INTRODUCTION

The Student Equity and Talent Management Unit (SETMU), based at the University of the Witwatersrand (Wits), was established in 2007 to assist the University in developing strategic partnerships which actively contribute to the public good. SETMU currently implements the Targeting Talent Programme (TTP); a pre-university enrichment and supplementation programme which aims to increase the academic, social and psychological development of high school learners with academic potential.

The Student Equity and Talent Management Unit’s (SETMU) Annual Report is intended to provide a broad overview of the activities undertaken by the Unit during the 2018 academic year; including provincial visits in the form of family workshops in five provinces in South Africa (Gauteng, Mpumalanga, Limpopo, Free State and North West), the March/April and September/October Mathematics and Science Supplementation Curriculum (MSSC) Session; the June/July Residential Academic Enrichment Curriculum (RAEC) Session; and lastly, the Annual Educators Enrichment Programme.
Foreword: Professor Diane Grayson
Senior Director of Academic Affairs at Wits University

In the 21st century higher education qualifications will be essential for people who want challenging careers. In South Africa, there is a shortage of the highly skilled graduates we need to drive economic and social development, particularly in the fields of Science, Technology, Engineering and Mathematics (STEM). Unfortunately, as a result of our history and recent events that have had a negative impact on the economy, schooling in South Africa is not generally well-placed to prepare learners adequately to succeed in higher education. SETMU is a key initiative of Wits University to provide access to university to learners who are academically talented but, because of under-resourcing of their schools and communities, need additional support and development to cope with the demands of university studies. SETMU provides these learners with extraordinary, life-enhancing opportunities to develop not only conceptual understanding of academic subjects and important thinking skills but also skills that will help them enter adult life as self-aware, self-assured, self-reliant, responsible citizens. In addition, SETMU is helping to strengthen communities in and around the schools the learners come from through interactions with teachers, principals, parents and education officials. The tracking done by SETMU of alumni from its flagship programme, TTP, shows that SETMU is opening doors to hundreds of learners to not just access but success at university, and then to meaningful careers. This is a shining example of how we, at Wits, are committed to making a lasting contribution to South Africa and her people.
THE ROLE OF THE STUDENT EQUITY AND TALENT MANAGEMENT UNIT (SETMU): TRANSFORMATION OBJECTIVES

The University of the Witwatersrand (Wits) states, in its admission policy, that it aims not only to increase the numbers of enrolled students but seeks ways to ensure that those who gain access have equal opportunities to succeed (Admissions Policy: S2003/1714A).

In response to the aim above, the Student Equity and Talent Management Unit (SETMU) seeks to develop interventions that will increase eligibility and access to higher education through identifying and building on existing academic potential in young people, and to encourage and support studies in the fields of Science, Technology, Engineering and Mathematics (STEM). The way the Unit does this is through the implementation of its flagship programme, the Targeting Talent Programme (TTP).
TARGETING TALENT PROGRAMME (TTP)

Beyond the challenges regarding access to higher education, research has shown that failure to succeed in higher education is associated, as much, with a lack of familiarity with the university environment and its institutional culture, as with academic capability (Conley, 2008). An increasing concern for South African universities is the lack of preparedness of students for university study and university life, particularly among students from disadvantaged backgrounds (Wilson-Strydom, 2010). It has been argued that there is an important distinction between university eligibility and university readiness – therefore, despite students meeting the access requirements they may still not succeed as a result of not being ready.

In response to these challenges, various universities have implemented ‘access’ or ‘bridging’ programmes, as alternate routes for students from disadvantaged backgrounds to meet the necessary requirements for entrance into university courses.

