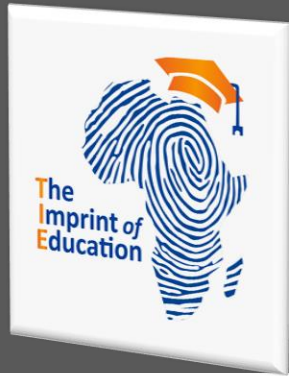


A message from Zanzibar to the world

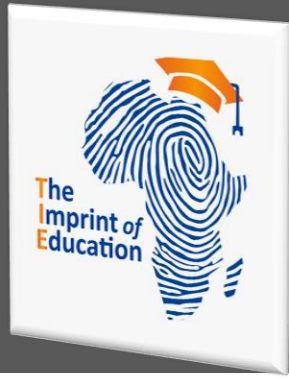


<https://www.facebook.com/haji.ji.ngo/videos/1352105965213110/>

CURRENT ARMED CONFLICTS/WARS IN THE WORLD

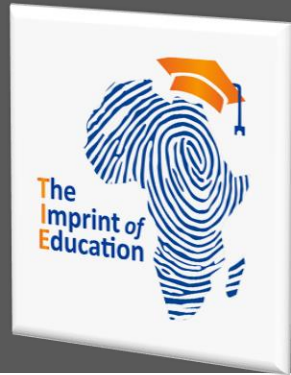


CURRENT ARMED CONFLICTS/WARS IN THE WORLD



1. Afghanistan, South Asia (Islamic State-Taliban conflict, Panjshir conflict)
2. Allied Democratic Forces insurgency in Democratic Republic of the Congo and Uganda
3. Boko Haram insurgency in Nigeria, Cameroon, Niger and Chad
4. Central African Republic Civil War
5. Colombian conflict in South America, also affecting Venezuela
6. Darfur, Sudan
7. Ethiopia, Africa (the Tigray War, 2020-2022 Ethiopian-Sudanese clashes)
8. Islamic State insurgency in Iraq
9. Militant Islamist insurgency in Cabo Delgado, Mozambique
10. Ituri conflict in the Democratic Republic of the Congo, Africa

CURRENT ARMED CONFLICTS/WARS IN THE WORLD



11. Kivu conflict in Democratic Republic of the Congo, Rwanda and Burundi
12. Mali War
13. The insurgency in the Maghreb, Africa, affecting Algeria, Burkina Faso, Chad, Libya, Mali, Niger, Tunisia, Togo, Benin and Ivory Coast
14. Mexican drug war
15. Myanmar, Southeast Asia (Kachin, Karen, Rohingya, Rachine state)
16. Russo-Ukrainian War, Europe (war in Donbas, Russian invasion of Ukraine)
17. Somali Civil War in Africa, also affecting Kenya
18. Syrian Civil War (inter-rebel conflict, Syrian-Turkish border clashes, Rojava conflict, Rojava-Islamist conflict, Daraa insurgency)
19. Yemeni Crisis (civil war, Al-Qaeda insurgency, Houthi-Saudi Arabian conflict, Saudi Arabian-led intervention in Yemen)
20. Israel-Palestine conflict (not listed as over 1000 deaths in past year)

A Moment of Silence

For wars and conflict
For refugees and those displaced
For greed and exploitation
For violence
For hunger
For abuse of power
For injustices

IN OUR COUNTRIES,
ON OUR CONTINENT,
IN THE GLOBAL SOUTH
EVERYWHERE





Scholars
Program



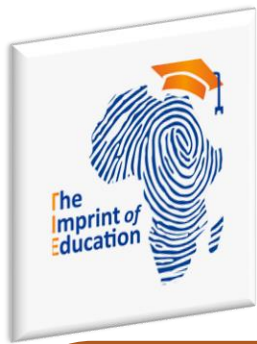
HSRC
Human Sciences
Research Council

21st March 2022

FROM “BEATING THE ODDS” TO “CHANGING THE ODDS”:

Developing a common understanding of transformative leadership

Prof Sharlene Swartz
Transformative Leadership in Africa Contexts
Symposium, Zanzibar, Tanzania, 20-26th March 2022



A 5-year longitudinal cohort study of Scholar Alumni

Learning Activity (LA) 1: Tertiary and Secondary School Alumni Quantitative Tracer Study

3 Wave Survey

All Tertiary Alumni & sample of Secondary Alumni

Countries: Ethiopia, Ghana, Kenya, Rwanda, South Africa, Uganda & 'Diaspora'

Learning Activity (LA) 2: Research-as-Intervention Qualitative Study

Rapid Ethnography

Alumni Conference

In-depth Interviews

Keeping in Touch profiles

Key Informant Interviews

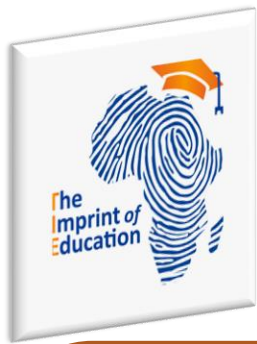
Social Network Interviews

Learning Activities (LA) 3-5: Contextual Learning

Academic and Organic Insights on Leadership and Identity

Hindsight on Reimagining the African University

Foresight on Youth Livelihoods



A 5-year longitudinal cohort study of Scholar Alumni

Learning Activity (LA) 1: Tertiary and Secondary School Alumni Quantitative Tracer Study

3 Wave Survey

All Tertiary Alumni & sample of Secondary Alumni

Countries:
Ethiopia, Ghana,
Kenya, Rwanda,
South Africa,
Uganda &
'Diaspora'

Learning Activity (LA) 2: Research-as-Intervention Qualitative Study

Rapid Ethnography

Alumni Conference

In-depth Interviews

Keeping in Touch
profiles

Key Informant
Interviews

Social Network
Interviews

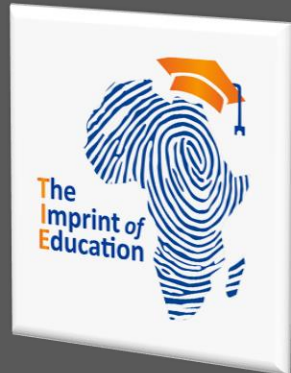
Learning Activities (LA) 3-5: Contextual Learning

Academic and
Organic Insights
on Leadership
and Identity

Hindsight on
Reimagining the
African University

Foresight on
Youth Livelihoods

The study and its methods



	Alumni Tracer Study	Individual In-depth interviews
Population frame/sample	2017, 2018 and 2019 graduates Secondary School Alumni – 8 650/950 Tertiary Alumni – 1 148/839	2014, 2015, 2017, 2018, 2019 and 2020 Tertiary Alumni graduating cohorts 117 young people in 7 sites
Data collection method	Telephonic interviews Online survey	Virtual interviews (Zoom)

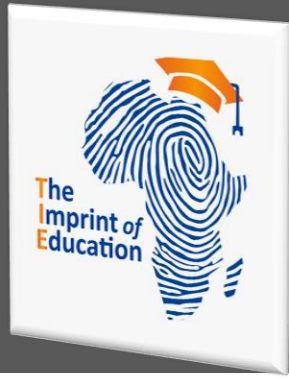
Influence Goals



To provide evidence for how...

1. Higher education institutions (HEIs) can attract and support **diverse** young people who are able to contribute to **socio-economic change in Africa**
2. **Pathways** from university to dignified and fulfilling livelihoods can be strengthened and scaled
3. **Young African women** (and men) can lead transformation
4. **Governments, private sector actors, and funders** might better **support students** in this quest

The Mastercard Scholars Program



1. The study tracks Alumni of the scholars program
2. The results will be learnings for the program BUT also for how we better develop the transformative leaders our continent needs
3. Quality education – relevant, resourced; personal and public aspirations
4. Wraparound support - **leadership**, entrepreneurship, networking, problem solving, public speaking, career development, presentation skills
5. But what exactly is being taught to these young people about **transformative leadership**, and how might it be improved?

