



Scholars Program



The  
Imprint of  
Education



Progress and Pitfalls

23 to 29 July, 2023

Diamonds Leisure Beach & Golf Resort  
Diani Beach, Kenya

# MULTIDIMENSIONAL PATHWAYS OUT OF EDUCATION INTO LIVELIHOODS

Andrea Juan, Adam Cooper and Vuyiswa Mathambo

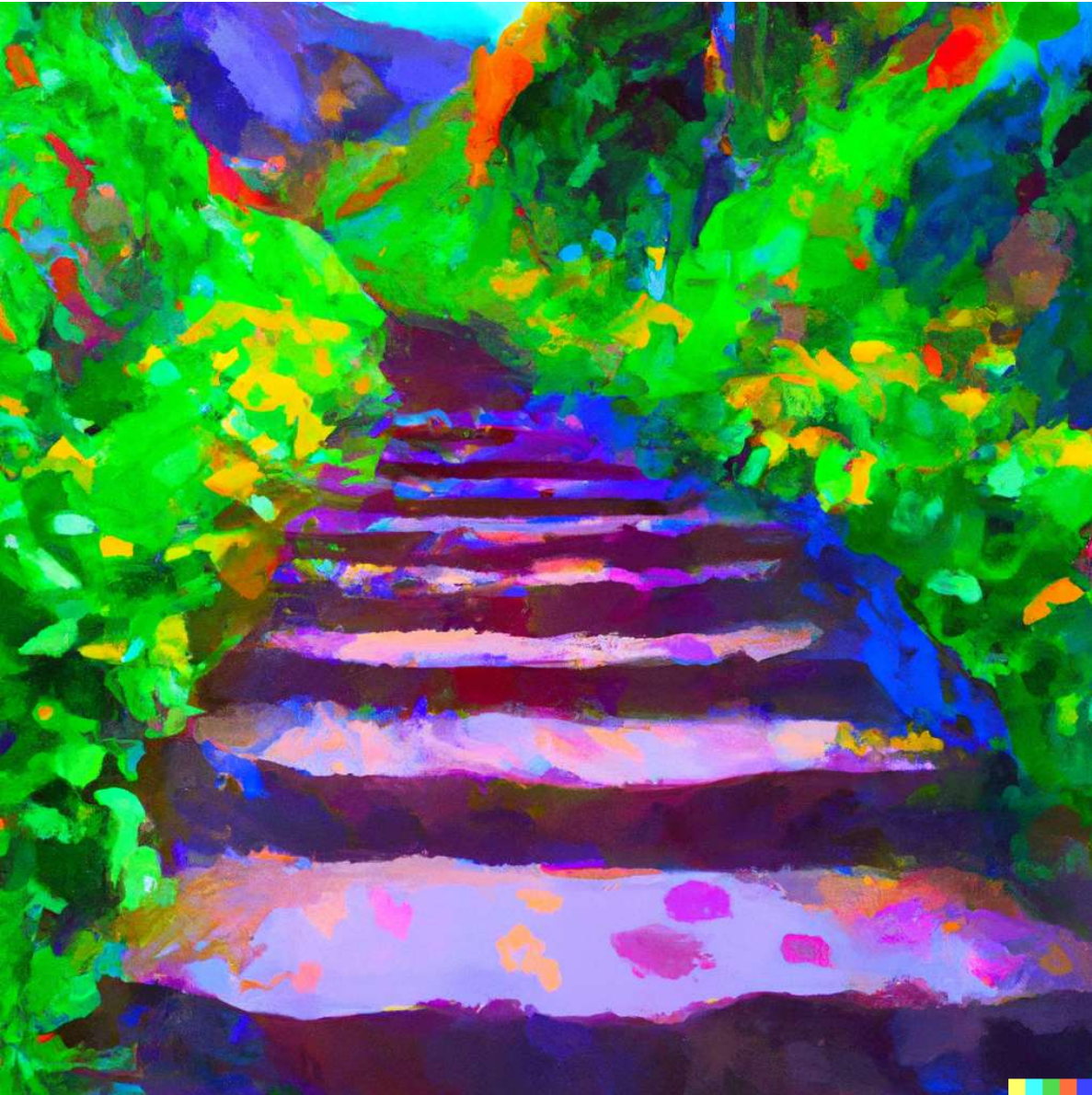


## THE KEY ISSUES

There is a lack of understanding livelihood pathways of young African graduates → inappropriate programmatic supports to maximise graduate impact