The TTP seeks to identify learners with academic potential, largely from a broader range of under resourced schools. The programme, in its twelfth year of implementation (in 2018), is a pre-university enrichment programme which aims to increase the academic, social and psychological preparation of learners with academic potential, from socio-economically disadvantaged backgrounds for admission to South African universities. High school learners from Grades 10 and 11 are selected from various schools across South Africa to attend the programme until their final Grade 12 year in school.
RETENTION STATISTICS: 2018

Newly selected learners for 2018

In 2018, the TTP recruited 160 grade 10 learners and 102 grade 11 learners to be a part of the programme. These learners were recruited under two donors namely, BP South Africa Education Foundation Trust (BPSA EFT), a TTP stakeholder for several years, and a new donor, African Explosives and Chemical Industries (AECI). BPSA EFT sponsored two new cohorts, learners who were in grade 10 and 11 and AECI sponsored its first cohort of grade 10 learners. The table below shows the number of learners impacted by the programme per donor and province.

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>AECI</td>
<td>10</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>5</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>5</td>
</tr>
<tr>
<td>BPSA EFT</td>
<td>252</td>
</tr>
<tr>
<td>Gauteng</td>
<td>48</td>
</tr>
<tr>
<td>Limpopo</td>
<td>158</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>46</td>
</tr>
<tr>
<td>Grand Total</td>
<td>262</td>
</tr>
</tbody>
</table>

Active Learners in 2018

September MSSC 2018 = 423 learners
June RAEC 2018 = 682 learners
March MSSC 2018 = 433 learners
The largest complement of active learners at any given moment in the year is during the June Residential Academic Enrichment Curriculum (RAEC) Session. The number of learners who participated in the June RAEC session in 2018 was 682. The donor breakdown is as follows: 580 grades 10, 11 and 12 learner funded by the BPSA EFT selected from Gauteng, Limpopo and Mpumalanga; 23 grade 12 learners funded by the Manufacturing, Engineering and Related SETA (merSETA) selected from Gauteng and Limpopo; 50 grade 11 learners funded by Standard Bank selected from the Free State, Mpumalanga and the North West; 19 grade 11 learners funded by PRIMEDIA selected from Gauteng and ten grade 10 learners funded by AECI selected from Mpumalanga and the Northern Cape.

The TTP had a footprint across 6 provinces in 2018. The map below details the different feeder schools attended by the TTP grade 10, 11 and 12 learners in 2018. In total for 2018, there were 39 feeder schools represented.
Active Learners in 2018

- **Northern Cape**: 15
- **Limpopo**: 348
- **Free State**: 10
- **North West**: 15
- **Western Cape**: 171

Partners:
- merseta
- Primedia
- Standard Bank
- bp
- AECI
Table 1: School list of the participating learners in 2018

<table>
<thead>
<tr>
<th>Province</th>
<th>School Name</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Free State</strong></td>
<td>Welkom High School</td>
<td>10</td>
</tr>
<tr>
<td><strong>Gauteng</strong></td>
<td>Boitshepo Secondary School</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>John ORR Technical High School</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Kliptown Secondary School</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Mondeor High School</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Pretoria Central High School</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Reitumetse High School</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Sir John Adamson High School</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>St Ansgar Combined School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Unity Secondary School</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>University of Johannesburg Metropolitan Academy</td>
<td>38</td>
</tr>
<tr>
<td><strong>Limpopo</strong></td>
<td>Capricorn High School</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Dendron Secondary School</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Derek Kobe Senior Secondary School</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Frans Du Toit High School</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Giyani High School</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Glen Cowie Secondary School</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Harry Oppenheimer Agricultural High School</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Hluvuka High School</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Jane Furse Comprehensive School</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Kutama High School</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mbilwi Secondary School</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Motse Maria Secondary School</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Mphaphuli High School</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Pax College</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>St Brendan’s Catholic Secondary School</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Tshebelo High School</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Tshikevha Christian School</td>
<td>14</td>
</tr>
<tr>
<td><strong>Mpumalanga</strong></td>
<td>Diomodimo Secondary School</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Highveld Secondary School</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Khamane Secondary School</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Mjokwane Secondary School</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Mmametlhake Secondary School</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Njeyeza Secondary School</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Sitintile Secondary School</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Suikerland Secondary School</td>
<td>15</td>
</tr>
<tr>
<td><strong>North West</strong></td>
<td>Grenville High School</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Tigerkloof Combined School</td>
<td>7</td>
</tr>
<tr>
<td><strong>Northern Cape</strong></td>
<td>St Boniface High School</td>
<td>5</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>682</td>
</tr>
</tbody>
</table>
DONOR IMPACT (2007-2018)

- The TTP was successfully launched in 2007, with a cohort of 267 Grade 10 learners and 46 of their educators. The learners and educators were from 41 schools across three provinces; namely, Gauteng, Limpopo and Mpumalanga, funded by Goldman Sachs and the Telkom Foundation.