LEADERSHIP THEORY

TRANSFORMING
(Directing Change)

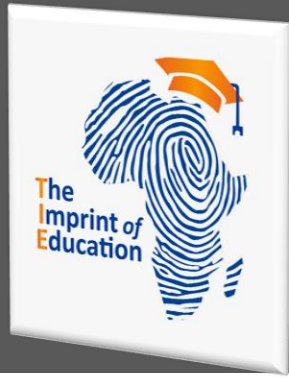
TRANSACTING
(Directing Others)

Transformative
Leadership
(Societies)

Transformational
Leadership (Institutions)



Carolyn M. Shields (2010, p. 562)



Transformative leadership has the following key attributes:

- Attempts to effect both deep and equitable change
- Deconstructs and reconstructs knowledge frameworks that generate inequity
- Acknowledges power and privilege
- Emphasises both individual achievement and public good
- Focusses on liberation, democracy, equity, and justice
- Demonstrates moral courage and activism

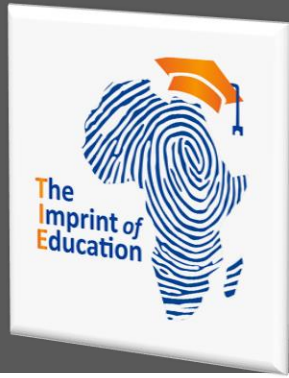


“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

~PAULO FREIRE

	TRANSACTIONAL LEADERSHIP	TRANSFORMATIONAL LEADERSHIP	TRANSFORMATIVE LEADERSHIP
DIRECTING... CONCERNED WITH...	Others Dispositions Traits Styles Values	Change Effectiveness Productivity	Equitable change Justice Public good Knowledge Power and privilege Moral courage
PROCESSES...	Vision Influence Goals	V, I, G Efficiencies	V, I, G Equality People-centred Collaborative
INTERACTIONS BETWEEN..	Leaders and individuals	Leaders and groups	Leaders and systems
OUTCOMES..	Localised and individual	Organisational and institutional change	Systemic change

Transformational vs Transformative



1. **Both** are concerned with change rather than merely transactional exchanges between leaders and followers.
2. **Both** emphasise the value of collaborative, dialogic and democratic decision-making and deliberative processes.
3. **Transformational leadership** is concerned with efficiency and renewal in organisations and institutions to enhance productivity, outputs, motivation and agency.
4. **Transformative leadership** focuses on social justice and changing policies, structures, systems - policies that prevent just outcomes (e.g. voting, gender wage gap), structures that result in inequality (e.g. racism, sexism), systems that advantage some (e.g. wealth, climate).

“When I give food to the poor, they call me a saint. When I ask why the poor have no food, they call me a communist”

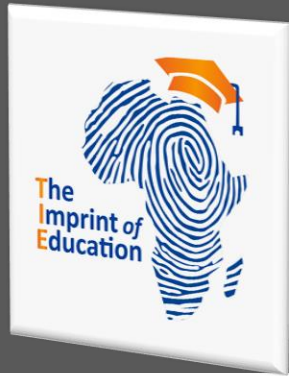
—Dom Helder Camara



“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.”