Alumni follow complex, multidimensional pathways rather than classic “education to work” trajectories

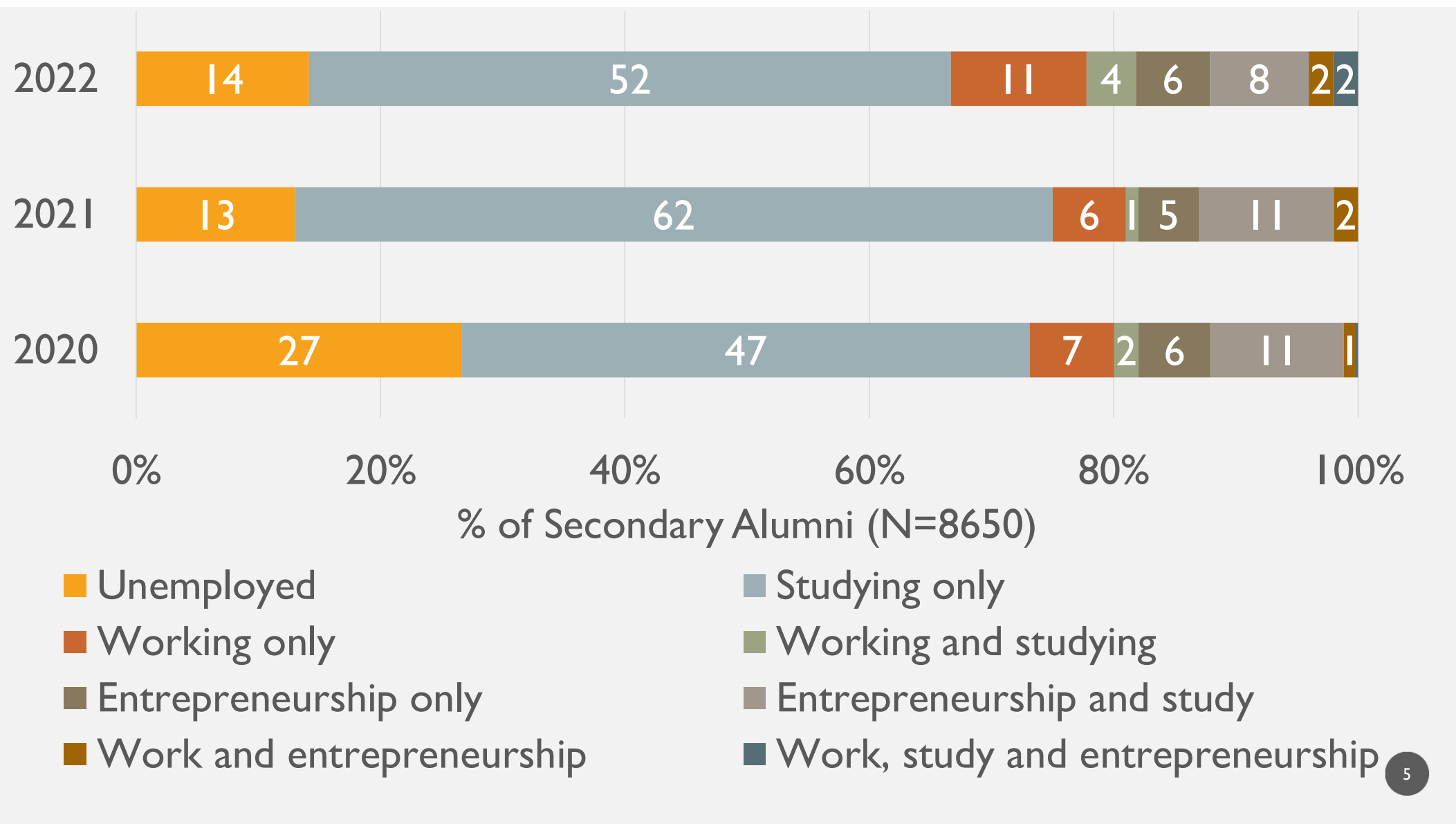
We need to understand how Alumni generate livelihoods across dimensions: the labour market, time and geography



