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An evaluation of bursary programmes in the Free State Province

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An evaluation of bursary programmes in the Free State Province

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Executive summary

The executive summary has been written with three headings in mind, namely main positive findings, critical remarks and recommendations.

Main positive findings

1. Bursaries allocation has been significant both in ensuring that individuals from previously disadvantaged communities and also females access tertiary education. More than 70% of respondents mentioned that the bursary gave them access to tertiary education.
2. Bursary management at the provincial and the national state department level is generally good. Yet there is some room for improvement in terms of basic management systems and M&E.
3. The requirements of providing bursaries to Free State-based students and of requesting that they study at Free State-based institutions were mostly met.
4. Nearly 70% of the respondents were of the opinion that the bursary helped their families not to have to make significant or very large sacrifices for the respondents to access tertiary education.
5. Overall 68% of respondents contributed less than 20% towards the cost of their studies.
6. The overall rating of bursary management by the bursary holders was high.

Critical remarks

7. As the main focus has been on improving existing staff members, there is very little evidence of bursaries addressing the strategic skills gaps required in the Free State's economy.
8. Access of people with disabilities has been limited.
9. The management of bursaries at most municipalities is poor.
10. The Free State Provincial Government approach to bursaries seems to reflect a supply-driven approach which emphasises what the provincial government has to do in terms of policy requirements, little emphasis is placed on the actual outcomes of these bursaries – increased efficiency, productivity and

performance. It also raises questions in respect of human resource management once courses have been completed.

11. Extremely high levels of satisfaction exist in respect of the relevance and quality of education that was obtained.
12. Bursaries are mainly directed at filling skills gaps in the public sector.

Recommendations

13. Much better targeting is required. This applies in respect of age, income and the critical skills required for the province's economy.
14. Negotiate - with tertiary institutions - special counselling arrangements for bursary holders.
15. There should be much more emphasis on career counselling
16. Improve the basic M&E systems for bursary management in such a manner that it provides strategic management information.
17. Bursary allocation is a unique opportunity to engage in Public-Private-Partnerships in that some corporates also could mobilise joint funding for education and training with the understanding that the learners, after obtaining the qualification, could work as interns with the company or organisation.
18. The basic M&E system used to record management information should be radically improved in order to assist with basic decision-making processes.
19. Career guidance at school should be upgraded in order to ensure that students do not apply for bursaries for which they have little interest.

Introduction

The Free State Provincial Government has an extensive bursary programme. This bursary programme is principally aimed at two target groups. The first target group comprises post-Grade 12 learners who would like to proceed with tertiary education. The second group involves bursaries to the provincial government's employees. These bursaries are mainly aimed at improving the skills and qualifications of existing employees. The Free State Provincial Government also has an overall policy in place – although most departments have tailored this policy to suit themselves best. Bursaries are also being provided by a range of local and district municipalities and also by national government departments with provincial offices.

One could raise a number of questions in respect of the bursaries of the entities mentioned above:

- What is the profile of students who do access bursaries?
- What are their fields of study?
- Where do they study?
- Does the availability of bursaries in a specific field impact positively or negatively on their decision to study in a specific field?
- How effective are the bursary programmes?
- How do these bursary programmes impact on lives of those who do receive them?
- How effective are the policies, procedures and bursary management systems that are in place?

Against this background, the aim of this report is to evaluate the bursary programmes of the provincial government departments, i.e. decentralised national government departments and those of the municipalities. The report is structured in three distinct subsections:

- It starts off by profiling the bursary holders according to the database of the Free State Provincial Government (not applicable to the national departments and municipalities).

- The report then assesses the bursary management systems that are in place to manage and monitor the bursary programmes.
- The emphasis then shifts to a more detailed evaluation of the impact of the bursary programme. This is assessment is based on interviews with the 700 beneficiaries of bursaries in the Free State.

The methods and shortcomings of the various methods are discussed in more detail during each one of the subsections outlined above.

Section A: A profile of bursary holders in the Free Sate

A1. Introduction

This section profiles the basic statistics available from the database of the Provincial Government. The database was provided by the Department of the Premier and contains information on all the beneficiaries of bursaries in the Free State. Specific aspects to be profiled in this section are:

- Age of beneficiaries
- Gender
- Population group
- Disability
- Geographical distribution of students in the Free State
- Institutions where they have studied
- Average amounts made available to students

It should be noted that this database has approximately 11 000 entries, but that all the data were not available for all the entries made. Thus, in cases where the totals do not tally, the original entries are an indication of missing data.

A2 Profile of bursary database

This section considers the basic profile of aspects mentioned above in A1.

A2.1 Age

The question is: To what degree are bursaries provided to extend the qualifications of existing staff members and to what degree are bursaries provided for learners who complete their secondary education in order to proceed to tertiary education. A specific distinction is drawn between youths (according to the formal definition of 35 years or younger) and those older than 35 years. Table A1 provides a profile in this respect.

Table A1: Age distribution of youths in the database, 2008

Age category	n	%
14-19 years (1994-1989)	152	3.8
20-24 years (1988-1984)	1251	31.3
25-29 years (1983-1979)	995	24.9
30-35 years (1978-1973)	1598	40.0
Total	3996	100.0

The age distribution of the youths is summarised in Table A1 above. As can be expected the category comprising the 14-to-19-year-olds was relatively small, with the majority of these respondents having received their bursary in the last year, directly after school. Individuals aged between 30 and 35 years of age constituted a significant share of the youth population (40%), followed by individuals aged between 20 and 24 years (31.3%), while those aged from 25 to 29 years of age still comprised about a quarter of the population (24.9%).

Although one cannot automatically assume that those younger than 25 are full-time students, it seems as 35% of the bursaries in the youth group have been allocated to post-Grade 12 students. If this is expressed as a percentage of the total population, it comes to a mere 12.6%. This seems to be inappropriate. Departments that have provided substantially more financial assistance to students in this group are:

- The Free State School of Nursing (60%)
- The Office of the Premier (81%)
- Local Government and Housing (61%)
- Agriculture (41%)

The age profile of beneficiaries for those older than 35 years is reflected below in Figure A1.

Figure A1: Age distribution of adults in the database, 2008

From Figure A1 we can see that there is a steady share of individuals aged between 36 and 41 years of age. After 41 years of age the number of individuals per age category drops until there is only a single individual aged 65 years. The average age for the adult population is 44.3 years.

A2.2 Gender

The gender distribution of the database gives some indication of the levels of empowerment of women through tertiary education (see Table A2).

Table A2: Gender of individuals in the database, 2008

Gender	Youths		Adults		Total	
	n	%	n	%	n	%
Female	2206	55.6	4498	63.0	6704	60.3
Male	1765	44.4	2643	37.0	4408	39.7
Total	3971	100.0	7141	100.0	11112	100.0

From Table 2 above we see that the majority of both the youth and adult populations were indeed females (55.6% and 63% respectively). There were more females among the adult population than among the youths. A few more comments need to be made in this respect:

- No significant differences were detected between males and females in respect of the duration of the course they took, although more males than females were involved in programmes of more than 360 credits.
- There were no significant differences between the genders with regard to the NQF levels.
- On average, males received bursaries of about 15% more in value than females. The average size of bursaries to males was approximately R5200 compared with R4600 for females.
- Females were more likely to engage in studies the following fields than were the males: Education, Development Studies and health-related studies (probably mostly Nursing).
- Males were more likely to engage in the following fields of studies than were the females: Engineering, Natural Sciences, Economic Sciences and Law.

A2.3 Population group

As is eminent in Table A3, the effect of the stated aim of upliftment of the previously disadvantaged groups has probably had the largest influence on the distribution in respecty of population group of the adult population as seen in Table A3.

Table A3: Population group of individuals in the database, 2008

Population group	Youths		Adults		Total	
	n	%	n	%	n	%
Black	3588	90.3	6901	96.7	10489	94.4
Coloured	104	2.6	119	1.7	223	2.0
White	274	6.9	118	1.7	392	3.5
Indian/Asian	6	.2	1	.0	7	.1
Total	3972	100.0	7139	100.0	11111	100.0

Black respondents are overrepresented compared with the population composition of the Free State (96.7% versus 88% according to the 2001 Census (StatsSA, 2003)), while the white population is underrepresented (1.7% versus 8.8% (StatsSA, 2003)). Two other previously disadvantaged groups are however also underrepresented; Coloureds and Indian/Asian representation is even lower than their representation in the province (1.7% versus 3.1%, and 0% versus 0.14% respectively (StatsSA, 2003)). The youth population, on the other hand, closely resembles the population distribution of the Free State as suggested by Census 2001.

Other significant differences between the various population groups are;

- Black beneficiaries were more likely than the other groups to study Education and courses in the Humanities.
- White bursary holders were more likely to study in the Natural Sciences, Health Sciences and in Engineering.
- Coloured beneficiaries were more likely to study in Management and in the Economic sciences.
- The average value of bursaries to Coloureds was the highest at just over R7000 per bursary. Black beneficiaries received the lowest value at approximately R4 800, and white beneficiaries on average received bursaries of R5200.
- Nearly 50% of the White respondents were younger than 25 years, while the comparative percentages for Black and Coloured bursary holders were 11.2 and 18.8%. While these to a large extend reflects the socio-economic differences between groups, it also perpetuates the existing inequalities in that the return-on-investment of bursaries to younger beneficiaries ought to yield better results.

A2.4 Disability

The focus now shifts to the degree to which bursaries have reached disabled people (see Table A4).

Table A4: Disability among the individuals on the database

Disability?	Youths		Adults		Total	
	n	%	n	%	n	%
Yes	101	2.5%	55	0.8%	156	1.4%
No	3861	97.5%	7038	99.2%	10899	98.6%
Total	3962	100.0%	7093	100.0%	11055	100.0%

When we compare the information in Table A4 below with the share of the population of the Free State who do have some form of disability, one sees that the bursaries are not addressing the need to empower the disabled. In comparison with adults, a slightly larger share of the youths had some form of disability (2.5% and 8%, respectively) though both were a fraction of the share of disabled in the Free State (6.8% according to Census 2001 (StatsSA, 2003)).

Other significant aspects in respect of bursaries to the disabled are:

- Disabled bursary beneficiaries received substantially smaller bursaries than those who were not disabled (R1800 for disabled and R4900 for people who are not disabled).
- Disabled beneficiaries were, on average, younger than those who were not disabled (30 years versus 38 years).
- Disabled students were more likely to be studying in health-related and economic-and management-related fields.

A2.5 Field of study

In this section we will scrutinise the fields of study pursued by the individuals in the database.