- For the 2010 intake, the TTP was jointly funded by Beyond Petroleum South Africa (Pty) (BP SA) and the South African National Roads Agency (Pty) (SANRAL) for the period, 2010-2012. A total of 191 learners from three provinces namely Gauteng, Limpopo and Mpumalanga were selected to participate in the programme. During the same time period, the Limpopo Department of Education funded 94 learners, primarily from the Limpopo province.

- The Department of Science and Technology (DST) commenced their funding period from 2011 to 2016; DST funded 830 learners in the programme.

- In 2013 BP South Africa Education Foundation Trust independently funded learners from 2013 to date. Thus far, BPSA EFT have funded 874 learners who have completed the programme in June 2018.

- The Industrial Development Corporation (IDC) commenced their funding for the TTP in 2011 with 21 learners from Limpopo. In 2015, the IDC re-invested in the programme and funded 47 learners from eight provinces.

- SANRAL independently funded a cohort of 49 learners in 2013 To 2015.

- In 2016 the Manufacturing, Engineering and Related SETA (merSETA) funded 23 learners, who completed the programme in June 2018.

- To date, 533 educators have participated in the Educators Enrichment Workshop from 2007 to 2018. The figure below shows the donor profile since the inception of TTP.

Number of funded learners

- BPSA EFT: 874
- DST: 830
- Goldman Sachs: 267
- BP and SANRAL: 191
- LDE: 94
- IDC: 68
- SANRAL: 49
- merSETA: 23
The National Senior Certificate (NSC) matric class of 2018 achieved a 78% pass rate, with 34% of these learners accomplishing a bachelors pass (Department of Basic Education, 2018). The overall TTP learners comprise 0.05% of the total number of NSC matriculants. The matric pass rate for the TTP was a 100% and 94% of these learners achieved a bachelors pass rate. The Independent Examinations Board (IEB) results show that the IEB learners achieved a 99% pass rate and accomplished 91% bachelors pass, as seen in the figure below (Department of Basic Education, 2018).

Note for 2018 NSC results are collected in January for the cohort that completed the Programme in June 2017.
Figure 1: Pass rate and Bachelors Pass rate of the TTP, IEB, and the overall NSC matriculants

![Pass rate and Bachelors Pass rate of the TTP, IEB, and the overall NSC matriculants](image)

*% have been rounded of in the narrative

**Provincial Family Workshops**

The aim of the family workshop is to explain the role and purpose of the TTP to the families and educators of the selected learners. The overarching aim is to develop sustainable educational partnership practices across school, families and communities in order to enhance the learning outcomes for the learner. The involvement of family and community members/schools in the education of their children enriches the learning environment and directly contributes to learner achievement. The family supports the learner emotionally and physically and the trust they have in the school to also support their child has a positive impact on the learner’s success and well-being. By parents engaging with learners in the home environment, learners are exposed to positive roles models and their parents are enthusiastic about educational development and progression of their child. Although parents may not possess the necessary academic foundation, the fact that this engagement takes place shows learners that their parents support them in their educational endeavours. Within the South African context, the term “family” is used in this to embrace the diversity of parental and extended family structures. Regardless of parents’ own socio-economic background, experiences in school or their own educational backgrounds, all parents can, and do support their children’s success.
Gauteng Family Workshop

Limpopo Family Workshop

Mpumalanga Family Workshop
In 2018, the Family Workshops took place on the following dates:

- Free State and Vryburg Family Workshop: 5–6 May 2018
- Limpopo Family Workshop: 12 May 2018
- Mpumalanga Family Workshop: 19 May 2018
- Rustenburg Family Workshop: 19 May 2018
- Gauteng Family Workshop: 2 June 2018

Targeting Talent Programme (TTP) annual sessions

The Targeting Talent Programme (TTP), through both the supplementary curriculum sessions and the Residential Academic Enrichment Curriculum (RAEC), aims to support learners in accessing higher education at South African Higher Education Institutes. The objectives of both sessions are as follows:

April/September MSSC Session:
- Focusing on content enrichment
- Learning new methods of deriving answers
- Assisting learners to prepare for examinations

June/July RAEC Session:
- In-depth simulation of university life with the preparation of learners to navigate university spaces.
- Teach learners new content not covered in school;
- Developing the ability to think critically, habits of mind and skill set required to access University
Mentor Component

The mentor component is vital for the implementation of the programme. The objectives of the mentor component for the session include:

- Providing a role of mentorship, motivation and support to the learners;
- Providing important information from the grassroots level to programme coordinators with the aim of improving each contact session.
- Providing a big brother/sister role to learners;
- Providing the role of a guide by accompanying learners to the various venues, updating them on vital programme information and acting as the mediators between the programme implementation team and learners;

Secondary objectives of the mentor component include:

- Developing leadership and teamwork skills in mentors.

Ninety-six (n=96) students were selected to mentor TTP learners in 2018. The mentors selected to participate in the programme are wits students, in their second year of study and above.
Mentor gender breakdown

Provincial distribution of mentors

Type of mentor selected
Educators Enrichment Programme 2018

OBJECTIVITIES

- Upgrade the subject specific, subject-didactic and curriculum-specific knowledge of participating educators;
- Upgrade the educators’ technical dexterity thus educators will be better equipped to create their own materials for learners;
- Assistance in the creation of professional learning communities amongst educators which will assist in the dissemination and generation of knowledge.

GENDER

Number of Educators

- Female: 70%
- Male: 30%

PROVINCIAL

Gauteng - n=11
Limpopo - n=23
Mpumalanga - n=15
North West - n=1

SUBJECTS TAUGHT

- Science: n=25
- Maths: n=25
Tracking Component

Over the years, SETMU has been shifting its focus to facilitate University readiness in order to ensure that TTP graduates are able to cope with University, not only in terms of their academics but also in terms of their psychosocial development. This shift is evident in statistics, which have shown a decrease in TTP alumni (studying at Wits) dropouts from the 2009 cohort to the 2017 cohort. Irrefutably, this shows that of the students who participated in the TTP, there has been a decrease in the number of students repeating their first year of study; a decrease in the number moving from one faculty to another, and a decrease in the number of excluded students. This means that there will be an improvement in the success rates of the current cohorts, more especially with a higher number of students completing in minimum time.
Conferences Outputs for 2018

The research team presented papers at the 2018 Higher Education Learning and Teaching Association of Southern Africa (HELTASA) in Port Elizabeth. This was an opportunity for the team to share their learnings with the higher education community. Please see below their abstract submission.

Exploring the value add of high school learners participating in community engagement projects: The case of the Targeting Talent Programme

