

# THE IMPRINT OF EDUCATION (TIE):

## A LONGITUDINAL COHORT STUDY OF AFRICAN ALUMNI OF THE MASTERCARD FOUNDATION SCHOLARS PROGRAM

### Research team and partners

The Human Sciences Research Council (HSRC), under the leadership of Professor Sharlene Swartz, Dr Alude Mahali and Dr Andrea Juan are leading this study, supported by four senior scholars as deputy principal investigators, viz. Professor Relebohile Moletsane of the University of KwaZulu-Natal, Professor David Everatt of the University of the Witwatersrand's School of Governance, Professor Ibrahim Oanda of CODESRIA and Professor Crain Soudien, who holds an honorary appointment at the Nelson Mandela University.

The research team further comprises of country partners, co-researchers, emerging researchers, research trainees, and a project management team. All are African, or based in African institutions, and nearly half of the team are women. In addition to frequent engagements with the Mastercard Foundation Learning Partnership Advisory Group (LPAG), there is a small flexible senior advisory group from both the African continent and of international renown. In partnership with the Mastercard Foundation, a strong team with technical skills, experience and local contextual knowledge was constituted. The study will seek to engage Alumni and Mastercard Foundation institutional partners as collaborators in the study, including in determining the direction of the study, and agreeing to the study design. For participants, we have ensured there are activities throughout the course of the study that will develop their capacity, and ensure that the study is of both immediate and long term benefit, to themselves as individuals, but also to their (former) institutions and communities.

Below is a brief bio-sketch of researchers on the project.

### *Principal Investigators (3)*

1. *Professor Sharlene Swartz* is the Divisional Executive of the Inclusive Economic Development research programme at the HSRC. She is Professor in Philosophy at the University of Fort Hare and an adjunct Associate Professor of Sociology at the University of Cape Town. Her research focuses on social redress and what she terms 'navigational capacities' for the just inclusion of young people in a transforming society and in the Global South, alongside the role of progressive moral education and dialogue to bring about social change. She is currently the President of the International Sociological Association's Research Committee on Youth, is the chief editor of the Oxford Handbook of Global South Youth Studies and has recently authored *Youth citizenship and the politics of belonging* (2013); *Another Country: Everyday Social Restitution* (2016), *Moral eyes: Youth and justice in Cameroon, Nigeria, Sierra Leone and South Africa* (2018) and *Studying while black: Race, education and emancipation in South African universities* (2018). Her role in the project will be as Principal Investigator and overall Project Leader. She will be responsible for data collection in the site we have called 'the Diaspora', and take overall responsibility for LA3-5.
2. *Dr Alude Mahali* is a Chief Research Specialist in the Inclusive Economic Development research programme at the HSRC. She brings with her strengths in project management and the development of innovative participatory research tools. Her research interests include race, gender, language and the sociology of education. She has experience in qualitative longitudinal, multi-site and mixed methods research. She is a Co-Principal Investigator on the study, and is leading Learning Activity 2 (*Research as Intervention*) and is also responsible for data collection in Uganda.

3. *Dr Andrea Juan* is a Senior Research Specialist in the Inclusive Economic Development research programme of the HSRC and is a co-principal investigator in the Trends in International Maths and Science study. She is a Co-Principal Investigator on the study and will lead Learning Activity 1, the *Alumni Tracer Study*.