Table A5: Field of study for the individuals in the database

	Youths		Adults		Total	
Field of study	n	%	n	n	%	n
Education	1346	34.3%	5250	74.4%	6596	60.1%
Management	675	17.2%	792	11.2%	1467	13.4%
Medicine / health -related	714	18.2%	397	5.6%	1111	10.1%
Arts / Social Sciences	310	7.9%	325	4.6%	635	5.8%
Economic Sciences	316	8.1%	70	1.0%	386	3.5%
Information Technology / Computer Sciences	150	3.8%	111	1.6%	261	2.4%
Engineering	171	4.4%	15	.2%	186	1.7%
Physical / Natural Sciences	93	2.4%	24	.3%	117	1.1%
Agriculture	87	2.2%	12	.2%	99	.9%
Law	54	1.4%	25	.4%	79	.7%
Other	3	.1%	35	.5%	38	.3%
Total	3919	100.0%	7056	100.0%	10975	100.0%

Generally, the high numbers of bursaries awarded to students in education and the use of bursaries for Advanced Certificates in Education were probably responsible for the extremely high numbers in the field of Education for the two populations (34.4% for youths and 74.4% for adults). The higher percentage that went to adults probably relates to a specific attempt to improve the qualifications those currently in Management. Studies in management fields were also common among both groups, coming second among adults (11.2%) and third among youths (17.2%) and possibility

resulting from the management studies of civil servants. Another field in which bursaries are quite common is Medicine and medicine-related studies, which, at 18.2% came second among youths (18.2%).

A3.6 Geographical distribution of students

This section considers the geographical spread of bursaries across the Free State and compares this spread with the districts propotional the share of the Free State's population.

Table A6: The geographical spread of bursary beneficiaries per district in the Free State, 2003-2008

District	Bursaries (n)	% bursaries	% of FS population
Fezile Dabi	1223	12.9	17.0
Lejweleputswa	2355	24.8	24.3
Motheo	3209	33.7	26.9
Thabo Mofutsanyana	1893	19.9	26.8
Xhariep	795	8.4	5.0
Not Free State	39	0.4	
Total	9514	100.0	100.0

A number of comments need to be made in respect of the above table:

- Motheo District has the largest percentage of bursary holders (33.7%). This percentage is also significantly higher than the percentage of 26.9%. Although this is probably skewed, it does not come as a surprise in that the largest percentage of government officials are probably located in Bloemfontein. And, considering the fact that nearly two-thirds of the beneficiaries were adult learners, this is more an unintended consequence of the way in which bursaries were allocated than a deliberate preference for Motheo.
- The percentage of bursary holders who originated from Xhariep is also significantly higher than the share of Xhariep's population in respect of the Free State.
- Thabo Mafutsanyana and Fezile Dabi are somewhat underrepresented in comparison with their shares of the Free State population.

A3.7 Institutions where students studied

Table A7 provides a profile of the institutions where bursary holders studied.

Table A7: Learning institutions where bursary holders enrolled, 2003-2008

Learning institution	n	%
University of the Free State	5066	55.5
University of South Africa	1265	13.9
Central University of Technology	541	5.9
University of the North-West	509	5.6
Free State School of Nursing	260	2.8
University of KwaZulu-Natal	247	2.7
University of Johannesburg	186	2.0
University of Pretoria	174	1.9
Open Learning Group	126	1.4
Boston Business College	115	1.3
Other	639	7.0
Total	9128	100

* Missing data: 2107 cases

Not surprisingly, more than 50% of the bursary holders studied at the University of the Free State, while nearly 14% enrolled with the University of South Africa. What comes as more of a surprise is the fact that only 5.9% of the students enrolled with the Central University of Technology (the other University virtually next to the University of the Free State in the region). The significant percentages of students who went to mainstream universities as opposed to universities of technology are somewhat of a surprise and require some investigation. The phenomenon could well be linked to the fact that many of the bursary holders were adult learners trying to improve their qualifications rather than first-time tertiary education enrollers. A few other comments should be made in respect of the institutions:

- Nearly 70% of the students who enrolled with the University of the Free State enrolled in Education, which probably suggests that a large percentage of teachers improved their education at said university.
- CUT was chosen for Engineering, Management and the Economic Sciences. Approximately 10% of the learners who enrolled at CUT, enrolled in the field of Engineering, compared with 1.7% of bursary holders overall.
- The statistics also indicate that CUT attracted a much larger percentage of students younger than 24 (52%) compared with the 14% at the UFS. This can once again be attributed to the fact that a large percentage of existing teachers enrolled at the UFS. This finding is further confirmed by the fact that if only bursary holders younger than 25 years are considered, the percentage of these studying at the UFS drops to 40%.

A3.8 Departments who allocated bursaries

As can be seen from Figure A2 below, the Department of Education is the most prominent department when it comes to the provision of bursaries.

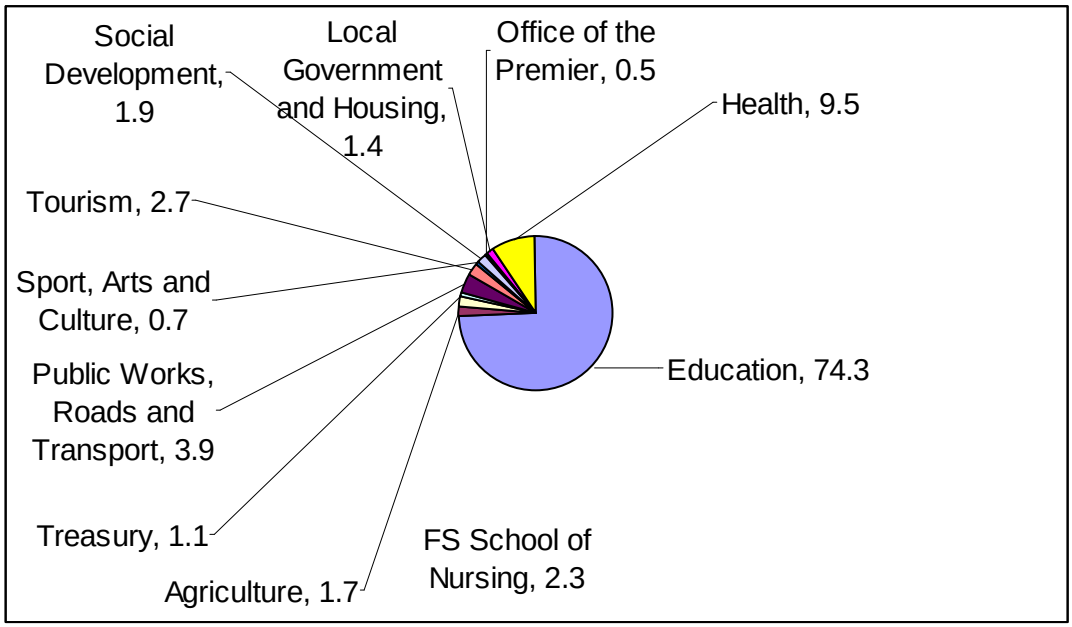

Figure A2: The share of bursaries amongst provincial government departments in the Free State, 2003 – 2008

The Department of Education is the most prominent department allocating bursaries: nearly three of every four bursaries were allocated by this department. The second most prominent department is the Department of Health, which allocated nearly 10% of all bursaries, while Public Works allocated approximately 4%. The remainder of the departments allocated only a small number of bursaries.

A3.9 Size of bursaries per annum

It should first be noted that the nature of the information that was available to complete this exercise was limited. The data were only collected for those bursary holders for whom an amount was indicated. The results are reflected in Figure A3 below.

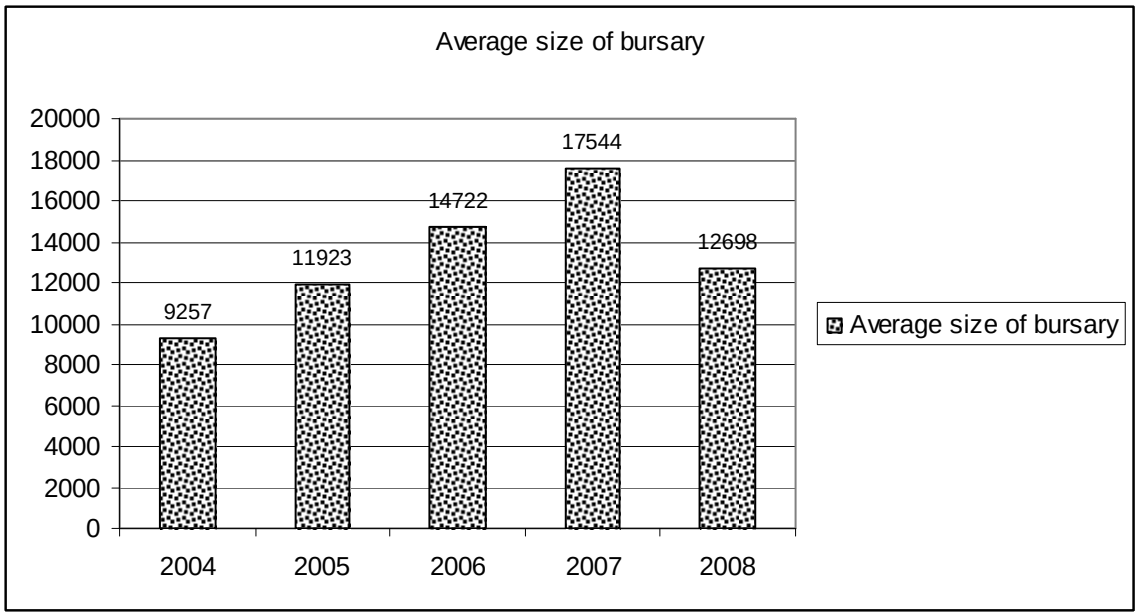

Figure A3: Size of bursary, 2004 – 2008 (ZAR)

The size of bursaries has increased steadily since 2004-when the average amount was R9257-to 2007-when the average amount of a bursary was R17 544. Yet, in 2008 this amount has decreased considerably to R12 698. The reasons for this decreased are not clear, but this could be a function of the poor data set that was available.

A4. Concluding comments

In conclusion, the following main findings should be mentioned:

- Despite the importance of lifelong learning, more can be done to direct more bursaries to the school-leaving age
- Black people have proportionally benefited more from the bursary programme than this group share of the Free State population. This does not come as a surprise, nor does it seem inappropriate.
- White and male respondents still receive larger bursaries than other population groups and females.
- The low numbers of students who enrolled with Universities of Technology should be investigated.
- The Department of Education has been the most prominent department in allocating bursaries.

Section B: Bursary management in the Free State

B1 Introduction

The emphasis in this section is to assess the nature of bursary management in the following departments / institutions:

- Provincial government departments
- Decentralised national state departments in the Free State
- Municipalities

Before a more detailed analysis is provided of how bursaries are managed, a brief comment should be made in respect of the methods used in this section.

B2 Methods

The following main approaches were used in obtaining the information on which this section is built:

- Interviews were conducted with all provincial government departments (the questionnaire is attached as Annexure A).
- The same interviews were also conducted with national departments with decentralised offices in Bloemfontein (Annexure B)
- Finally, the questionnaire was also used for interviews with municipalities (annexure A).

These interviews were also followed by assessments of the available policies of the various institutions.

B3 Provincial state departments

This section considers the policies and procedures of decentralised state departments in the Free State. More specifically, the following departments are assessed:

- Department of Labour
- Correctional Services
- Department of Water Affairs and Forestry
- Public Works (national)

B3.1 Policies

All bursaries provided by the various provincial departments are managed by one comprehensive policy for the Free State Provincial Government. A number of the provincial departments do have additional policy guidelines, but these are in line with the main provincial policy guideline.