By: Linah Sesheba

Despite a more equitable allocation of resources across South African schools post 1994, the overall output of the school system still varies considerably. Unfortunately, this constrains the successful functioning of schools in many respects; which negatively impacts on learners who need the resources the most. The Student Equity and Talent Management Unit (SETMU) implements its flagship programme, the Targeting Talent Programme (TTP). It is an access programme, which seeks to identify learners with academic potential, from socio-economically disadvantaged backgrounds. The aim is to increase the academic, social and psychological preparation of these learners, for admission to South African universities. The Programme enrichment curriculum requires learners to participate in social research lectures; a unique form of project-based learning, where learners are encouraged to explore real-life problems within their communities for the purposes of finding distinctive and meaningful solutions. The social research lectures teach the learners basic research methodology. Learners are then required to apply the research skills taught to them. Learners conduct a profile of their community and a needs assessment of their identified focal area in their Grade 10 year. The learners then implement a project in Grade 11 that aims to alleviate the problem identified in the needs assessment. The process culminates with the learners presenting their research and implementation findings to a panel of adjudicators in Grade 12. This paper aims to critically assess the value add of community engagement for a group of high school learners; Specifically, the paper will look at the case of the TTP’s 2018 top 3 learner community projects from 23 schools across 3 provinces to consider the implications of these projects for the learners, schools and social cohesion. Learners are afforded the opportunity to explore problems in depth and to draw on concepts beyond school-based subjects. The paper argues that by engaging in this particular form of project-based learning, learners are able to assist communities and schools in their respective areas which ensures that the TTP itself is far reaching. Moreover, the learners are also able to stretch their knowledge base above and beyond school-level understanding and hence, better equip them for their higher education studies.
Keywords: community engagement, project-based learning, social research curriculum, social cohesion, TTP

Exploring Peer Mentorship in an educational context and its effectiveness within transformative teaching and learning: Systematic Review

By: Ashne Billings and Casey Motsisi

This article will provide a systematic review of peer mentorship with an educational context. The term mentorship is usually applied broadly and thus this systematic review aims to establish definitions used in the educational context by looking at various definitions proposed in literature, globally. The primary research question that this systematic review seeks to address is how peer mentoring has been applied in the educational setting within transformative teaching and learning. The secondary research question addressed in this article relates to the effectiveness of peer mentorship in secondary and higher education within transformative teaching and learning. According to the Transformative Learning Theory, transformative learning is a process whereby learners draw on relevant experience, peer dialogue and self-reflection to adjust to calamities encountered in life. Transformative teaching is whereby transformative learning is facilitated. Although literature suggests transformative teaching and learning for a teacher-student dynamic, this systematic review suggests that peer mentors, and not just teachers, can facilitate transformative learning as well. As a method of data collection, the authors conducted a literature searches on various search engines such as Google scholar, Google Books, SAGE, Science Direct, Research Gate, PubMed Central, EBSCO Host, JSTOR, ERIC, ProQuest Central and Psyc Info. Findings based on the literature reviewed suggest that peer mentoring puts into effect human and social capital through drawing on relevant experience, peer dialogue and self-reflection within transformative learning, which is preceded by transformative teaching. Peer mentorship is also regarded as a form of intervention support that student programmes use to buffer poor student feedback; and address retention and attrition rates. The findings show that peer mentoring indeed does foster transformative teaching and learning, and support as it has been recognized as best practice for higher educational success. Literature also reveals the need for various higher education institutions to put in place a mechanism which optimizes on the support of peer mentors to uphold students. This review recommends that educational institutions should consider implementing peer mentorship as a mechanism to improve transformative teaching and learning through peer support.

Keywords: Transformative teaching and learning, Support, Peer mentorship, Higher Education.
Financials for 2018

Donors
2018 Funding

<table>
<thead>
<tr>
<th>Donor</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSA EFT</td>
<td>R 17 070 528.25</td>
</tr>
<tr>
<td>Standard Bank</td>
<td>R 3 252 840.39</td>
</tr>
<tr>
<td>merSETA</td>
<td>R 700 000.00</td>
</tr>
<tr>
<td>PRIMEDIA</td>
<td>R 1 140 000.00</td>
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<tr>
<td>AECI</td>
<td>R 585 566.13</td>
</tr>
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Total
R22 748 934.77

Credits

Programme Director: Ms Zena Richards
Photography: MS pictures
Compilation of Information and Pictures: Ms Obakeng Rampete and Ms Linah Sesheba
SETMU Staff Editors: Ms Arthee Roopnarain, Ms Magabjane Makobe, Mr Malesela Lamola
Acknowledgements: SETMU Staff

Contact Session dates for 2018

April MSSC session: 3 – 9 April 2018
June RAEC Session: 24 June – 8 July 2018
September MSSC session: 29th September – 5 October 2018
SETMU

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TALENT MANAGEMENT UNIT

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