#### *Deputy-Principal Investigators (4)*

4. *Professor Relebohile Moletsane* is a Full Professor, the JL Dube Chair in Rural Education in the School of Education, and Pro-vice Chancellor for Social Cohesion at the University of KwaZulu-Natal, South Africa. From 2009 – 2012, she was the South African PI of an HIV Prevention Leadership Fellowship led by Columbia University and UCLA and funded by the MACAIDS Foundation. The fellowship trained cohorts of young professionals in developing and implementing HIV prevention interventions in their organisations or communities. More recently, her work focuses specifically on working with girls and young women to address sexual violence in rural communities. As part of this, she is co-PI with Claudia Mitchell, of an IPaSS grant: *Networks for change and well-being: Girl-led 'from the ground up' policy-making to address sexual violence in Canada and South Africa*. Moletsane was a 2014 Echidna Global Scholar at Brookings Institutions' Centre for Universal Education, where she completed a research report: *The Need for Quality Sexual and Reproductive Health Education to Address Barriers to Girls' Educational Outcomes in South Africa*. Washington, DC: Centre for Universal Education, The Brookings Institution. Her role in the project will be as Deputy-Principal Investigator and provide expert input on emancipatory visual methodologies, rurality, gender as well as intervention projects for Alumni (Learning Activity 2 *Research as intervention*). She also contributes to Learning Activity 4 *Hindsight Reports on Mentoring and Transitions*.
5. *Professor David Everatt* is the head of the Wits School of Governance, University of the Witwatersrand, in South Africa. His research foci and expertise include public policy analysis, quantitative research, governance, social exclusion and development studies. He is well known for his work on various youth surveys during South Africa's transition to democracy as well as his ground-breaking work on young people and social compacts in nation building. His role is as Deputy-Principal Investigator with a focus on the tracer study (Learning Activity 1) and contributes to Learning Activity 3 *Intergenerational Insights on Leadership and Identity* and Learning Activity 4 *Hindsight Reports on Mentoring and Transitions*.
6. *Professor Crain Soudien* was educated in the fields of education and African Studies at the Universities of Cape Town, South Africa and the State University of New York at Buffalo. His PhD dissertation from Buffalo was on South African youth identity. He is a former deputy vice-chancellor of the University of Cape Town, where he remains an emeritus professor in Education and African Studies and the former Chief Executive Officer of the Human Sciences Research Council. He has an honorary appointment at the Nelson Mandela University. His publications in the areas of social difference, culture, education policy, comparative education, educational change, public history and popular culture include four books, four edited collections and over 220 articles, reviews, reports, and book chapters, including a 2017 publication entitled *Nelson Mandela: Comparative Perspectives of his Significance for Education*. He has an A-rating in the South African research system. He is involved in a number of local, national and international social and cultural organisations and is chairperson of the Independent Examinations Board, former chairperson of the District Six Museum Foundation, a former president of the World Council of Comparative Education Societies, and has served as the chair of three Ministerial Committees of Enquiry, including the Ministerial Committee on Transformation in Higher Education and the Ministerial Committee to Evaluate Textbooks for Discrimination. He is a fellow of a number of local and international academies and serves on the boards of a number of cultural, heritage, education and civil society structures.

7. *Professor Ibrahim Oanda* currently serves as a Senior Program Officer and Head of Training, Grants and Fellowships at CODESRIA. He has previously taught Sociology and Philosophy of Education at Kenyatta University, Kenya. His research interests and expertise include the political economy of higher education transformations in Africa and the sociology of knowledge production and consumption. Recent research engagements have included a study on 'Universities, employability and inclusive development', a four African country study. His role in the study is as Deputy-Principal Investigator with a focus on Learning Activities 3-5 *Contextual Continental Learning from Others*.