The approved Policy Framework (2008) provides the following rationale for the allocation of bursaries by the provincial government[1]:

- To create opportunities for the citizens of the Free State Province and to promote educational growth and development in line with the needs of the provincial departments.
- The awarding of bursaries for full-time students links with the recruitment of acceptable persons to fill posts in departments subsequent to the finalization of their studies. This will enhance the transformation of the Free State Provincial Government into a dynamic, needs-based and pro-active work force.
- In terms of Part IX, Section E of the Public Service Regulations 2001, a Head of Department may grant bursaries for higher education to both serving and prospective employees, but may allocate bursaries for general education, further education, and training only to serving employees at all grades.
- By awarding bursaries, the Free State Provincial Government supports the Joint Initiative on Priority Skills Acquisition to unblock obstacles and the Accelerated and Shared Growth Initiative for South Africa's objectives of promoting economic growth.

B3.2 Application of policy

Although it is not possible to provide a comprehensive overview of the management of bursary policies, a number of aspects of the existing policy framework should be noted:

- The Department of the Premier is responsible for administering and maintaining the policy for the allocation of bursaries, identifying achievers, applications, keeping a centralised database and coordinating provincial priorities.

[1] Free State Provincial Government, 2008. Bursary Policy Framework, Bloemfontein.

- Heads of departments are required to manage the allocations in a transparent manners, provide the funds, allocate bursaries to identified achievers determined by the Premier, assist in placing students who complete their studies, write-off debt of students who could not be placed after successful completion of their studies
- Bursaries are for Free State-based learners and, where possible, they study at Free State-based learning institutions.
- Bursaries are allocated in accordance with the departmental needs of Integrated Human Resources Management and Development Strategy for the Free State, and in line with the departmental Employment Equity, Human Resources Plans
- Departments must, give preference to bursary holders when considering appointment in respect of internships.
- The following key aspects are considered in allocating bursaries: gender, disability, Free State resident, income, number of children, latest result, identified need and the possible link with AsgiSA, JIPSA, the Free State Provincial Growth and Development Strategy, the Integrated Human Resources Management and Development Strategy and departmental workplace skills strategies.

The Free State Provincial Government approach to bursaries seems to reflect a supply-driven approach which emphasises what the provincial government shall do. Little emphasis is placed on the outcome of these bursaries – increased efficiency, productivity and performance. It also raises questions in respect of human resource management after courses have been completed.

B3.3 Positive aspects

In the interviews with the various departments, departmental representatives were requested to identify the positive aspects of the provincial policy. Overall, respondents felt that the new framework was an improved policy framework. The most prominent aspects mentioned during these interviews related to the fact that one provincial policy existed, that it was aligned to national and provincial imperatives and that it would improve standards. Other aspects that were mentioned were:

- Considered Free State-based learners first.

- Was user friendly and comprehensive.
- It focused on the needy.
- It was a comprehensive financial package paying for books, registration fees and tuition fees.
- The fact that bursary holders could repay their bursaries by means of internships.

B3.4 Negative aspects

On the negative side, a range of comments were made about the inability of students to adapt to the requirements of institutions of higher education and the difficulties involved in employing bursary holders once have completed their courses. Other negative comments made during the interviews were:

- No extra money being available beyond the direct expenses, this resulting in bursary holders working to sustain themselves.
- There was concern because Engineering is only presented at the University of Stellenbosch.

B3.5 Bursaries and skills

Overall, it was accepted that the allocation of bursaries should be linked to skills gaps and the overall development challenges in South Africa and more specifically in the Free State.

Yes: address skills related to FPG

B3.6 Employment of bursary holders

Respondents were all of the opinion that employing students after completion of their courses was extremely difficult. Four departments were willing to give some form of indication of their success rate in this regard. Public Works were the only department that mentioned that they employed 100% of their engineering students. None of the other departments suggested a rate of more than 50%; in fact, the average was in the vicinity of 30%.

B3.7 Key recommendations from departments

The various departments were requested to make a range of recommendations. The following were noted:

- Beneficiaries should be released to go and work in the private sector (if no employment is available)
- Counselling and continuous consultation should be part of the bursary programme – students find it difficult to adjust to the demands/requirements of tertiary educations
- Improve M&E – because students abuse the system
- Proper career guidance is required
- Give them extra money so that they do not need to work.

B4 National state departments

This section considers the policies and procedures of decentralised state departments in the Free State. More specifically, the following departments are assessed:

- Department of Labour
- Correctional Services
- Department of Water Affairs and Foresting
- Public Works (national)

B4.1 Policies

The national departments all had their own national policy guidelines in respect of bursaries. In all cases the management of these bursaries was conducted from Head Office in Tshwane (Pretoria).

B4.2 Application of policy

The focus in this section is on national departments with decentralised offices in the Free State. The four departments were all providing bursaries to students and staff, while none of them provided loans. Most departments also assisted their staff by making money available to attend short learning programmes.

B4.3 Bursary / scholarship criteria

A distinction is made between bursaries for students and those for staff. The following list provides an overview of the criteria used by national departments in allocating bursaries:

- Scarce skills
- Alignment with applicant's personal development plan

- Linked with performance assessments
- Directly relevant to the department
- Linked to succession planning
- Assist employees to acquire formal qualifications
- Linked to affirmative action
- Improve performance of staff

Note that the last-mentioned aspect of improved performance is not included in the Free State Policy Framework

B4.5 Mechanisms to make staff students aware of programmes

National state departments were also asked what meganisms they use to inform the general public about their programmes.

Table B1: Methods used to make possible applicants aware of bursaries

Methods used to create awareness	Students or staff?	Applicable to which departments
1. Call for applications	Staff	Department of Labour
2. Information sessions	Staff	Department of Labour
3. Audit of existing qualifications	Staff	Department of Labour
4. Advertisements in newspapers	Staff / students	Correctional Services / DWAF
5. On the departmental website	Staff / students	Correctional Services
6. Exhibitions		DWAF
7. Radio talks		DWAF

The challenge within the Free State is to ensure that this information is also available in the province.

B4.6 Bursaries and skills

It seems as if most departments were of the opinion that the focus of their bursary programmes was on at addressing scarce skills and more specifically on closing the gap in respect of the skills shortages in the specific departments. Some of concerns expressed in this respect were:

- One department indicated that they did not see the link between the Free State Growth and Development Strategy and that of their department's bursary programme.

- Although most departments did say that their bursary programmes were linked to the Free State Growth and Development Strategy there was only very limited evidence regarding the nature of this link.

Overall, compared with the direct link with the Free State Growth and Development Strategy in the case of provincial departments, that link seems to be somewhat less prominent in the case of national departments.

B4.7 Employment of bursary holders

The indications from the questionnaires completed by the four departments suggest that only a small percentage of bursary holders are in fact employed upon completion of their studies.

B5 Municipalities

Whereas a fairly structured approach to bursaries existed within provincial and national state departments, the same cannot be said of municipalities. With the exception of Dihlabeng, which could provide detailed management information, bursaries were mainly dished out without proper criteria and in an *ad hoc* manner. In most municipalities bursaries are treated as an *ad hoc* programme, at the discretion of the Mayor, and when funds are available. In general, there was limited documentation available to support the criteria applied or for the management of those to whom bursaries were given. In fact, it was impossible to include any information obtained from the municipalities in the database on bursary holders in that basic information was lacking.

The following municipalities had no bursary programmes:

- Xhariep District
- Kopanong Local Municipality
- Letsemeng Local Municipality
- Mohokare Local Municipality
- Naledi Local Municipality
- Mantsopa Local Municipality
- Setsoto Local Municipality
- Tswelopele Local Municipality

- Maluti-a-Phofung Local Municipality

The list below provides an overview of the nature of the bursary management available at the remaining municipalities in the Free State (see Table B2)

Table B2: Profile of bursary allocations and management per municipality in the Free State, 2008

	Criteria for allocation to staff	Criteria for allocation to students	Is basic M&E available?	Is a basic policy available?	Do you provide bursaries to students?	Do you provide bursaries to staff?
Dihlabeng	Yes	Yes	Yes	Yes	Yes	Yes
Nala	No	No	No	No	Yes	Yes
Thabo Mafutsanyana	No	Yes	No	No	Yes	Yes
Lejweleputswa	Yes	Yes	Yes	Yes	Yes	Yes
Fezile Dabi	Yes	Yes	Yes	Yes	Yes	Yes
Nketoane	Yes	No	No	No	Yes	Yes
Ngwathe	Yes	No	No	Yes	Yes	Yes
Moqhaka	No	No	No	No	Yes	No
Phumelela	No	Yes	Yes	Yes	Yes	No
Metsimaholo	Yes	Yes	No	Yes	Yes	Yes

The profile above confirms the problems associated with bursaries at the municipal level. Overall, policies are limited, poorly applied and very little basic information is available.

B6 The M&E system

This section addresses two main aspects, namely an assessment the overall M&E system as well to comment on the existing database of the provincial government (see Table B3).

Table B3: Level of M&E at provincial and national departments and municipalities, 2008

Criteria	Provincial departments (%)	National Departments (%)	Municipalities (%)
Trace student until completion	83	75	60
Trace non-performers	67	75	50
Recover bursary from non-performers	67	50	40

Repayment by those who do fail seems to be a problems identified by many departments. This raised the question whether the criteria for allocation in terms of academic standards are appropriate and also whether such criteria should not be improved. Obviously, this also requires management systems that can provide adequate information on all bursary holders – something which was mostly lacking in the case of municipalities.

The second aspect in respect of which a number of comments need to be made is that of the database at the provincial level. Although this database has made a huge contribution to this study, a number of concerns should nevertheless be raised:

- There many instances of missing information, some of which was very important. These included, amongst others:
    - Missing/invalid identification numbers
    - Limited/no contact details for a candidate
    - No commencement date of bursary
    - Expenditure on the candidate, etc.
- There was no systematic and unified method of coding information such as institution, rank, study field, etc.
    - In a single variable, geographic indicators may range from a school name to the name of a municipality, district council, a department or directorate, or simply "Head Office"
    - The same academic institution may be referred using multiple codes.
    - There is often no indication of the level at which the candidate is studying (certificate or post-graduate degree), nor of the field in which the candidate is studying.

B7 Conclusions

The following recommendations should be made in respect of this section:

- An improvement of the M&E system is urgently required, despite a fairly comprehensive system already being in place.
- Such an improved system should provide management with basic management information on a more frequent basis.
- Negotiate with tertiary institutions a system of counselling to support bursary holders

- Specific emphasis should be placed on career guidance.
- The provincial government could assist municipalities in developing appropriate criteria and policies.

Section C: The role of bursaries

C1 Introduction

The aim of this section is to evaluate the role bursaries played in the lives of the beneficiaries. It is based on a questionnaire survey of 700 bursary beneficiaries (see Annexure C). The section starts off by providing an overview of the methods employed and this is followed by a demographic profile of the beneficiaries. Next, the role of bursaries is assessed by considering the educational background, the role bursaries played, what the impact of the bursaries was and, finally, how the respondents experienced the bursary management.