- DESMOND TUTU

A case study from the TIE study

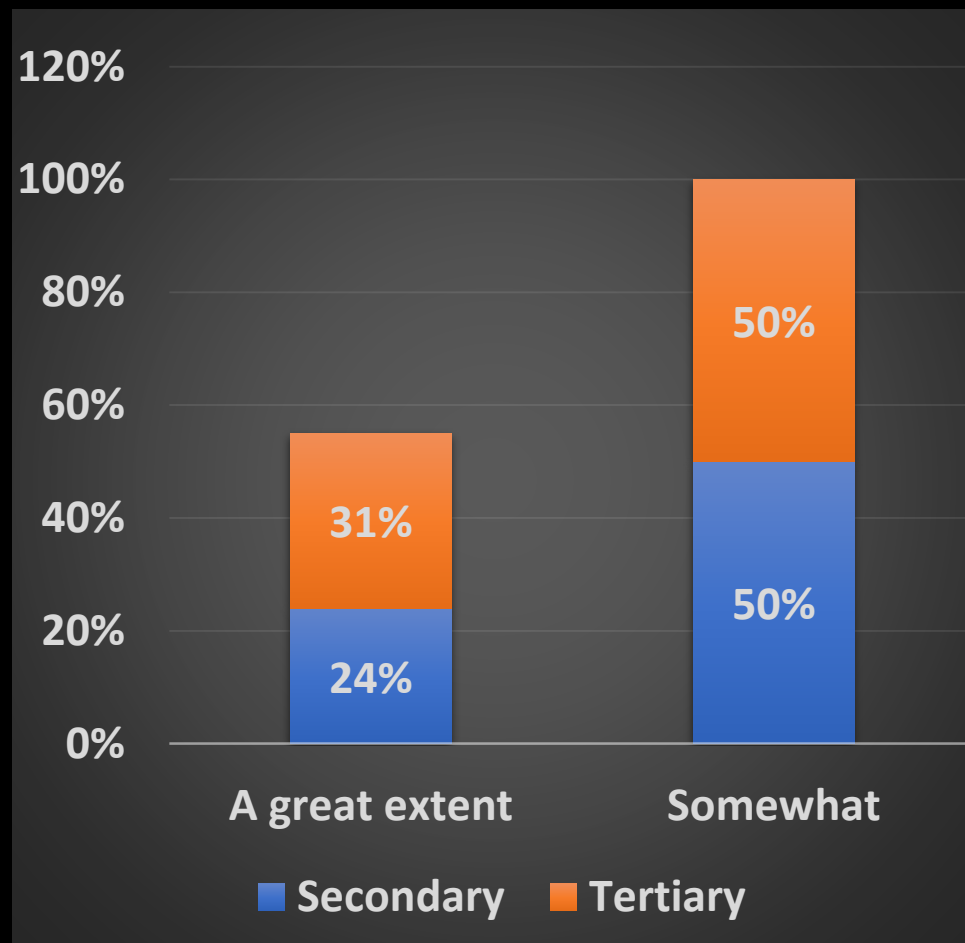


1. Most accepted MF definition: “Engaging others in an ethical manner to generate positive and lasting change”
2. Majority of Alumni considered themselves to be leaders (Tertiary 53%, Secondary 30%)
3. In 2020 interviews a $\frac{1}{4}$ interviewed spoke of nuanced understanding of transformative leadership in bringing about systemic change, in 2021 around $\frac{1}{2}$ when asked directly
4. Distinguished between “large” and “small” or everyday actions of leadership.
5. Almost no-one spoke of “how” transformative leadership is enacted, although many had examples of projects

To what extent have you changed the world in this past year?

Source: 2021 Alumni Tracer Survey

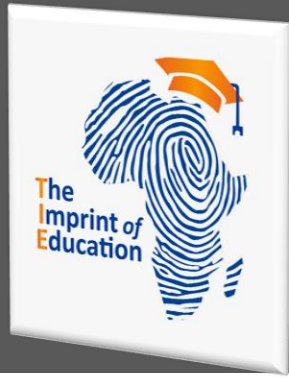
(N=9080 for Secondary school Alumni; n=202 for Tertiary Alumni)



In
interviews
17/29
projects
had ideas
in place to
measure
impact

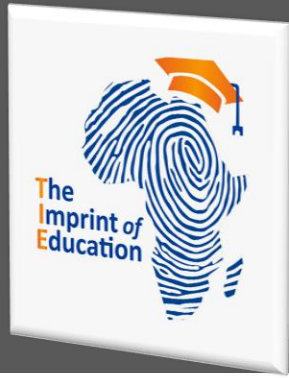
Intervention	Measuring impact
Agriculture	Number of boreholes drilled; Interviews with local community
Development and climate change	Formal monitoring and evaluation; Engagement with people on the ground
COVID-19 related interventions	Improvements in quality of life; Documenting differences in orphans living environment
Digital skills; climate change and agriculture	Feedback from trainee farmers; Requests for further training
Education	Numbers of clubs run; Requests for personnel to assist
Education; agriculture; food security	Measuring crop production; Measuring eradication of kwashiokor in refugee communities
Education; charity; church	Feedback from girls on school improvement
Skills development	Being sought out for counsel
Health	Comparing attendance at information sessions with screening numbers
SRH	Baseline survey data; Social media engagement; interest in menstrual health
Food security	Satisfied with knowing they helped someone
Information sharing	Measuring successful applications
Mentorship	Feedback from mentees and parents; Documentary on impact; Changes in behaviour & knowledge