#### *Co-Researchers and Country Partners*

8. *Dr Gérard Birantamije* holds a PhD in Political and Social Sciences from the Université Libre de Bruxelles. He is currently the deputy director of the Center for Analysis and Interdisciplinary Research on Development in the Great Lakes Region (CARID-RGL) and was previously Lecturer and Quality Assurance Director at Université du Lac Tanganyika in Burundi. Birantamije's research focuses on issues of governance and peace-building in the Great Lakes Region; he has previously also conducted research into the student experience and student politics in Africa. His role in the project is as Researcher with co-responsibility for data collection and analysis in Rwanda.
9. *Dr Getnet Bitew* holds a PhD in Education from University of Melbourne and another PhD in Education from the University of Innsbruck in Australia. He has previously worked as an African Research Fellow in the Inclusive Economic Development research programme at the HSRC, as Senior Education Evaluation Specialist in Addis Ababa, and as Associate Professor and Dean of College of Education of Addis Ababa University from 2011 to 2016. He has extensive experience in the field of education working in Ethiopia. His role in the project is as the coordinating Researcher with co-responsibility for data collection in Ethiopia.
10. *Mr Krish Chetty* is a Chief Researcher in the Inclusive Economic Development research programme at the HSRC. His core research interests focus on Knowledge Management, Digital Inclusion, the Future of Work, Financial Technologies and Renewable Energy. He previously worked in the HSRC's BRICS Research Centre where he championed large studies of the FinTech market in Sub-Saharan market, a review of the Platform Economy in South Africa and developed a framework for promoting digital skills suitable for the labour market. He worked closely with a network of researchers from BRICS and the Global South to find solutions to the challenges of poverty, inequality and unemployment. His past research projects have provided him experience in the following areas: SDG Indicator construction, economic modelling, infrastructure financing, HIV monitoring and evaluation, and macroeconomic policy to target employment creation to address unemployment, poverty and inequality.

He has experience in both the public and private sectors in data warehouse management, data modelling and research, having worked at the Financial and Fiscal Commission, FNB Corporate Banking and Allan Gray. He has presented at numerous international conferences and won first prize at the BRICS Young Scientists Contest in 2015, in Sevastopol Russia. He completed a Master of Knowledge and Information Management (Cum Laude) at Stellenbosch University. His undergraduate degree is a BSC in Computer Science (2003).

11. *Dr Adam Cooper* is a Senior Research Specialist in the Inclusive Economic Development research programme of the HSRC and specialises in educational sociology. His role in the project is as Researcher with co-responsibility for data collection and analysis in Kenya. He is leading Learning Activity 5 focussed on foresight reports in under researched topics affecting young graduates such as disruptive technologies and the future of work in the fourth

industrial revolution, mental health challenges, and financial management in resource poor environments.

12. *Dr Issahaka Fuseini* is a Lecturer at the University of Ghana. He holds a PhD from Stellenbosch University, South Africa, and has extensive collaborative research experience having worked on research projects across Ghana, Kenya, Zimbabwe, Zambia, South Africa and Namibia often applying qualitative methodologies complemented by GIS techniques. His current research interest spans group formation and community mobilisation among vulnerable groups in urban settings, collaborative local-level governance rooted in bottom-up decision making as well as urban poverty, informality and inclusive urban development. His role in the project is as Researcher with co-responsibility for data collection and analysis in Ghana.
13. *Professor Catherine Odora Hoppers* is a Professor Extraordinarius, University of South Africa. She is a scholar and policy specialist on International Development, education, North-South questions, disarmament, peace, and human security. She is a UNESCO expert in basic education, lifelong learning, information systems and on Science and Society; an expert in disarmament at the UN Department of Disarmament Affairs; an expert to the World Economic Forum on benefit sharing and value addition protocols; and the World Intellectual Property Organisation on traditional knowledge and community intellectual property rights.

She got a Masters and PhD in International Education from Stockholm University, Sweden; was a recipient of an Honorary Doctorate in Philosophy from Orebro University (Sweden), and an Honorary Doctorate in Education from Nelson Mandela Metropolitan University in South Africa. In South Africa, Professor Hoppers was awarded Professor Extraordinarius in 2019 at University of South Africa (Pretoria). She held a South African Research Chair in Development Education at the University of South Africa (2008-2018) a National Chair set up by the Department of Science and Technology. Prior to that, she was a technical adviser on Indigenous Knowledge Systems to the Parliamentary Portfolio Committee on Arts, Culture, Science and Technology (South Africa) and led the Task Team to draft the national policy on Indigenous Knowledge Systems. She was a Distinguished Professional at the Human Sciences Research Council; an Associate Professor at the University of Pretoria; a visiting Professor at Stockholm University (Sweden) where she led the Systems Research Collaboration (Sweden and South Africa), bringing together policy makers and professionals in the academia in the two countries. She was formerly a member of the International Faculty of the United Nations International Leadership Academy (Amman-Jordan); and more recently, Prof Hoppers was appointed to the Faculty in the Master of Arts in Indigenous Science and Peace program at the UN University for Peace in the University for Peace in Cosa Rica (2021).