C2. Methods

The sample of this study was drawn from a database of students who received subsidies from the various departments (see section A for profile). The database was divided into two sections: those respondents who were 35 years or younger (the youth), and those who were older than 35 years. This distinction, being the basis of the survey in order to compare the youth with the adult population, will be continued throughout this report.

As noted before, a distinction is made between youths and adults in this study in order to be able to compare the two groups. To this end, two different samples were drawn from the database for each of the two groups. Initially a sample of 350 were drawn for each of the two groups (for a total of 700 questionnaires) with an additional 350 for each (again for a total of 700) to replace any of the individuals in the samples who could not be contacted. The sampling was done by means of the "random sample" function in the statistical program SPSS that was employed both to process the information in the database and also the information gathered by means of the survey.

The telephone numbers captured in the database were used to contact respondents. A questionnaire was administered by trained fieldworkers. As a result of information shortages in the database and the passing of time, some difficulty was experienced in contacting all the respondents of the initial samples. Two further samples were required for each of the two groups before the target of 700 questionnaires was

reached. Despite these having been less than ideal circumstances, they appear not to have had a major impact on the data for, as will seen later, the composition of the final sample closely follows the composition of the database.

C3 Demographic profile of respondents

The following section provides a demographic profile of the respondents interviewed for the bursary survey. We firstly turn to the gender (see Table C1), population group and disability status of the respondents. Thereafter, the geographical location of where the respondents completed Grade 12 (matriculated) and their current town of residence are discussed in further detail.

Table C1: Gender of respondents, 2008

Gender	19-35 years old		36-61 years old		Total	
	n	%	n	%	n	%
Female	215	60.4	225	66.0	440	63.1
Male	141	39.6	116	34.0	257	36.9
Total	356	100.0	341	100.0	697	100.0

As indicated in Table C1 above, significantly more women than men have been interviewed. In the youth category, 60.4% females were interviewed compared with 66.0% in the adult category. Less than 40% of the respondents were males (39.6% and 34.0% in the youth and adult categories respectively). Although it might seem as if disproportional more women than men were interviewed, the gender response correlates fairly well with that of the database from which the sample for this study was drawn. Approximately 60% of the bursary beneficiaries listed on the database were female.

The focus now shifts to the population groups of interviewees as summarised in Table C2.

Table C2: Population group of respondents

Population group	19-35 years old		36-61 years old		Total	
	n	%	n	%	n	%
African	310	87.1	331	97.6	641	92.2
Coloured	9	2.5	2	.6	11	1.6
White	35	9.8	6	1.8	41	5.9
Indian	1	0.3	0	0.0	1	0.1
Chinese	1	0.3	0	0.0	1	0.1
Total	356	100.0	339	100.0	695	100.0

The vast majority of respondents (92.2%) were African (see Table C2). However, there were approximately ten percent fewer African respondents in the youth (87.1%) category than in the adult category (97.6%). In the youth category there were significantly more white respondents (10%) than in the adult category (1.8%). Only a few respondents were coloured (1.6%), Indian (0.1%) and Chinese (0.1%). In comparison with the original database, African respondents were slightly underrepresented (92.2% in the sample, compared with 94.4% on the database) while whites were slightly overrepresented (5.9% in the sample versus 3.5% on the database). It should also be noted that the percentage of whites younger than 35 years interviewed (9.8%) were significantly higher than the overall percentage (5.9%).

Next, the degree to which disabled beneficiaries accessed bursaries is assessed (see Table C3).

Table C3: The degree of disability amongst interviewees, 2008

Disabled	19-35 years old		36-61 years old		Total	
	n	%	n	%	N	%
Yes	2	0.6	6	1.8	8	1.2
No	353	99.4	330	98.2	683	98.8
Total	355	100.0	336	100.0	691	100.0

Table C3 reflects the disability status of the respondents. Slightly more than 1% of the respondents indicated having some form of disability. The majority of the disabled respondents did not specify the type of disability, with only two respondents indicating they were physically disabled and one respondent impaired eyesight sight as a disability. The 1.2% of the sample that who were disabled compares favourably with the 1.4% disability on the database.

The focus now shifts to where (in which province and town) respondents obtained their Grade 12 certificates. Table C4 provides a profile in this respect. An assessment of place of origin is important in that the bursary framework emphasises that preference should be given to Free State-based beneficiaries (see Section B).

Table C4: Province where beneficiaries obtained their Grade 12 certificate, 2008

Province	19-35 years old		36-61 years old		Total	
	n	%	n	%	n	%
Free State	313	87.9	291	85.1	604	86.5
Mangaung (Bloemfontein, Thaba-Nchu, Botshabelo)	*113*	*31.8*	*102*	*29.8*	*215*	*30.8*
Qwaqwa	*34*	*9.6*	*62*	*18.1*	*96*	*13.8*
Kroonstad	*13*	*3.7*	*17*	*5*	*30*	*4.3*
Welkom	*13*	*3.7*	*11*	*3.2*	*24*	*3.4*
Bethlehem	*12*	*3.4*	*8*	*2.3*	*20*	*2.9*
Other small towns in Free State Province (55 towns)	*128*	*35.7*	*91*	*26.7*	*219*	*31.3*
Eastern Cape	8	2.2	13	3.8	21	3.0
North West	9	2.5	12	3.5	21	3.0
Gauteng	6	1.7	14	4.1	20	2.9
Northern Cape	8	2.2	3	.9	11	1.6
KwaZulu-Natal	5	1.4	5	1.5	10	1.4
Lesotho	3	0.8	2	0.6	5	0.7
Limpopo	2	0.6	1	0.3	3	0.4
Mpumalanga	1	0.3	0	0.0	1	0.1
Western Cape	1	0.3	0	0.0	1	0.1
Namibia	0	0.0	1	0.3	1	0.1
Total	356	100.0	342	100.0	698	100.0

Most (86.7%) of the respondents finished their secondary schooling (Grade12 / Matric) in the Free State Province and only 13.3% of the respondents did so outside the Free State Province. The nearly 14% who completed their Grade 12 certificate outside the Free State should not necessarily be seen to be a problem. Many beneficiaries were adult learners, which meant they could have obtained their school education elsewhere but that they were then working in the Free State. Most of the respondents from the Free State indicated that they had completed their grade 12 / matric in the urban area of Mangaung or in the former homeland of Qwaqwa. Almost a third of the respondents (30.8%) completed their secondary schooling in the Mangaung Local Municipality (Bloemfontein, Bothabelo and Thaba Nchu) and 13.8% of the respondents in Qwaqwa. What is significant is that almost twice as many respondents in the adult age (18.1%) category matriculated in Qwaqwa than in the youth (9.6%) category – probably an indication of adult learners who previously worked in the former Qwaqwa administration. The other prominent urban areas in which the respondents matriculated were: Kroonstad (4.3%), Welkom (3.4%) and Bethlehem (2.9%). Nearly a third of the respondents (35.7% in the youth category and 26.7% in the adult category) completed their schooling in the smaller towns of the Free State Province. Not all of the respondents obtained Grade 12 / Matric through

attending a formal state or private school. Almost a fifth (17.6%) of the adult respondents obtained their matric through Adult Basic Education and Training (ABET) or Further Education and Training (FET) colleges, whereas only 2% of respondents in the youth category indicated that they had obtained their Grade 12 through these programmes.

Besides knowing where beneficiaries went to school, it is also vital to have some understanding of where they currently reside (see Table C5).

Table C5: Current town of residence of beneficiaries, 2008

Province	19-35 years old		36-61 years old		Total	
	n	%	n	%	n	%
Free State	317	89.0	334	97.7	651	93.3
Gauteng	22	6.2	4	1.2	26	3.7
North West	5	1.4	3	0.9	8	1.1
Western Cape	6	1.7	0	0.0	6	0.9
KwaZulu-Natal	4	1.1	0	0.0	4	0.6
Northern Cape	1	0.3	1	0.3	2	0.3
Eastern Cape	1	0.3	0	0.0	1	0.1
Total	356	100.0	342	100.0	698	100.0

The vast majority of respondents (93.3%) are currently living in the Free State. Significantly more respondents in the adult category are currently living in the Free State (97.7%) than those that had completed their secondary schooling (85.7%) in the Free State. This reflects positively on the bursary system in terms of retaining students and graduates in the Free State province. As indicated in Table C5, the difference in the youth category between the respondents who are currently living in the Free State (89.0%) and those who matriculated in the Free State (87.9%) is relatively small.

C4 A profile of the educational background

This section elaborates on the general education profiles and institutions for which the bursary holders opted, as well as the costs of studies, the levels of the courses covered, and other time-related aspects of the studies.

C4.1 Grade obtained in Grade 12 results

The main purpose of asking this question was to determine whether achievement at school level was a prerequisite for obtaining a bursary. Although the full picture is

provided this assessment is probably more applicable to those younger than 35 (see Table C6).

Table C6: Average symbol achieved by bursary beneficiaries in the Grade 12 examination, 2008

Symbol	19-35 years old		36-61 years old		Total	
	n	%	n	%	n	%
A-B	85	32.2	6	2.1	91	16.6
C-D	72	27.3	49	17.2	121	22.0
E,EE-F	107	40.5	230	80.7	337	61.4
Total	264	100.0	285	100.0	549	100.0

More than 6 out of 10 respondents had a self-reported average symbol for Grade 12 / Matric of an E or lower. A mere 16.6% of bursary holders obtained an average grade of an A or a B for Grade 12. Because almost half the students obtained bursaries for non-degree purposes, Grade 12 achievement could well have been considered a less important criterion in respect of bursary allocations. At the same time providing bursaries to a wider range of people / students probably suggests that the requirement with regard to of a more equitable skills base is an important consideration in allocating bursaries (and rightfully so).

The profile for the youth group looks considerably better in respect of the percentage of bursary holders who achieved an A or B. It probably suggests that a range of top performers have been selected in this group.

If the same data are disaggregated for gender, a number of important observations can be made (see Table C7).

Table C7: Grade 12 results by gender, 2008

Average symbol for Grade 12	Female	Male
A – B	55 16.1%	36 17.4%
C – D	64 18.8%	57 27.5%
E, EE, F	222 65.1%	114 55.1%

P= 0.0

There is a statistically significant difference in respect of average symbols obtained for Grade 12 between females and males. Significantly larger proportions of males

have better symbols in Grade 12 than their female counterparts. Although this suggests some managerial challenges in ensuring adequate pass rates at tertiary education institutions, it probably suggests that the more marginalised groups in society (such as females) have been well targeted.

Table C8 considers the targeting and results in terms of population group in more detail.

Table C8: Population group and average Grade 12 symbol, 2008

Average symbol for Grade 12	AIC*		White	
	n	%	**n**	**%**
A – B	63	12.4	28	75.7
C – D	112	22.0	8	21.6
E, EE, F	334	65.6	1	2.7
Total	509	100.0	37	100.0

** African, Indian, Coloured*
P= 0.09

The difference in educational attainment levels for different population groups are well documented in South Africa[2]. From Table C8 it is clear that the vast majority of African, Indian and Coloured respondents have obtained lower average symbols for Matric than had their white counterparts.