# FINDINGS



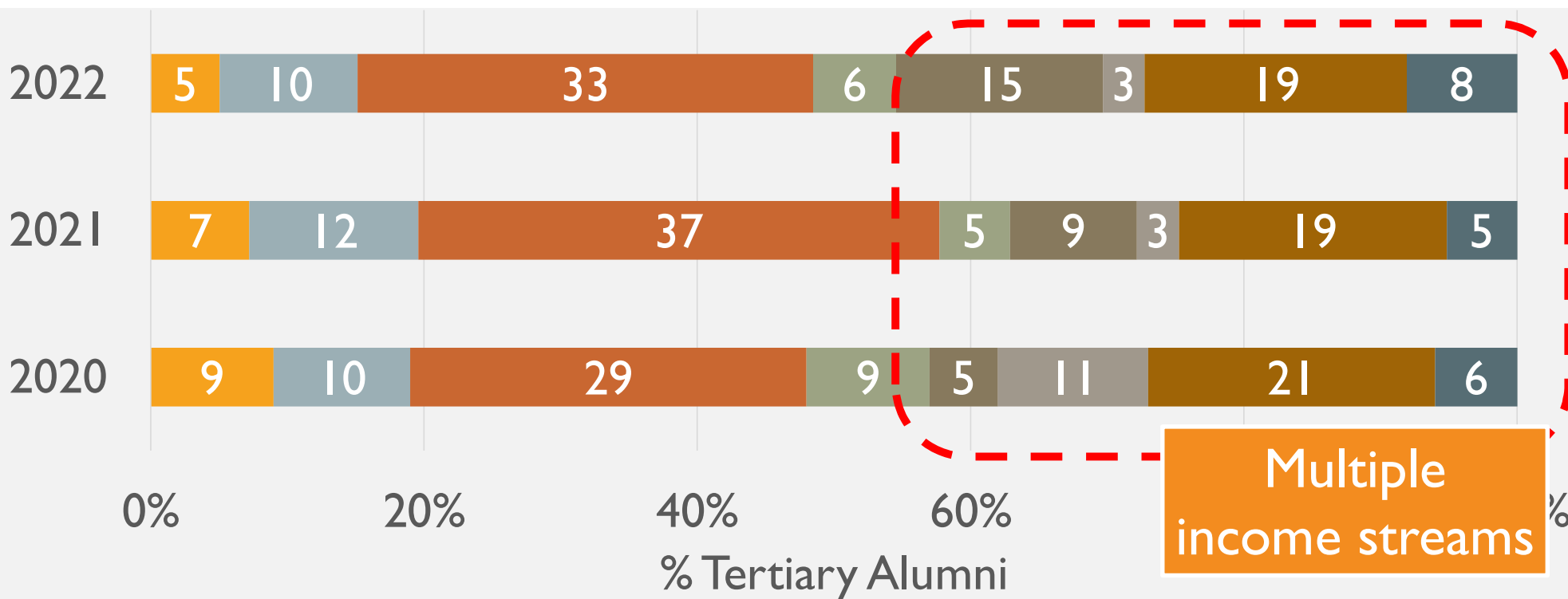
# **MOST SECONDARY ALUMNI ARE STUDYING**