Give back projects



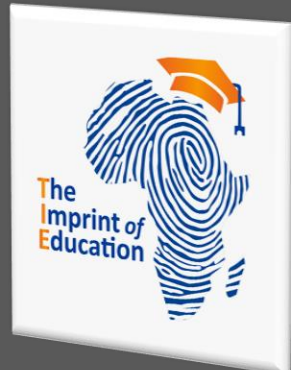
1. Alumni projects comprised awareness raising, mentorship, community development projects; little attention focused on policy and systemic change.
2. When asked directly to describe future transformation projects – over half still described projects focused on changing individual lives or local communities.
3. This is a key area of future focus.
4. How change happens is key – knowledge, technical expertise, policy, governance and stakeholder processes.
5. Tertiary Alumni (**with an average age of 28-29**) are committed to change – but need help growing their sphere of influence and vision of influence.

Gender, religion, culture, politics



1. Open identities important for systems-busting transformative leadership (intersectional challenges of racism, ethnic discrimination, and patriarchy or sexism)
2. Female participants easily articulated impact of gender; male Alumni more reluctant
3. Tertiary Alumni ambivalent about the role of culture and religion in enabling or preventing systemic change
4. Silent on policy change
5. Silent on politics and its relationship both to open identities and policy change
6. Is political neutrality possible when many systemic issues are politically contested?

Digging deeper - the skills for transformative leadership



		All Alumni	Secondary Alumni	Tertiary Alumni
The skill to motivate people to work towards a common goal [Q120]	<i>1 Have it</i>	69,6	69,7	69,0
	<i>2 Want it</i>	29,9	29,7	30,8
	<i>3 Don't need it</i>	0,5	0,6	0,2
The skill to transform good ideas into action [Q121]	<i>1 Have it</i>	63,4	63,5	62,5
	<i>2 Want it</i>	36,4	36,3	37,3
	<i>3 Don't need it</i>	0,2	0,2	0,2
The skill to describe the small steps needed to solve big problems [Q122]	<i>1 Have it</i>	48,3	46,4	62,5
	<i>2 Want it</i>	51,0	52,8	37,5
	<i>3 Don't need it</i>	0,7	0,8	0
The skill to recognise people's strengths and put them into an effective team to solve problems [Q123]	<i>1 Have it</i>	40,8	39,7	49,9
	<i>2 Want it</i>	57,7	58,9	48,2
	<i>3 Don't need it</i>	1,5	1,4	1,9
The skill to use disagreements/conflict in a group to find new ways of solving problems [Q124]	<i>1 Have it</i>	40,9	40,6	43,1
	<i>2 Want it</i>	54,8	54,9	54,0
	<i>3 Don't need it</i>	4,3	4,5	2,9
The skill to use government policies to solve problems in my community [Q125]	<i>1 Have it</i>	19,1	18,7	21,5
	<i>2 Want it</i>	74,8	75,2	71,2
	<i>3 Don't need it</i>	6,2	6,0	7,3
The skill to show people how all forms of injustice are related e.g. racism, sexism, disability, immigrant-status [Q126]	<i>1 Have it</i>	32,3	31,8	36,3
	<i>2 Want it</i>	65,2	66,1	58,1
	<i>3 Don't need it</i>	2,5	2,1	5,6

