>
<tr>
<td>Fr Noel Stanton Fund</td>
<td>4,685,477</td>
<td>5,276,856</td>
</tr>
<tr>
<td>Total Reserves</td>
<td>8,198,915</td>
<td>7,626,340</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>250,971</td>
<td>237,072</td>
</tr>
<tr>
<td>Donor funds in advance</td>
<td>6,266,011</td>
<td>7,954,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14,715,897</td>
<td>15,817,412</td>
</tr>
</tbody>
</table>

**Summary of Income & Expenditure**

*Income*

<table>
<thead>
<tr>
<th></th>
<th>2012 (ZAR)</th>
<th>2013 (ZAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>10,258,131</td>
<td>12,111,855</td>
</tr>
<tr>
<td>Administration fee from NSFAS</td>
<td>127,000</td>
<td>130,750</td>
</tr>
<tr>
<td>Reimbursement of direct student costs – NSFAS</td>
<td>5,294,221</td>
<td>6,061,909</td>
</tr>
<tr>
<td>Student access funding</td>
<td>527,637</td>
<td>510,098</td>
</tr>
<tr>
<td>Interest</td>
<td>298,112</td>
<td>278,728</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16,505,102</td>
<td>19,135,287</td>
</tr>
</tbody>
</table>
Highlights

Expenditure on student support services increased by 22.6% in 2013, in part due to inflation, but in the main due to new programmatic initiatives such as orientation camps for all first year students, final year workshops focusing on preparation for the workplace, and additional field trips to Free State, North West and Eastern Cape.

Direct student expenditure also increased markedly mainly due to a landmark and unbudgeted decision to purchase laptop computers for all REAP students, at a total cost of almost R1.5M.

In future years, we will only need to buy for first year students which will significantly reduce recurrent expenditure on this item. This extraordinary expense is the main explanation for the operating deficit of R1,163,954. Exclusive of the laptop purchase, we would have been in surplus.

Donor income also increased by 18%, in large part due to the new partnership with Barclays/Absa. The financial outlook for 2014 remains extremely healthy. Confirmed donor and government funding are more than sufficient to meet programme budgetary needs.

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct student costs (eg. meals, books, transport)</td>
<td>6,929,219</td>
<td>8,864,001</td>
</tr>
<tr>
<td>Student support services</td>
<td>5,252,112</td>
<td>6,440,035</td>
</tr>
<tr>
<td>Programme Development &amp; Research</td>
<td>1,139,500</td>
<td>1,159,150</td>
</tr>
<tr>
<td>Staff &amp; volunteer training</td>
<td>319,312</td>
<td>350,015</td>
</tr>
<tr>
<td>Managements costs</td>
<td>1,011,326</td>
<td>1,304,764</td>
</tr>
<tr>
<td>Finance &amp; administration</td>
<td>1,062,741</td>
<td>1,107,659</td>
</tr>
<tr>
<td>Property</td>
<td>590,936</td>
<td>613,863</td>
</tr>
<tr>
<td>Fundraising</td>
<td>565,628</td>
<td>459,754</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16,870,774</strong></td>
<td><strong>20,299,241</strong></td>
</tr>
<tr>
<td><strong>Net surplus / (deficit) for year</strong></td>
<td><strong>(365,672)</strong></td>
<td><strong>(1,163,954)</strong></td>
</tr>
</tbody>
</table>
REAP’s Funding Partners

Supported by

ABS A

AngloGold Ashanti

apm

AVI

Barloworld

Leading brands

Cowan

International

Deutsche Bank

DGMT

The DG Murray Trust

DISTELL

Foundation

Dka Austria

FNB First National Bank

HomeChoice

higher education
& training

Department of Higher Education and Training

Republic of South Africa

J.P. Morgan

LaFarge

Education Trust

Lord and Lady Laidlaw

Foundation

Lottery

National Lottery

Indaba

Mondi

mpact

NSFAS

National Student Financial Aid Scheme

Oppenheimer

Memorial Trust

Private Client

Holdings

Southern African Catholic Bishops Conference

Tshikulululu

Social Investments

REAP is a registered NPO
NPO registration no: 015-634
PBO Exemption no: 930 002 334
Website: www.reap.org.za
Email: reception@reap.org.za