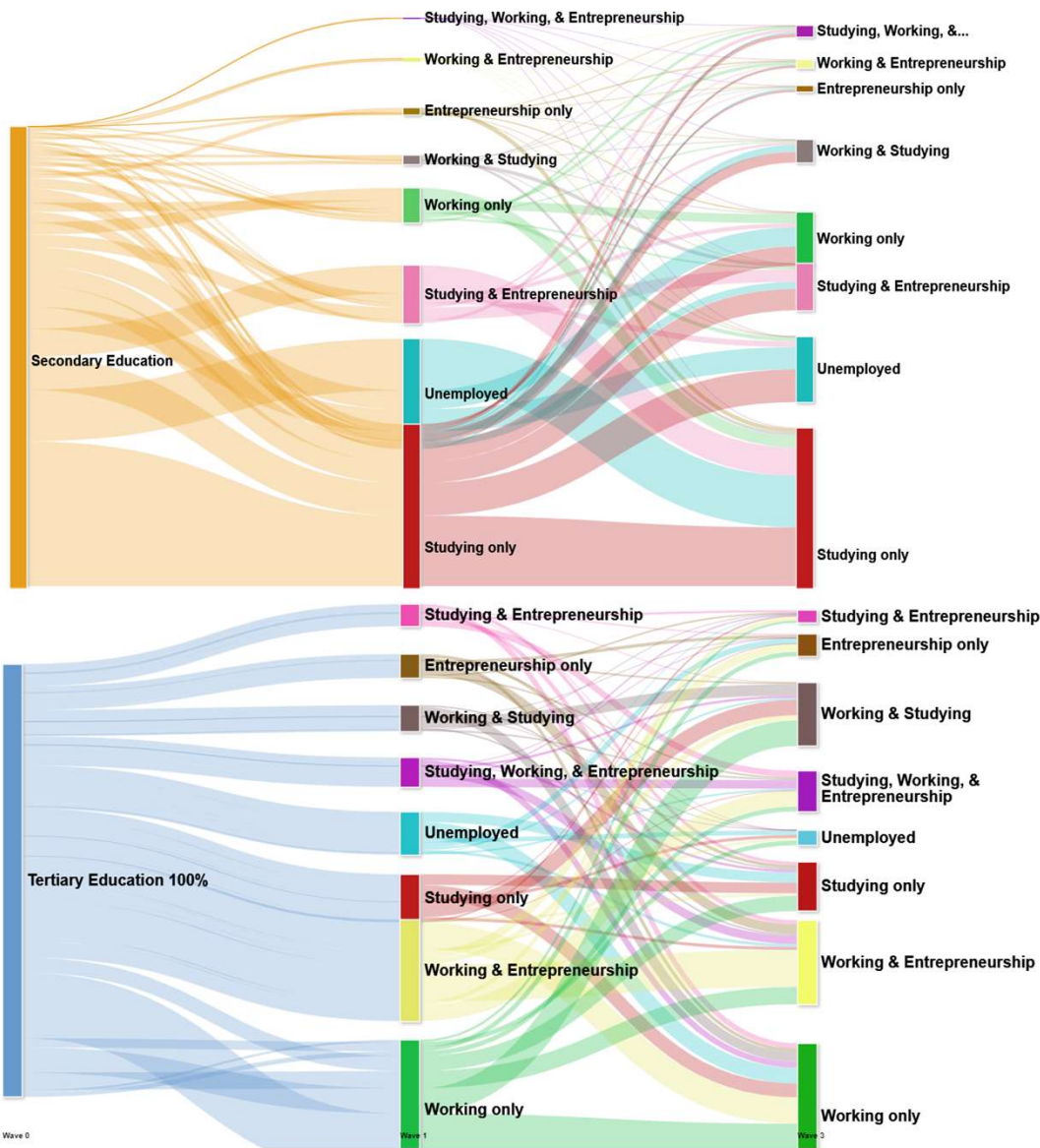


# MOST TERTIARY ALUMNI ARE WORKING



Multiple income streams

- Unemployed
- Studying only
- Working only
- Entrepreneurship only
- Working and studying
- Entrepreneurship and study
- Work and entrepreneurship
- Work, study and entrepreneurship