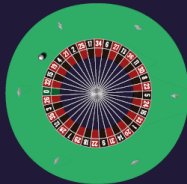
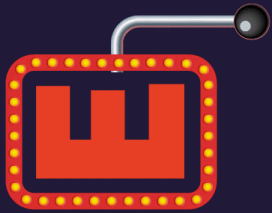
Common goal [Q120]	3 Don't need it	0,5	0,6	0,2
	1 Have it	63,4	63,5	62,5
	2 Want it	36,4	36,3	37,3
	3 Don't need it	0,2	0,2	0,2
The skill to describe the small steps needed to solve big problems [Q122]	1 Have it	48,3	46,4	62,5
	2 Want it	51,0	52,8	37,5
	3 Don't need it	0,7	0,8	0
The skill to recognise people's strengths and put them into an effective team to solve problems [Q123]	1 Have it	40,8	39,7	49,9
	2 Want it	57,7	58,9	48,2
	3 Don't need it	1,5	1,4	1,9
The skill to use disagreements/conflict in a group to find new ways of solving problems [Q124]	1 Have it	40,9	40,6	43,1
	2 Want it	54,8	54,9	54,0
	3 Don't need it	4,3	4,5	2,9
The skill to use government policies to solve problems in my country [Q125]	1 Have it	19,1	18,7	21,5
	2 Want it	74,8	75,2	71,2
	3 Don't need it	6,2	6,0	7,2

1. Motivate people; transform good ideas into action [MOST]
2. "Describe the steps needed to solve big problems" (46% SA and 62% TA) [SOME]
3. "The skill to recognise people's strengths and put them into effective teams to solve problems" (40% SA and 50% TA) [SOME]
4. "Use government policies to solve problems" (20% said they had) [FEW]
5. "To show how all forms of injustice are related" (racism, sexism, disability, xenophobia" (1/3 said they had this skill) [FEW]



CHANGE THE GAME? CHANGE THE RULES?





motivate people to work together [Q120]

transform good ideas into action

describe the small steps needed to solve problems [Q122]

recognise people's strengths and form an effective team to solve problems

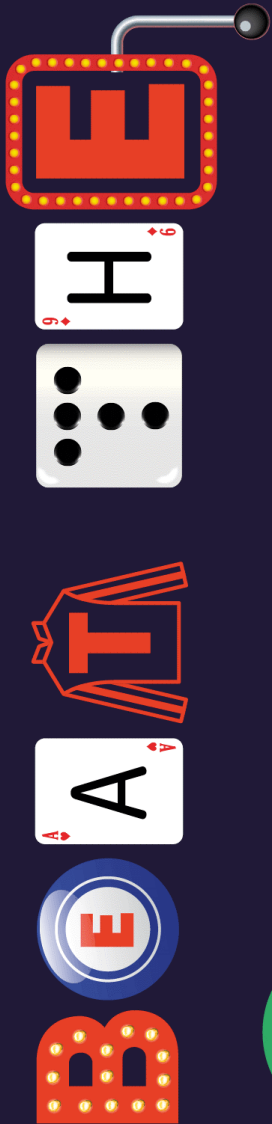
use disagreements/conflict as different ways of solving problems [Q123]

use government policies to improve the life of every community [Q125]

show people how all forms of discrimination (e.g. racism, sexism, disability, ageism, etc.) affect the community [Q126]



CHANGE
THE ODDS



Motivate

Act

Plan

Team work

Problem solve

POLICY

JUSTICE



**CHANGE
THE ODDS**



The skill to use government policies to solve problems in my community [Q125]