She is a member of the Academy of Science of South Africa (ASSAf, 2002), and was a member of the Academy of Science Special Panel on the Future of Humanities (South Africa). She serves as member of the Board of the PASCAL International Observatory (initiated by the Organization of Economic Cooperation and Development Countries (OECD)), and was the Scientific Coordinator and Campus Director for the Council for the Development of Social Science in Africa (CODESRIA) Annual Social Science Campus (2006). She is a Fellow of the African Academy of Sciences (AAS, 2012) and was the Chair of the African Academy of Science Membership Advisory Committee on the Social and Cultural Sciences (2014). In 2013, she was appointed by the Minister of Higher Education (South Africa) as Member of the Task Team on the Ministerial Project on the Future of the Humanities and Social Science.

She has addressed the International Bar Association, the Swedish Research Council, and Academy of Science of South Africa, the British House of Lords (British Parliament), and the Royal Dutch Shell. She was the Goodwill Ambassador for Makerere University in Kampala Uganda; and Ambassador for Non-Violence at the Durban Universities' International Centre for Non-Violence. She was given the Presidential Medal of Honour by the President of Uganda

on the 9<sup>th</sup> October 2013, marking Uganda's Golden Jubilee, for her ground-breaking academic research and leadership. She received the South African National Pioneers Award for her contribution to the development of Indigenous knowledge systems since 1994, given at the Freedom Park in 2014 (South Africa).

In July 2015, she received the Nelson Mandela Distinguished Africanist Award from HE Thabo Mbeki for her pursuit of the total liberation for the African continent through the promotion of Indigenous Knowledge Systems of Education and in the same year, Prof Hoppers was awarded "Woman of the Year" by the University of South Africa, and was named as a "Leading Educationist" and was honoured in the Gallery of Leadership as the 63 most influential people who have shaped Unisa since its inception in 1873, in a permanent exhibition in Kgorong Building in UNISA. In 2017, Professor Hoppers received the distinction from UNESCO as an Honorary Fellow in Lifelong learning. She is the Founder and Director, Global Institute for Applied Governance in Science, Knowledge Systems and Innovations (Uganda). She holds a Professorship in Education at Gulu University (Uganda).

14. *Dr James Jowi*, the founding executive director of the African Network for the Internationalisation of Education (ANIE), an autonomous organization based at Moi University, Kenya. Dr Jowi has participated in a number of comparative studies in the African higher education sector. His PhD, which he completed in 2018 at the University of Twente in the Netherlands, focused on forms of leadership, including transformative leadership, amongst university deans in Kenya. A recent project that he participated in explored how educational institutions support students through mentorship. His role in the project is as Researcher with co-responsibility for data collection and analysis in Kenya.
15. *Professor Thierry Luescher* is Research Director in the Inclusive Economic Development research programme at the HSRC. He is an affiliated Associate Professor of Higher Education at the University of the Free State, South Africa. His role in the project is as Researcher with co-responsibility for Rwanda, as well as the coordinator of the transformative projects component of Learning Activity 2 (*Research as Intervention*). In addition he, in collaboration with Dr Mahali, provides training and capacity development to country partners.
16. *Mr Matthews Makgamatha* is a Research Manager in the Inclusive Economic Development research programme at the HSRC. His main research focus is in the basic education sector and his research expertise straddles the following areas: educational assessment and testing (specifically language assessment and testing policy and practice); large-scale and classroom assessment and testing; evaluation studies; language policy and practice; and qualitative research methodologies. He holds a Bachelor of Science in Applied Psychology, a Bachelor of Science (Honours in Experimental Psychology) and a Master of Science in Psycholinguistics, all obtained from the University of the Witwatersrand. He is the author/co-author of three book chapters, one monograph, four journal articles and several client reports for national and provincial departments of education and the district education offices.
17. *Dr Anthony Mugeere* is a Research Fellow at ACODE, a public policy think-tank based in Kampala, Uganda. He is currently the Programme Manager of the Enhancing Climate Resilience in Vulnerable Communities and Inclusion of Women and Youth in the Governance of Uganda's Natural Resources (ERIWY) project which is supported by Care International in Uganda. Over the past few years, he has been involved in several sub-national, national and international engagements on climate change—including COP25 (Madrid, Spain). Anthony holds a PhD in Sociology (University of Gothenburg, Sweden) and specializes in teaching, research and advocacy in climate change, disability and health studies. He holds both a Masters and Bachelor of Arts degrees in Sociology and is also a trained journalist. He is also a lecturer of Sociology of Health and Environment at the Department of Sociology & Anthropology (School of Social Sciences), Makerere University (Uganda) and has published