The data in the above three tables probably suggest the following aspects in terms of bursary targeting:

- Bursary targeting has effectively targeted previously disadvantaged individuals and females well.
- This probably also suggests that it was given to the most needy group – although this needs to be confirmed later in the report.
- This fairly well-targeted approach also leads to management challenges at various levels – some already mentioned during the bursary management section (see section B). For example, it increases the pressure to complete a degree, as well as the pressure of repayment should a student not complete the degree. The suggestions made earlier to negotiate appropriate support systems

[2] (Booysen-Wolters, 2007 & Bereng et al., 2008)

with Higher Education institutions to support these students (especially those who continue directly after school) seem to be appropriate once again.

- At the same time it rewards top achievers irrespective of population group.

C4.2 Field of study

The focus in this section shifts to an overview of the fields of study of the interviewees. Although a similar exercise was conducted for the whole sample in Section A, an attempt was made in this section to narrow it down more specifically (see Table C9).

Table C9: A profile of fields of study for youths and adults, 2008

	19-35		36-61		Total	
Field of study	**n**	**%**	**n**	**%**	**n**	**%**
Education	112	31.5	254	72.4	366	51.8
Management	49	13.8	33	9.4	82	11.6
Medicine / health-related	69	19.4	12	3.4	81	11.5
Economic Sciences	37	10.4	6	1.7	43	6.1
Information Technology	20	5.6	22	6.3	42	5.9
Arts/Social Sciences	30	8.4	6	1.7	36	5.1
Engineering	17	4.8	10	2.8	27	3.8
Physical and Natural Sciences	10	2.8	2	0.6	12	1.7
Law	5	1.4	3	0.9	8	1.1
Agriculture	4	1.1	0	0.0	4	0.6
Other	3	0.8	3	0.9	6	0.8
Total	356	100.0	351	100.0	707	100.0

Educational studies are the dominant field of study for which bursaries were allocated - more than half of all bursary allocations (52.4%). Yet, as suspected earlier in the report, many of these bursaries were allocated for the improvement of teacher qualifications: the percentage of respondents in the 36-61 age group is significantly higher than that in the youth group.

Health-related/Medicine and Management were the other two fields of study for which significant proportions of bursaries were allocated. The allocation of bursaries in the health field also favoured youths. The same conclusion is valid for Engineering. The low percentage of bursaries granted in Agriculture is significant – especially given the emphasis on land reform and post-land reform support.

C4.3 Level of course and satisfaction levels

This section gives a brief overview of the level of courses followed by the beneficiaries of bursaries (see Table C10).

Table C10: Level of course followed, 2008

Level of course	19-35		36-61		Total	
	n	%	n	%	n	%
Undergraduate	178	50.0	99	28.9	277	39.7
Diploma	118	33.1	131	38.3	249	35.7
Not for degree purposes	35	9.8	59	17.3	94	13.5
Honours	20	5.6	46	13.5	66	9.5
Master's degree	0	0.0	7	2.0	7	1.0
Post-graduate (not indicated)	5	1.4	0	0.0	5	0.7
Total	356	100.0	342	100.0	698	100.0

From Table C10 it is clear that there was an almost equal split between those respondents (49.2%) who received bursaries for studies in the Further Education and Training sector (i.e. certificates, short learning programmes and diplomas) and those who enrolled in the university sector (Undergraduates, Honours and Master's degrees – a total of 50.8%). Almost 7 out of 10 students who received bursaries from the Free State Province were registered for diploma and undergraduate studies. Understandably, the youth group has a higher percentage of undergraduate students (50%) in comparison with the 28.9% in the adult group. The fairly low levels of people engaged in master's degree studies could be a potential point of concern but also merely suggests that equity aspects were central aspects in bursary allocations.

When comparing the satisfaction levels of beneficiaries between university degrees and courses not for degree purposes, an overall high level of satisfaction was expressed in respect of the quality of the institution (see Table C11).

Table C11: Satisfaction with quality of institution of education and training and level of studies

Level of training	Satisfied	Not satisfied
Undergraduate/Honours/Master's	343 (96.6%)	12 (3.4%)
Diploma/not for degree purposes	313 (91.3%)	30 (8.7%)

P= 0.01

Significantly higher number of the students registered for non-degree qualification expressed dissatisfaction with the quality of training and the education institutions than did the students enrolled in undergraduate and postgraduate pogrammes at universities. This result could also be a function of the larger numbers of adult learners – they being more critical of their context by virtue of their greater maturity – enrolled in non-degree programmes.

In addition respondents were asked whether a bursary also provides them with security of employment (see Table C12 below).

Table C12: Satisfaction with the certainty that the bursary also ensures future employment

Level of training	Satisfied	Not satisfied
Undergraduate/Honours/Master's	329 (92.7%)	26 (3.4%)
Diploma/Not for degree purposes	329 (95.9%)	14 (4.1%)

From Table C12 reveals that significantly higher numbers of the students enrolled for non-degree purposes – compared with those enrolled for graduate studies – indicated that having bursaries also ensured employment. This is understandable since training for non-degree purposes is often vocational training and skills training, which by definition makes it more relevant to find employment.

C4.4 Bursary allocation per year and department

Table C13 provides an overview of the years in which bursaries were allocated and the various departments which have made available bursaries over this period.

Table C13: The institution providing bursaries broken down for specific years

Institution providing bursary	2001	2002	2003	2004	2005	2006	2007	2008
Dept. of Education	1	3	5	96	126	124	147	259
Dept. of Health			1	14	23	18	26	29
Dept. of Loc. Government & Housing				1	3	5	6	5
Dept. of Public Works, Roads & Transport				2	7	20	20	10
Dept. of Sports Arts & Culture				2	2	4	2	6
Dept. of Agriculture					5	4	4	1
Dept. of Tourism					1	1	2	1
Treasury					2		1	1
Office of Premier						1	1	2
Social Development						1	15	13
Free State School of Nursing								11
NRF								1
Total	**1**	**3**	**6**	**115**	**169**	**178**	**224**	**339**

A few observations can be made in respect of Table C13:

- There was a dramatic increase in bursaries allocated between 2002 and 2003, also between 2003 and 2004 and between 2007 and 2008.
- Since 2001, the Department of Education dominated the bursary allocation scene, with the largest number of bursaries allocated in the Free State coming from the Department of Education. This also corresponds to earlier findings, where 52% of the bursary holders indicated that their field of study was Education.
- Other departments also making significant bursary allocations (especially during the past three years) are the Department of Health, the Department of Public Works, Roads and Transport and the Department of Social Development.

C4.5 Institutions where bursary holders enrolled per annum

Next, a review of the institutions where the bursary beneficiaries studied is provided for each of the relevant years (see Table C14).

Table C14: The institution where bursary holders enrolled broken down for specific years

Institution where enrolled	2001	2002	2003	2004	2005	2006	2007	2008
University of the Free State	1	3	2	72	89	69	80	143
Central University of Technology		1	1	7	35	45	52	69
UNISA				6	5	11	26	40
North-West University				4	7	9	15	6
Tshwane University of Technology			1	3	4	5	1	3
University of Pretoria				2	4	7	11	10
University of Johannesburg				7	7	6	4	5
University of KwaZulu-Natal				5	2	1	0	0
Free State School of Nursing							13	16
University of Stellenbosch						2	1	2
Other (FET colleges, private colleges e.g. Damelin, Boston, etc.)				10	17	24	42	42
Total	**1**	**4**	**4**	**116**	**170**	**179**	**245**	**336**

The majority of bursary holders enrolled at institutions of higher education in close proximity to where they lived i.e. University of the Free State and Central University of Technology – also a requirement in terms of the bursary policy. In fact, in 2007 and 2008 53.8% and 63.1%, respectively, of the students who received bursaries from the Free State Province enrolled at these two Free State-based universities. However, UNISA, University of Pretoria, and North-West University also attract sizeable portions of Free State bursary holders.

C4.6 Size of bursaries

A profile of the size of bursaries was provided in Section A. This profile in Section A was based on the data base of the Free State Provincial Government. In this section the data as provided by the students are assessed (see Table C15).

Table C15: Cost breakdown of studies in Rand value (QB3)

Study-related expenditure items	2003	2004	2005	2006	2007	2008
Mean amount for accommodation	8 200 39.6%**	9 067 28.8%	11 062 34.2%	12 110 32.0%	10 268* 28.9%	11 112 29.4%
Mean amount for study fees	5 500 26.6%	9 669 30.7%	8 589 26.6%	10 191 26.9%	9 341 26.3%	9 081 24.06%
Mean amount for living costs	5 000 24.2%	9 750 31.0%	9 263 28.7%	11 722 30.9%	12 341 34.7%	13 829 36.6%
Mean amount for books and copies (course material)	2 000 9.7%	2 966 9.4%	3 394 10.5%	3 870 10.2%	3 631 10.2%	3 719 9.9%
Mean total for studies#	**20 700**	**31 452**	**32 308**	**37 893**	**35581**	**37 741**
Mean total amount reported	**8 929**	**8 525**	**11 955**	**15 000**	**15 314**	**14 448**

* The decrease in the mean Rand value for accommodation could be a result of larger proportions of bursary holders who opted for more Free State-based institutions of higher learning, which reduced their accommodation costs because of proximity to their homes.

** Cost components of study as % of total study expenses.

The mean total is the sum of all other cost components. These figures differ substantially from the self-reported mean total amounts of bursaries which could be ascribed to an underreporting in the total reported amounts or because the real average bursary size was in most cases smaller than students' actual expenditure.

It is interesting to note that students' cost of living was the study expenditure cost component that increased the most in real and relative terms – from a mean value of R5 000 in 2003 to a mean value of R 13 829 in 2008 (a 177% increase in real terms and 12.2% in nominal terms). The other cost components i.e. accommodation, study fees and books/copies remained relatively stable as a proportion of total study expenses over the six-year period.

C4.7 Course progress and duration

At this stage it is also important to provide a profile of the level of progress that interviewees made with their existing course and the duration and expected duration (see Figure C1).