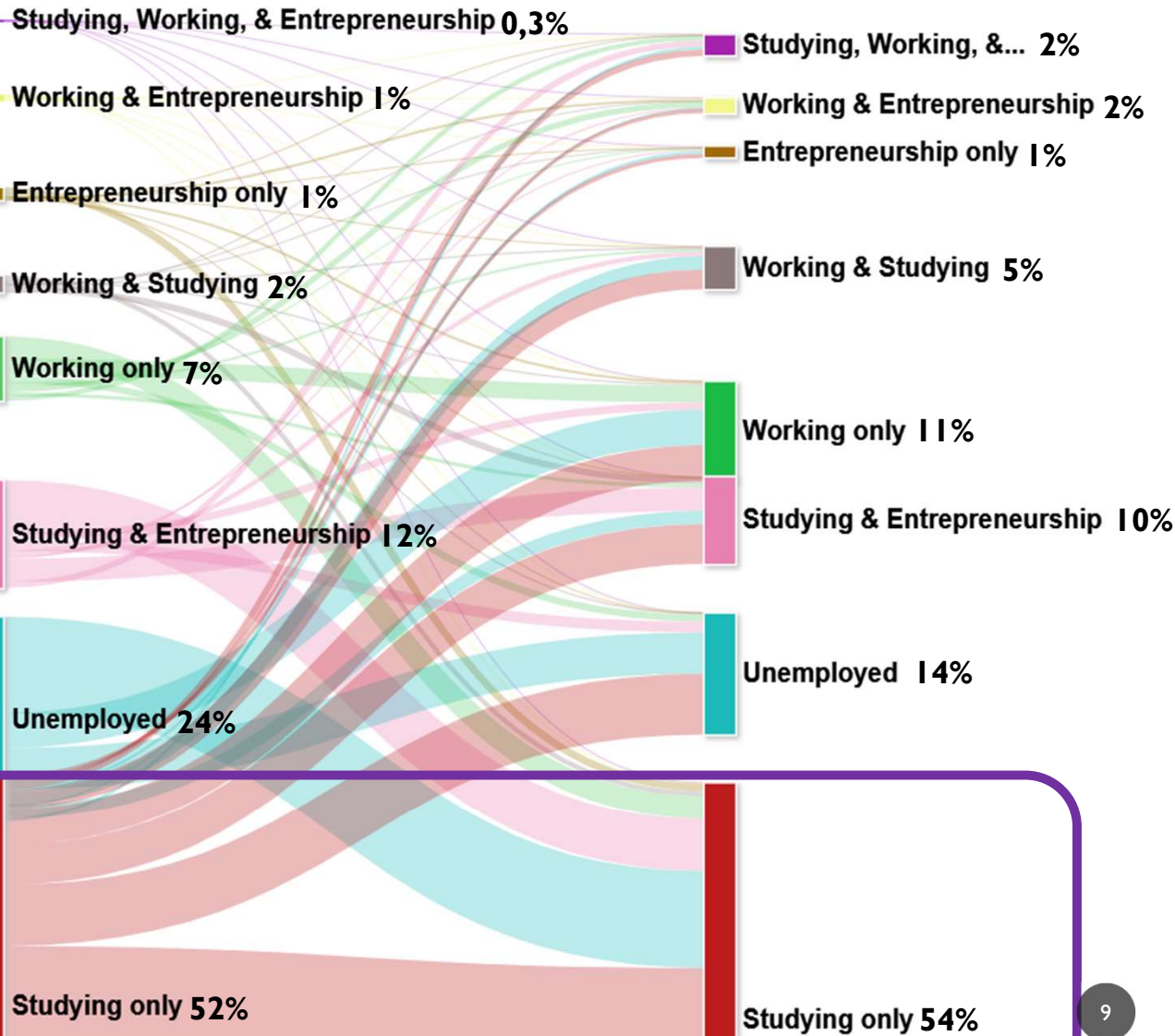


# COMPARING SECONDARY AND TERTIARY PATHWAYS



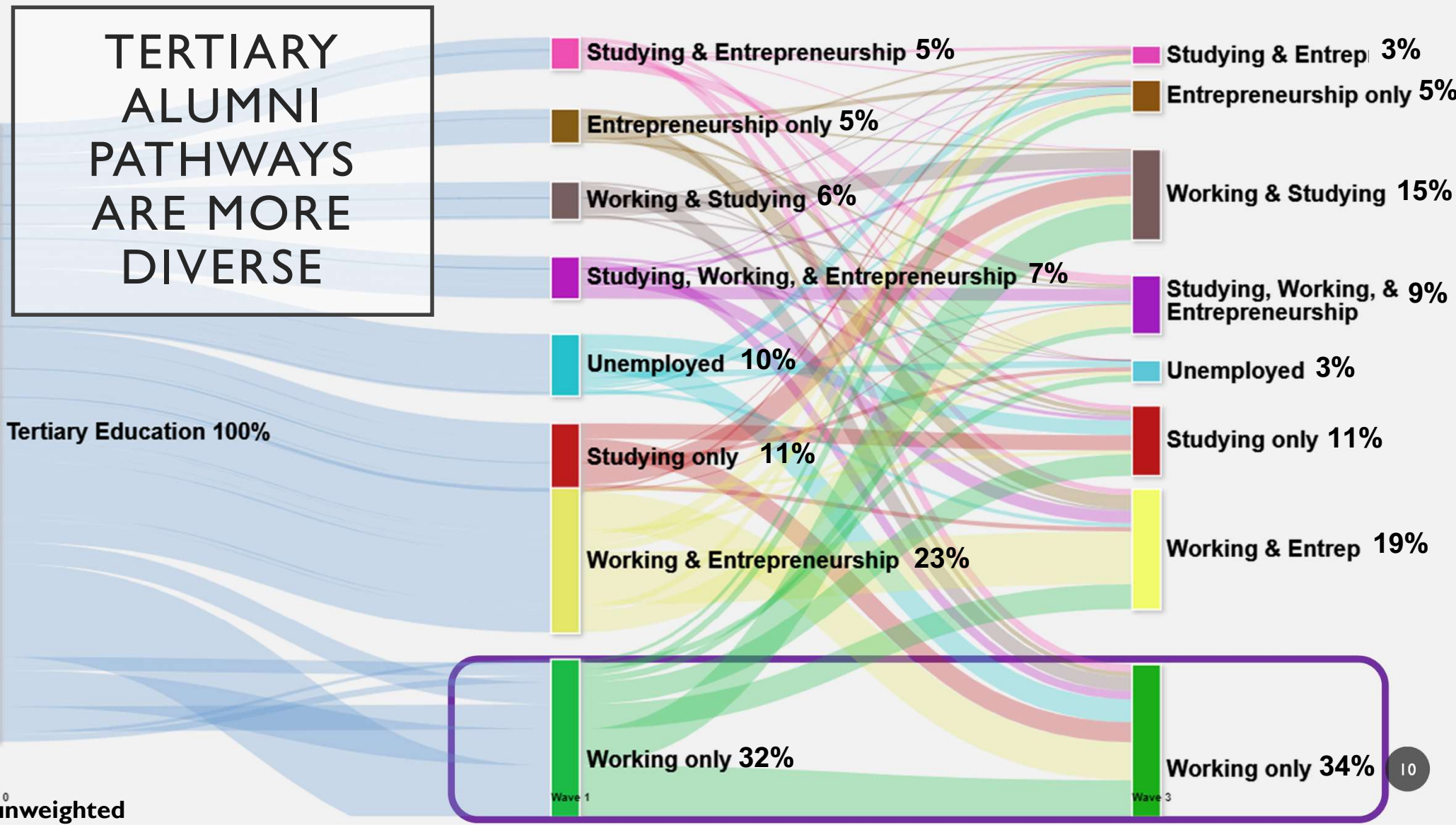