articles in peer reviewed journals and contributed chapters in books on various subjects. He is widely travelled across the global for his study and work (over 20 countries) and held various academic placements in several universities in Africa, Europe, Asia and the United States of America (USA). His role in the project is as a Researcher with co-responsibility for Uganda.

18. *Dr Catherine Namome* is a Senior Researcher in the Inclusive Economic Development research programme at the HSRC. Her research is in the area of Economics of Education and Applied Micro-econometrics for development. Her research interest relates to three broad themes in education: (a) investigating different channels through which interventions by either teachers, parents or pedagogical coaches can improve school quality; (b) improving the quality of teachers through capacity building and (c) impacts of technology in education. Before joining the HSRC, she worked as an Economist in the Agricultural Research Council and a Lecturer in the Department of Economics at Tshwane University of Technology. She has advanced econometrics skills such as multilevel modelling techniques that address hierarchical structures in data. She holds an undergraduate degree from Makerere University; a Master of Science from the University of Pretoria and a PhD in Economics from the University of Cape Town. She is a Bill and Melinda Gates scholar and was awarded funding for her PhD in 2015. She has co-authored monographs (books) such as TARMII 3.0 and has published three journal articles in accredited journals; co-authored policy briefs and presented at national and international conferences.
19. *Dr Angelina Wilson* is a Senior Lecturer in Educational Psychology at the University of Pretoria, South Africa. Until December 2020, she was a Research Specialist in the Inclusive Economic Development research program at the HSRC and holds an appointment as an honorary senior lecturer at North West University, Potchefstroom Campus in South Africa. Her expertise and research interests lie in the area of wellbeing, including mental health for graduates and in the workplace. Her role in the project is as Co-Researcher with responsibility for Ghana.

### *Capacity development*

The HSRC is committed to developing the capacity of novice researchers and so a number of research trainees are included in the study – at all levels, from conducting fieldwork, conceptualising the study, conducting fieldwork, analysing data, writing research reports/papers and disseminating findings. Each member of the research team works in partnership with a research trainee (a student currently completing a Masters or Doctoral degree program). They are:

20. *Ms Tarryn de Kock* is a researcher in the Inclusive Economic Development research programme at the HSRC. She has worked on a number of projects focused on education, privatisation and new modalities of education governance. She previously worked at the Centre for International Teacher Education (CITE) (CPUT) as a researcher, has served as a Research Officer for the NECT Policy Dialogues and the Equalities in Public Private Partnerships (EquiPPPs) working group, and has led on her own projects including a UNESCO-IIEP study into the organisation and management of teacher careers. Alongside this, she was the editorial assistant for the South African Review of Education for two years. She has a background in Politics and Anthropology (Rhodes) and studied Politics up to Honours level before taking up an MEd degree at CITE, where her research focused on language identity fostered through the teaching of English in Cape Town schools. She is continuing with her PhD study, focusing on public-private partnerships in education and their implications for the changing role of the state in relation to its citizens.