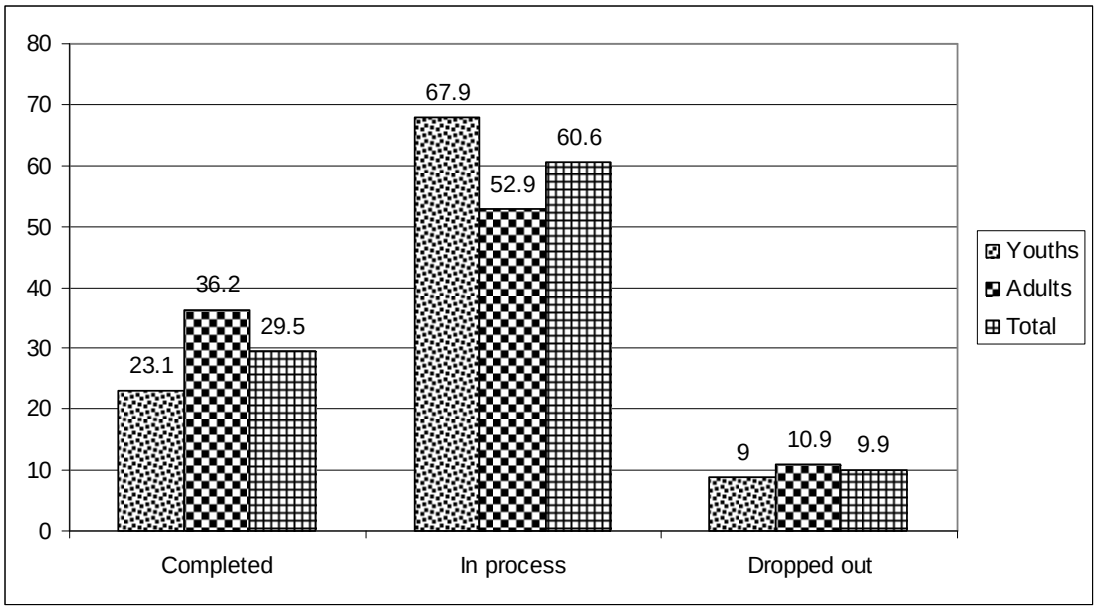

Figure C1: Current status of course completion of bursary beneficiaries, 2008

Almost a third of the respondents (29.5%) who received bursaries completed their courses, while 1 out of 10 dropped out of their courses. The lower level of completion for youths is understandable considering the fact that they probably take longer under-graduate courses.

Table C16: Average duration and completion time for courses

Criteria	Youths	Adults	Total
Normal duration	35.9	25.7	30.9
Time to complete	31.3	27.2	28.9
Estimated time to complete	38.4	30.09	34.8

The average course duration for which people received bursaries was approximately 31 months (2 years and 6 months). It took people who were still busy with their studies an estimated 4 months longer to complete their studies than the average estimated course duration. Youths, generally completed their courses sooner than the normal duration, but those who did not complete within the estimated time, took seven months longer on average.

C4.8 Reasons for applying for the bursary

This section presents a brief overview of educational practices of both youths and adults, analyzing the reasons why respondents applied for a bursary, whether they changed course(s) during their studies, and whether they received any career

counselling before joining tertiary institutions of their choice. Table C17 provides an overview of the reasons why bursary holders applied for bursaries.

Table C17: The role of the bursary in determining the study direction, 2008

Criteria	19-35	36-61
Bursary was awarded for a field in which the holder was interested	93.0	98.0
Bursary enabled the person to study though the bursary holder was not interested in the field of study	7.0	2.0

There is no doubt that education plays a fundamental role in the life of a person, of a nation, of a country and of the world. Education is important because it equips people with the knowledge and skills to earn a living and to make a difference to the lives of others. It teaches them about themselves and their environment in the process of acquiring this knowledge. Because this is so, education was one of the variables used in this research survey. Table C17 above reveals that 93% of young people (aged between 19 years and 35 years) and 98% of adults (aged between 36 years and 61 years) studied in the intended fields, using bursaries they received from different departments. This implies that there was no interference in respect of the field of study during the course of the study. These findings are confirmed by the fact that only 2% of the youths and 1% of the adults changed their field of study after the bursary had been awarded.

The reason that can be articulated for the high percentage in adult response could be that they were studying in a field that was more relevant to the type of work they were doing on a daily basis. In most cases that is the very reason why employers make available any financial assistance - this will assist employees with their day-to-day work. In all cases the difference is not that significant. However, the reasons given by the respondents for changing their field of study included the fact that they were already employed, that the forms that they were filling in were already channelled towards a specific field of study, that at some point they had been late in applying for admission, and, as a result the fields that they had wanted to take were already full and that they then had to opt for an alternative, etc.

In addition, respondents were asked about whether they received career counselling prior to applying for a bursary in a specific field and what the quality of the career counselling had been (see Figure C2).

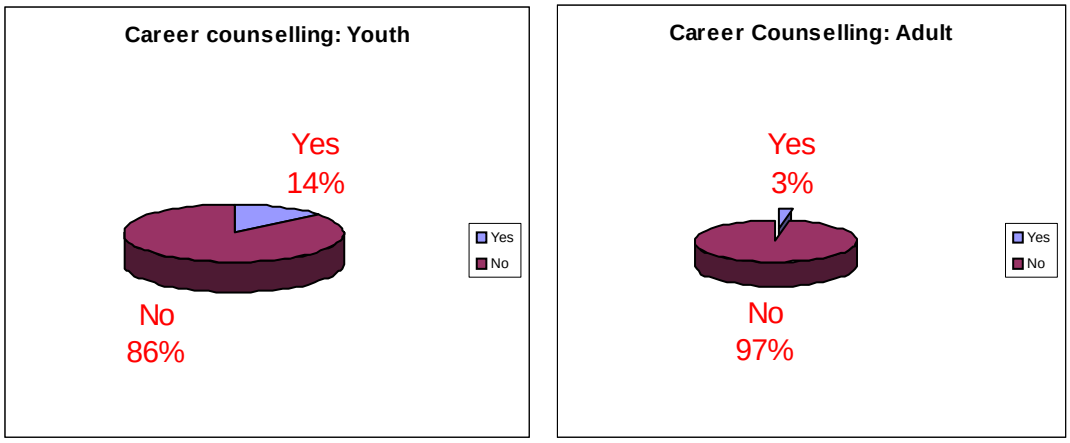

Figure C2: Percentage of respondents who indicated that they had / had not received career counselling, 2008

Career guidance is very important because it has a substantial impact on the personal, social, career and academic life of a person and also gives you an indication of which field of study they should choose. It is thus important for any person to receive career counselling before attending a tertiary institution so as to be sure which course that they are going to study. According to Figure C2 above, 86% of the young people in the present survey did not received any career counselling before they decided to join either tertiary institution or be beneficiaries of bursaries, and 14% of youth reported that they had received career guidance counselling before they even registered for their respective fields of study.

Figure C2 also shows that 97% of people aged 36-61 reported that they had not received any career counselling before they became the beneficiaries of bursaries, and 3% had received career guidance at the time of the survey.

Finally, those respondents who did receive career counselling were asked to rate the quality of the career counselling they received (see Figure C3).

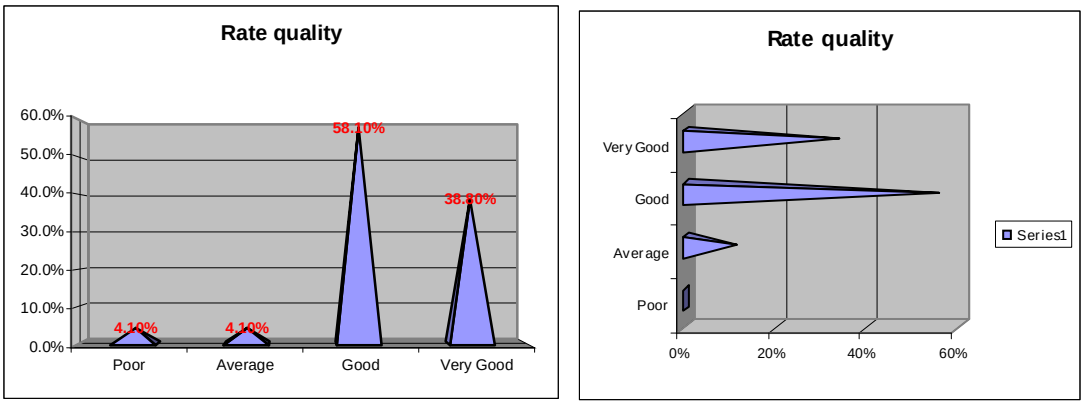

Figure C3: The quality of career counseling (for those who did receive counseling), 2008 (youth are left and adults right)

Figures C3 above clearly shows that career counselling given to youths before attending a tertiary institution, did in fact produce positive results, with 50.1% rating it as good and 38.8% rating it as very good. The same trend was observed in respect of adults (right- hand side).

C4.9 The impact of the bursary

This section reports on the outcome and possible impact of the bursary as reported by the bursary holders. It starts off by assessing whether the beneficiaries would have enrolled for their studies if they had not received a bursary (see Table C18).

Table C19: Whether people would be able to study if they did not receive a bursary

Ability to study without bursary	n	%
Yes	207	29.7
No	491	70.3
Total	698	100.0

Although 7 out of 10 respondents indicated they would not have been able to study without a bursary, some 3 out of 10 respondents indicated that they could have studied without a bursary. There was virtually no difference between youths and adults in answering this question. The question which comes to mind is whether perhaps 30% of the bursaries could have been allocated to more financially needy recipients.

Bursary beneficiaries were next asked to what degree their families would have had to sacrifice the living standard if they did not receive the bursary (see Table C20).

Table C20: Degree to which family had to sacrifice their standard of living to pay for studies without bursary

Level of sacrifice	n	%
None whatsoever	16	7.4
Marginal	47	21.8
Significant	91	42.1
Very large	62	28.7
Total	**216**	**100.0**

The results in Table C20 once again confirm the results in Table C19 in that 29% of respondents felt that if they had not received the bursary, there impact would have been marginal or none whatsoever – confirming the fact that about one in three respondents did not need the bursary to study. At the same time, it should be noted that for about two-thirds of the respondents the impact would have been either significant or very large. Interestingly enough, the percentage of youths who felt that there would have been no impact or only a marginal impact was 41% compared with only 14% for the adult learners.

Thus the question remains what the actual level of sacrifice was - despite the bursary (see Table C21).

Table C21: Degree to which family had to sacrifice standard of living to pay for studies despite bursary

Level of sacrifice	n	%
None whatsoever	228	32.7
Marginal	263	37.7
Significant	130	18.6
Very large	77	11.0
Total	**698**	**100.0**

Table C21 suggests that bursaries played a significant role in relieving financial stress on households. More than 70% said their studies had not impacted negatively or had only a marginal impact, while 30% opted for the “significant” or “very large” options in Table C20. This means that for 41% of the bursary holders access to the bursary had meant considerable relief from financial stress on the household. At the same

time, it should be acknowledged that 30% of households rated the impact of their studies on their households despite the bursary as being significant or very large – despite having a bursary. Interestingly enough, there were no marked differences between youths and adults in respect of this question.

In order to quantify the impact, respondents were asked what percentage their families / or they themselves contributed to the fees (see Table C22).

Table C22: An indication of the level of sacrifice despite having a bursary, 2008

Level of sacrifice	n	%
0%	237	34.1
1% - 20%	238	34.2
21% - 40%	75	10.8
41% - 60%	86	12.4
61% - 80%	39	5.6
81% - 100%	20	2.9
Total	**695**	**100.0**

The findings in Table C22 suggest that almost 70% of bursary recipients or their families contributed 20% or less to the students' study fees, accommodation and/or living costs. At the same time, only 8.5% of the bursary holders had their families contribute more than 60% of the fees. Once again there are no major differences between the youths and the adults.

C4.10 Finding employment

Respondents who had completed their studies were first asked whether they had found employment. The results are portrayed in Figure C4 below.