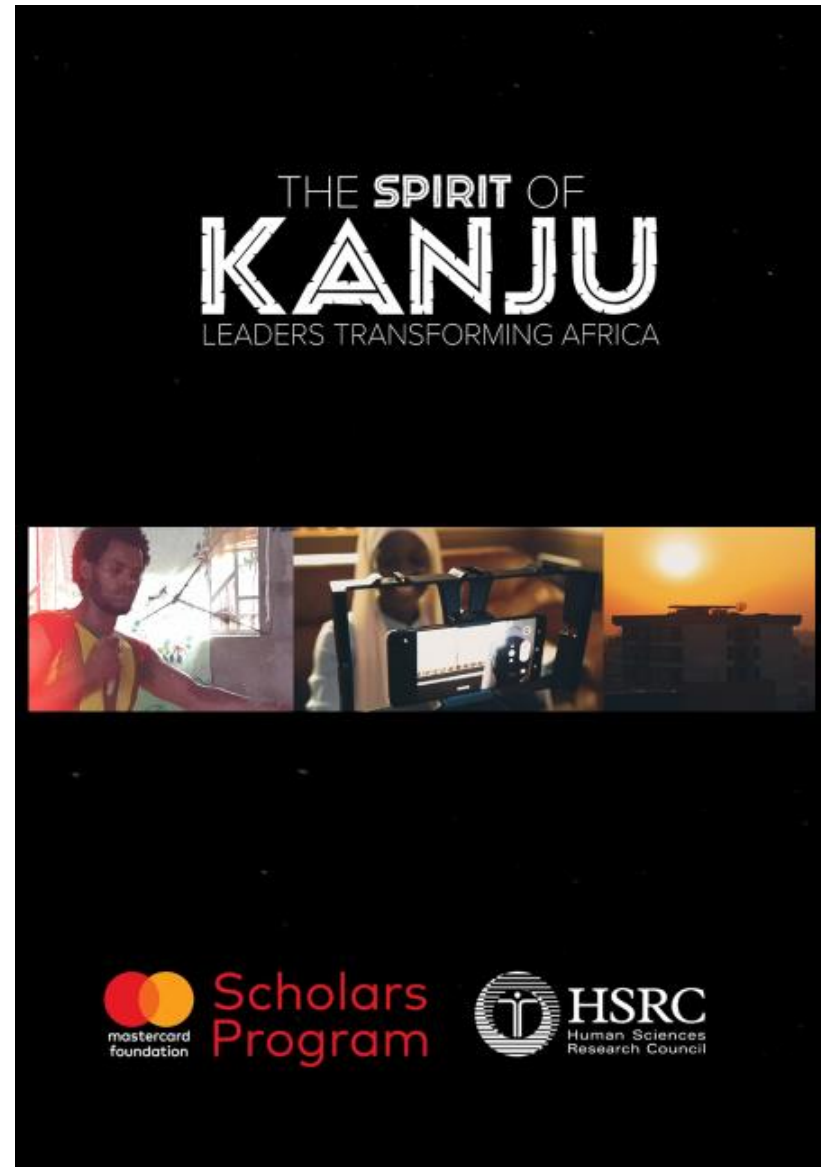
The skill to show people how all forms of injustice are related e.g. racism, sexism, disability, immigrant-status [Q126]

CHANGE
THE **ODDS**



Transformative leadership as:

- Collaboration
- Action
- Innovation
- Love/Ubuntu



Getting closer to a working framework – transformative leadership...



Just and ethical motivation

Is action motivated by an ethical purpose to bring about just solutions and social change.



People-centred process

Is people-centred (collaborative, consultative, empowering, agential)



Ensuring institutional and organizational change

Aims for institutional and organisational change as part of its process



Aimed at systemic outcomes

Aspires to bring about systemic & structural solutions to allow many to succeed and thrive.



Transformative leadership

1. Not every action is an action of leadership
2. Not every leadership action is transformative
3. Some actions simply allow a FEW to beat the odds
4. The kind of leadership we need in Africa is that which changes the odds and allows MANY to succeed and thrive
5. Transformative leadership is political: it needs COURAGE to take on entrenched injustices, VISION to know what can be done, and EXPERTISE to bring about this kind of change.

“The one thing I have never been afraid of is standing before important people and speaking my mind. I'm never afraid to speak truth to power.”

“You can never leave footprints that last if you are always walking on tiptoe.”



LEYMAH GBOWEE

Liberian Peace Activist
Nobel Peace Prize Laureate



Scholars
Program



HSRC
Human Sciences
Research Council

21st March 2022

**The
Imprint of
Education**

THANK YOU