21. *Mr Siphephelo Mabuyakhulu* is a Masters Research Trainee in the Inclusive Economic Development research programme at the HSRC. He is interested in Macroeconomic studies, with an application of Econometric Models. He has working knowledge of Econometrics and is looking to further hone his skills in this regard. As a trainee at the HSRC, he is hoping to learn and explore Education through the lenses of Economics. He holds a Bachelor of Commerce (BCom) and a BCom Honours in Economics from the University of KwaZulu-Natal. He is currently pursuing a Master of Commerce in Economics. Prior to joining the HSRC, he worked as an Economics Tutor at the University of KwaZulu-Natal and tutored Mathematics, Accounting, Economics and business Studies for TeachMe2. His role in the project is to provide research support across Learning Activities.
22. *Ms Zibuyile Nene* is a Masters Research Trainee in the Inclusive Economic Development research programme at the HSRC, having joined in 2019. Her research interests centre around young people's self agency to navigate social, political and economic blocks; whether it's accessing higher education institutions, employment, business opportunities to build sustainable livelihoods. Prior to joining the HSRC, Zibuyile worked as Programmes Coordinator for Community Law and Rural Development Centre. She has also worked with organisations such as Cwaninga Economics and Development Research Consultants, the Association for Rural Advancement and the Newcastle Municipality. She holds an undergraduate degree in Education and Development studies from the University of KwaZulu-Natal. Currently, she is studying towards her Master of Development Studies at the University of KwaZulu-Natal. Her role in the project is to provide research support across Learning Activities.
23. *Ms Nothando Ntshayintshayi* is a Masters Research Trainee in the Inclusive Economic Development research programme at the HSRC. The key areas of her research include the role of government, the education system and family in aiding the development and advancement of young African females. She holds a Bachelor of Social Science in Geography and Environmental Management from the University of KwaZulu-Natal, and is currently completing her Masters degree in Developments Studies. Her thesis is titled, Exploring the factors that contribute to shaping the goals, aspirations and resilience of young African females in KwaMashu Township, Durban. Prior to joining the HSRC, she worked as an Intern Researcher in Rural Development and Economic development projects at UMSIZI. Her role in the project is to provide research support across Learning Activities.
24. *Ms Mamela Siwendu* is a Research Assistant in the Inclusive Economic Development research programme at the HSRC. She holds an undergraduate degree in Social Anthropology and Organisational Psychology from the University of Cape Town. Additional to this qualification, she completed a postgraduate diploma in Human Resources Management from the University of Cape Town, as well as a postgraduate diploma in Public Health from the University of the Western Cape. Prior to joining the HSRC, she worked in the fields of health research, NGOs and renewable energy. Her role in the project is to provide research support across Learning Activities.

In addition, the HSRC will host seven Young Africa Research Fellows (post-Masters) on a two-year programme. Recruited from the seven study sites, they will collect and collate literature, compile a database of relevant organisations and individuals, conduct interviews and make podcasts. They will also curate a virtual museum on the topic, and conduct test dialogues using the virtual museum as a resource.

#### *Project management*

The research team is supported by a project management team that consists of Ms Tania Fraser and Ms Vuyiswa Mathambo.

25. *Ms Tania Fraser* is a Division Administrator at the HSRC, and has been with the HSRC since 2008. Working alongside principal investigators and the project manager, her role in the project is to provide administrative and financial support. Some of the flagship projects she has worked on include: the UNIID (Universities, innovation and inclusive development in Africa) - a project with multiple African partners; and the Labour Market Intelligence Partnership (LMIP) Project, an HSRC-led consortia tasked with supporting South African government's goal to build a national skills planning mechanism.
  
26. *Ms Vuyiswa Mathambo* holds a Master of Public Health degree from Umeå University in Sweden, a Bachelor of Social Science Honours (Social Anthropology) and a Bachelor of Social Science from the University of Natal (now the University of KwaZulu-Natal). She also has a Certificate in Advanced Project Management from Extended Learning at the University of KwaZulu-Natal as well as a Certificate in Programme Management from the University of Cape Town. Prior to joining the HSRC, she worked as a Project Coordinator at the University of KwaZulu-Natal on the University Capacity Development Programme and the Education and Emancipation Project. Her role in the project is as Project Manager responsible for coordinating all components of the study.