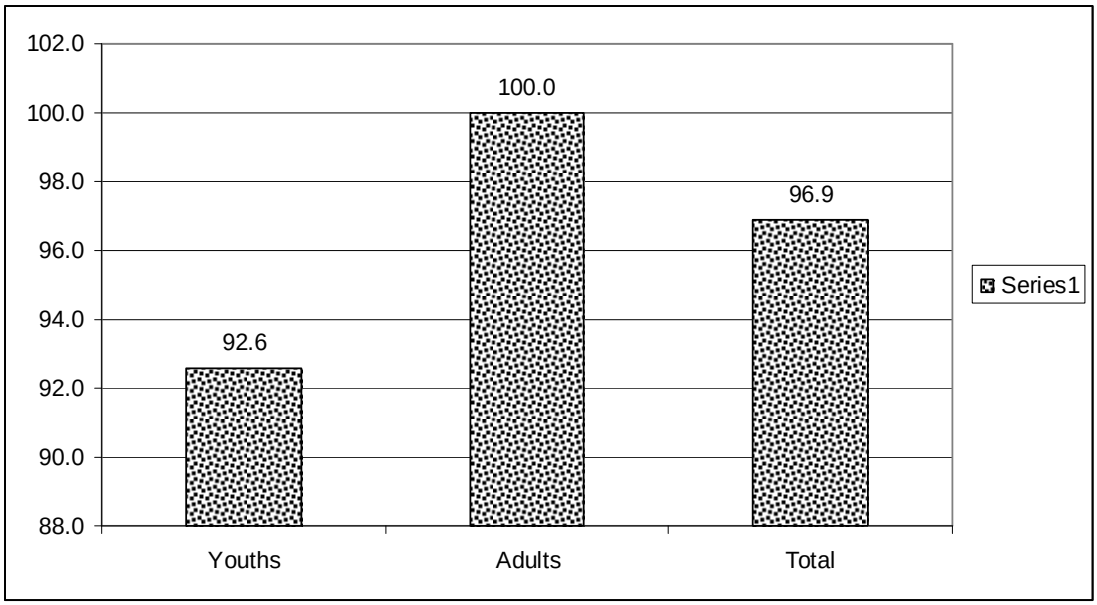

Figure C4: Number of bursary holders with employment after completing their studies, 2008

The ultimate objective of education and training should always be to enable students more easily to access the world of work. In this regard one could refer to the notion of demand-driven education and training, which may be defined as "*the minimum quantity of skilled labour required for achieving a targeted output*"[3]. The employability level of bursary recipients who completed their studies is quite high at 96.9%, while only 3.1% of the respondents who completed their studies were unable to find employment. These figures are actually good news for the responsiveness of the teaching and learning programmes in their ability to prepare students for the world of work and industry i.e. ensuring that supply of a well-trained working force is matching the demand for skilled labour. However, this finding should be interpreted against the background that quite a number of bursary recipients were adult learners. They are thus already standing in a job and do not have to seek employment.

The focus now shifts to whether bursary holders found employment in the public, the private or the NGO sector (see Table C23).

[3] See Van Lill, 2004:7 , Skills Development Act (Act 97 of 1998), and the Skills Development Levy Act (Act 9 of 1999)].

Table C23: Employment per sector, 2008

Sector	n	%
Public sector	181	95.8
Private sector	8	4.2
NGO sector	0	0.0
Total	189	100.0

More than 9 out of 10 people found a job in the public sector. Bloemfontein, and for that matter the Free State at large, is mainly a service-dominated economy, which partly explains why the respondents easily found employment within the public sector. It could also be that knowledge regarding the availability of bursaries is more readily available in the various provincial departments, and that they thus attract larger proportions of adult learners. The percentage of youths who found jobs in the private sector was 10%. There seems to be an underlying assumption that bursaries are given to people to fill gaps in the public sector – and rightfully so. But, maybe the time has come to ask whether some bursaries should not also target those specific skills gaps that the overall economy of the province requires instead of simply assuming general availability of employment in the public sector.

Asked about the relevance of their studies to their current jobs, an overwhelming proportion (96.3%) confirmed that their study field was relevant to their job (see Table C24). It therefore seems as if the training and education institutions at which the students enrolled were/are regarded as being highly responsive to the education and training needs of the Free State population at large.

Table C24: Relevance of field of study to job, 2008

Sector	N	%
Yes, relevant	182	96.3
No, irrelevant	7	3.7
Total	**189**	**100.0**

The seven respondents who indicated that that their fields of study were not relevant for their current jobs did so because they were still struggling to find a specific job in their organisation. Some of the subjects like Physical Education are also no longer offered at schools, and other respondents changed/continued their studies.

Of the 440 recipients of bursaries who are still studying, 431 (97.8%) were optimistic and hopeful that they would find employment[4], while only 9 (2.2%) were not hopeful of finding employment (see Table C25).

Table C25: Whether the respondents felt that they would find employment, 2008

Sector	n	%
Yes, will find employment	431	97.8
No, will not find employment	9	2.2
Total	**440**	**100.0**

The final question in respect of employment dealt with why respondents had indicated that they would find employment (see Table C26).

Table C26: Reasons why people indicated they would / would not find employment, 2008

Reasons	n	%
1. Already employed	267	65.6
2. Skills shortage in current field	59	14.5
3. Work bursary back – employment guaranteed	57	14.0
4.. Better qualifications/more work opportunities	16	3.9
5. Difficulty in finding employment – unsure	6	1.5
6. Other (failed course/bursary suspended)	3	0.5
Total:	**408**	**100.0**

The findings in Table C26 clearly indicate that most people who received bursaries were employed adult learners. Reasons 1 to 4 were the positive reasons why respondents thought they would find a job, while reasons 5 and 6 were the negative responses why thought they would not find a job.

C4.11 Satisfaction levels

The focus in this section shifts to an assessment of satisfaction levels with a range of factors pertaining to the bursaries. Table C27 reflects the results. It should be noted that no significant difference existed between the youth and adult groups. Thus no distinction is made between these two groups in Table C27.

[4] In a 2003 youth survey done among the general Free State population, 69.7% young people were positive of finding a job (Botes & Pelser, 2004). This survey was followed up with another youth survey in 2008 using the same sampling parameters. It indicated that 85% black youth and 66.7 % of white youth were positive of finding employment in future (Bereng, Cloete, Lenka, Marais & Ranoto, 2008). Bereng, et al., (2008) indicated that there is a phenomenon of declining employability among black youths in the Free State. In spite of a considerable decrease among employment among black youth respondents, expectations of finding employment have risen in both the black and the white youth groups since 2003, which is in line with the findings of this study.

Table C27: Satisfaction with various aspects of the bursary allocation (process and product)

Statements	VS		S		A		NS		NAS	
	n	%	n	%	n	%	n	%	N	%
1. The timely payment of the bursary	340	48.7	166	23.8	64	9.2	94	13.5	34	4.9
2. Size (amount) of the bursary	357	51.1	201	28.8	62	8.9	62	8.9	16	2.3
3. The relevancy of the degree	449	64.4	213	30.6	25	3.6	6	0.9	4	0.6
4. The quality of the institution where I received my training	412	59.0	199	28.5	45	6.4	31	11.0	11	1.6
5. The appropriateness of the payment process	260	37.2	328	47.0	77	11.0	28	4.0	5	0.7
6. Security that the bursary also ensures employment	284	40.7	319	45.7	55	7.9	34	4.9	6	0.9
7. My ability to add value to my employer	491	70.3	198	28.4	9	1.3	-	-	-	-

(VS = Very satisfied; S = Satisfied; A = Average; NS = Not satisfied; NAS = Not at all satisfied)

Almost 2 out of every 10 (18.4%) students are “not satisfied” or “not satisfied at all” that bursaries are paid on time. One can imagine the level of stress that this a situation could have for the people. Furthmore, only 11.2 % of the recipients of bursaries indicated that the size of the bursary was not satisfactory.

The overwhelming majority (95.1%) of the respondents regarded their degrees as very relevant to their jobs. This is some indication that the higher education sector in South Africa have moved beyond the ivory tower and have become more responsive in their education and training endeavours.

A large majority of the respondents (84.2%) were very satisfied or satisfied with the appropriateness of the bursary payment process, while 86.4% were very satisfied or satisfied that the bursary also secured employment i.e. acted as a safety net against unemployment. In addition, 98.7% of the respondents indicated that their studies - which the bursary supported - added value to their employers. It is clear from responses to the statements in Question 6 that bursary holders largely perceive the bursary and the education and training programme that they have completed or are in the process of completing as a huge investment in their human capital and personal development.

Finally, respondents were asked a range of other questions. The following main findings should be noted in this respect:

- 26.5% of bursary holders were of the opinion that they would have studied in a different field if they had not received this specific bursary.
- Nearly 96% of the bursary holders knew the main terms and conditions of their bursaries.
- Over 70% were of the opinion that they would not have studied if they had not received the bursary.
- An overwhelming 93% of respondents were of the opinion that the bursary contributed to their development.
- Only 31% of the respondents experienced problems in respect of the bursary.

In assessing the contribution of the bursary to their development, respondents raised the following aspects:

- The financial contribution enabled the students to study (24.4%).
- It ensured personal growth and confidence (58.7%)
- Studies lead to better career and promotion possibilities (16.9%)

In respect of problems experienced by the bursary holder the following prominent ones were mentioned:

- Delay of payments (63%)
- Bursary fees not enough to cover costs (19%)
- Communication problems (11%)

Section D: Recommendations:

The following main recommendations can be made against the background of the findings in this report:

- Targeting of bursaries should be done more strategically and better. Three aspects should be mentioned in this respect. First, a strategic decision should be made whether the bursaries should be allocated to novice students or to working people (and what the ration should be). Second, far more could be done to target specific skills gaps to grow the overall economy as oppose to mainly considering skills gaps in specific departments. Third, a specific targeting distinction should be made between, on the one hand, rewarding top achievers and ensuring that bursaries go to the needy, on the other hand. Although it seems from the assessment that equity concerns weighed heavily a significant percentage of bursary holders indicated that they would have been able to study even if they had not received a bursary. Should leakage of bursaries be prevented i.e. if it was ensured that bursaries go only to the most needy people with a view to eliminating the so-called "free riders" then, targeting becomes an even greater challenge where proper means tests are done to identify the people who truly cannot afford to pay for themselves or can only partially afford to pay for themselves.
- Bursary allocation is a unique opportunity to engage in public-private partnerships (PPPs) in that some corporates could also mobilise joint funding for education and training with the understanding that the learners after obtaining the qualification, could work as interns with the company or organisation. Current bursaries are too much focused on the public sectors.
- The basic M&E system used to record management information should be improved radically in order to assist with the basic decision-making processes.
- Career guidance at school should be upgraded in order to ensure that students do not apply for bursaries for fields in which they have little interest.
- Negotiate a specific counselling programme for all bursary holders at the learning institutions

Annexure A

Institutional questionnaire

1. Name of Department/Municipality: _____

1.1 Contact persons and telephone numbers:

Name	Telephone number
1.	
2.	
3.	
4.	

2. Do you provide financial assistance to students or staff to improve their qualifications or for further education?

No	1	Yes, to students	2	Yes, to staff	3	Both students and staff	4

2.1 If yes in 2, indicate type of financial assistance?

Type	Students	Staff
Loans[5]		
Scholarship[6]		
Bursaries[7]		
Short courses		

3. Number of individuals provided with financial assistance?

Year	Students			Staff			
	Loans	Scholarships	Bursaries	Loans	Scholarships	Bursaries	Short courses
2004							
2005							
2006							
2007							
2008							

[5] Need to be repaid. Reference to loans in this questionnaire always refers to loans in the context of improving qualifications of furthering education.
[6] Conditions are attached. For example, the individual need to work back a specific period of time.
[7] No conditions attached

4. Total amount of financial assistance?

Year	Students			Staff			
	Loans	**Scholarships**	**Bursaries**	**Loans**	**Scholarships**	**Bursaries**	**Short courses**
2004							
2005							
2006							
2007							
2008							

5. Do you have any criteria in respect of accessing loans?

Yes	1
No	2

5.1 If no, why not?

_____

_____

5.2 If yes, explain criteria to access a loan:

Students?	1. 2. 3. 4.
Staff?	1. 2. 3. 4.

5.3 What conditions are attached to these loans (for example repayment)?

Students?	1. 2. 3. 4.
Staff?	1. 2. 3. 4.

5.4 Please evaluate the criteria/conditions above (for example would you add other criteria/conditions or remove some of the criteria/conditions – provide reasons)

_____

_____

_____

6. Do you have any criteria for scholarships?

Yes	
No	

6.1 If no, why not?

_____

_____

6.2 If yes, explain criteria to access scholarships:

Students?	1. 2. 3. 4.
Staff?	1. 2. 3. 4.

6.3 What conditions are attached to these scholarships (for example repayment)?

Students?	1. 2. 3. 4.
Staff?	1. 2. 3. 4.

6.4 Please evaluate the criteria/conditions above (for example would you add other criteria/conditions or remove some of the criteria/conditions – provide reasons)

_____

_____

_____

7. Do you have any criteria for bursaries?

Yes	
No	

7.1 If, no why not?

_____

_____

7.2 If yes, explain criteria to access bursaries:

Students?	1. 2. 3. 4.
Staff?	1. 2. 3. 4.

7.3 What conditions are attached to these bursaries (for example repayment)?

Students?	1. 2. 3. 4.
Staff?	1. 2. 3. 4.

7.4 Please evaluate the criteria/conditions above (for example would you add other criteria/conditions or remove some of the criteria/conditions – provide reasons)

_____

_____

_____

8. How do you make staff/students aware of the programmes for financial assistance?

	Students	Staff
Loans		
Scholarships		
Bursaries		

8.1 In your view, are there any shortcomings in making students/staff aware of the financial assistance?

_____

_____

_____

9. Have the fact that you have provided financial assistance (excluding short courses) assisted you in addressing specific skills shortages in your department/ municipality?

Yes	
No	

9.1 If yes, motivate your answer:

_____

_____

9.2 If no, why not?

_____

_____

10. Have the fact that you have provided financial assistance (excluding short courses) assisted you in addressing specific skills shortages in respect of the Free State Growth and Development Strategy?

Yes	
No	

10.1 If yes, motivate your answer:

_____

_____

10.2 If no, why not?

_____

_____

11. **Indicate the percentage of bursaries/scholarship/loans that were provided for the following:** (this might well be based on the perception of the HR manager or the person that gets interviewed)

Type	**Students**			**Staff**		
	Loans	**Bursaries**	**Scholarships**	**Loans**	**Bursaries**	**Scholarships**
Complete Grade 12						
Certificate: Academic						
Certificate:						
Diploma						
First degree						
Post-graduate degree						
Other: Specify						

12. **Indicate the percentage of scholarships/bursaries/loans that were provided for the following:** (this might well be based on the perception of the HR manager or the person that gets interviewed)

Type	**Students**			**Staff**		
	Loans	**Bursaries**	**Scholarships**	**Loans**	**Bursaries**	**Scholarships**
Grade 12						
Technical (FET or other)						
Technical (University of Technology)						
Social sciences						
Commercial Sciences						
Management sciences						
Natural sciences						

Agricultural sciences						
Engineering						
Health sciences						
Other						

13. Do you have an adequate M&E system reporting on the progress of staff/ students?

We can trace all students until they complete there studies	Yes	No
We can trace non-performers	Yes	No
We can recover money from non-performers	Yes	No

13.1 If no at any of the above, why not?

_____

_____

13.2 If yes at any of the above, explain in detail:

_____

_____

14. What percentage of your students (whom you finance) is employed in your department after completion of their studies?

What is the main contributing reason to the above percentage:

_____

_____

Annexure B

Institutional questionnaire 2

1. **Name of Department: _____**

1.2 Contact persons and telephone numbers:

Name	Telephone number
1.	
2.	
3.	
4.	

8. Do you provide financial assistance to staff to attend short courses?

No	1	Yes	2

9. If yes in 2., provide the number of individuals who has attended short courses (departmental staff only):

Year	Staff
2004	
2005	
2006	
2007	
2008	

4. Total amount of financial assistance towards short courses (departmental staff only)?

Year	Staff
2004	
2005	
2006	
2007	
2008	

5. Considering the provincial policy on financial assistance, will you please answer the following questions:

4.1 What do you regard as the most positive aspect of this policy?

_____

_____

_____

4.2 What do you regard as the most negative aspect of this policy?

_____

_____

_____

4.3 What recommendations do you have?

_____

_____

_____

5. Have the fact that you have provided financial assistance (excluding short courses) assisted you in addressing specific skills shortages in your department?

Yes	
No	

5.1 If yes, motivate your answer:

_____

_____

5.2 If no, why not?

_____

_____

6. Have the fact that you have provided financial assistance (excluding short courses) assisted you in addressing specific skills shortages in respect of the Free State Growth and Development Strategy?

Yes	
No	

If yes, motivate your answer:

_____

_____

6.2 If no, why not?

_____

_____

7. Do you have an adequate M&E system for reporting on the progress of staff/ students?

We can trace all students until they complete there studies	Yes	No
We can trace non-performers	Yes	No
We can recover money from non-performers	Yes	No

7.1 If no at any of the above, why not?

_____

_____

7.2 If yes at any of the above, explain in detail:

_____

_____

_____

8. What percentage of your students (whom you finance) is employed in your department after completion of their studies?

8.1 What is the main contributing reason to the above percentage:

_____

_____

_____

Annexure C

FREE STATE BURSARY QUESTIONNAIRE

A. Biographic information

1. How old are you? _____

2. Indicate the gender of the interviewee?

Female	1	Male	2

3. Indicate the population group of the interviewee?

African	1	Coloured	2	White	3	Indian	4

4. Are you disabled?

Yes	1	No	2

4.1 If yes, indicate nature of disability? (more than one answer possible).

Sight	1	Hearing	2	Physical	3	Mental	4
Other	5	Explain: _____					

4.2 In which school did you complete your grade 12 / Matric examination?

Name of school: _____

Name of town: _____

4.3 Where are you currently living? (name the town)

_____

B. Information of education?

1. What was the average grade you achieved in your Grade 12 examination / Matric examination?

_____

2. For what degree / diploma / course did you enroll?

_____

2.1 How will you best classify the broad direction of study? (only one answer).

Medicine / health related	1	Education	5
Management	2	Economic sciences	6
Agriculture	3	Arts / social sciences	7
Engineering	4	Physical / natural sciences	8
Other: explain:			9

2.2 How will you classify your course in terms of the level? (only one answer)

Under graduate	Honours	Masters Degree	PhD
1	2	3	4
Diploma	Not for degree purposes	Other (explain)	
5	**6**	**7**	

3. Indicate the amount, the year, the institution and what the bursary covered?

	2004	**2005**	**2006**	**2007**	**2008**
Total Amount					
Institution /s providing the bursary					
Amount for accommodation					
Amount for study fees					
Amount for living costs					
Amount for books and copies					
Name of institution where you enrolled					

4. Have you completed the course, are you still in process of completing it or are have you dropped out from the course?

Completed	1	In process	2	Dropped out	3

4.1 What is the normal duration of the course you are undertaking?

_____

4.2 If completed, how long did it take you to complete the course? _____

4.3 If in process, how long do you reckon the course will take you to complete?

_____

C. Educational practice

1. Which one of the following two described the reason why you applied for this specific bursary the best?

I applied, because the bursary was given for a direction which I was interested in.	1
I applied because the bursary would enabled me to study but I was not interested in the direction	2

2. Did you change you study direction from one course to the other? (not to be confused with the changing of subjects within the same course)

Yes	1	No	2

2.1 If yes, what was the main reason?

_____

3. Did you receive any career counseling in the 12 months before deciding to apply for the bursary?

Yes	1	No	2

3.1 If yes, indicate the quality of the career counseling?

Very poor	1	Poor	2	Average	3	Good	4	Very good	5

C. Outcome of bursary?

1. Would you have been able to study if you did not receive a bursary?

Yes	1	No	2

2.1 If yes, to what degree would you/or your family had to sacrifice your living standard by paying for yourself?

Not at all	1	Marginally	2	Significantly	3	Very large	4

3. Despite accessing the bursary indicate the degree of sacrifice in terms of living standard you / you family had to make in order to assist you with you studies

Not at all	1	Marginally	2	Significantly	3	Very large	4

3.1 Despite having a bursary what percentage of your study fees / accommodation / living costs did you / or your family contribute to your studies?

0%	1%-20%	21%-40%	41% - 60%	61% - 80%	81% - 100%
1	2	3	4	5	6

4. **If completed**, did you find employment?

Yes	1	No	2	(If no, go the 4.3)

4.1 If yes, was this employment in:

Public sector	Private sector	NGO
1	2	3

4.2 If yes, was this work related to the study direction you followed?

Yes	1	No	2

4.3 If no, why not?

_____

5. If still studying, do you think you will find employment?

Yes	1	No	2

5.1 Give a reason for your answer:

_____

6. How satisfied are you with the following aspects related to the bursary you received? (VS = Very satisfied; S = Satisfied; A = Average; NS – Not satisfied; NAS = Not at all satisfied)

Statement	**VS**	**S**	**A**	**NS**	**NAS**
1. The timely payment of the bursary					
2. Size (amount) of the bursary					
3. The relevancy of the degree / diploma that I undertook					
4. The quality of the institution where I received my training					
5. The appropriateness of the payment process					
6. Security that the bursary also ensures employment					
7. My ability to add value to my employer					

7. Indicate yes or no to the following statements:

Statements	**Yes**	**No**
1. I would have studied in another direction if I did not receive this specific bursary		
2. I know the main terms and conditions of my bursary		
3. I would not have studied if I did not receive this bursary		

8. Did the bursary contribute to your development?

Yes	1	No	2

8.1 Explain how the bursary has contributed to your development?

_____

_____

9. Did you experience any problems in respect of the bursary?

Yes	1	No	2

9.1 If yes, what was the main problem related to your bursary?

_____

_____