# SECONDARY ALUMNI PATHWAYS ARE COMPLEX

Secondary Education

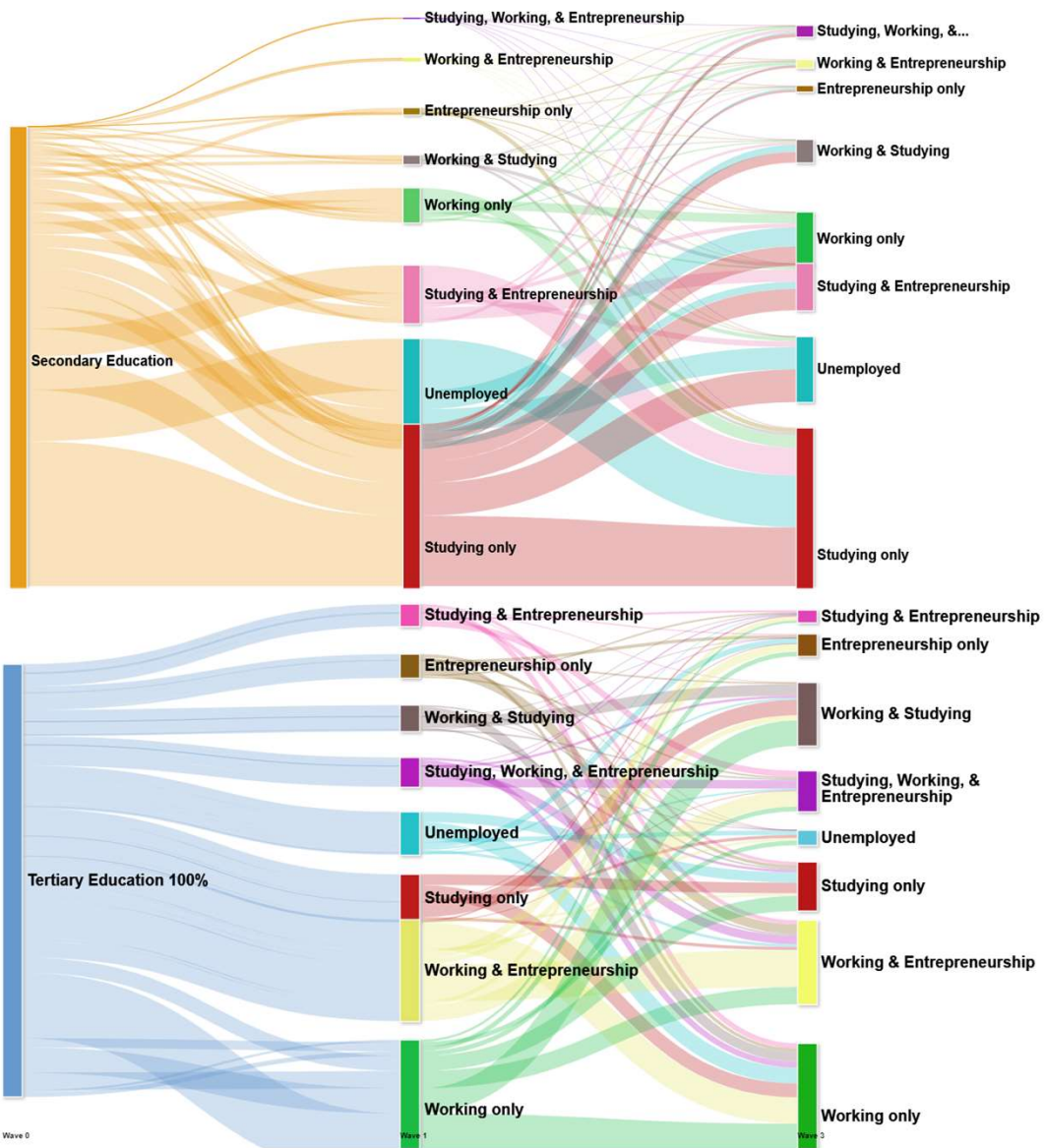


\*unweighted

# TERTIARY ALUMNI PATHWAYS ARE MORE DIVERSE



Wave 0  
\*unweighted



# COMPARING SECONDARY AND TERTIARY PATHWAYS





Scholars Program



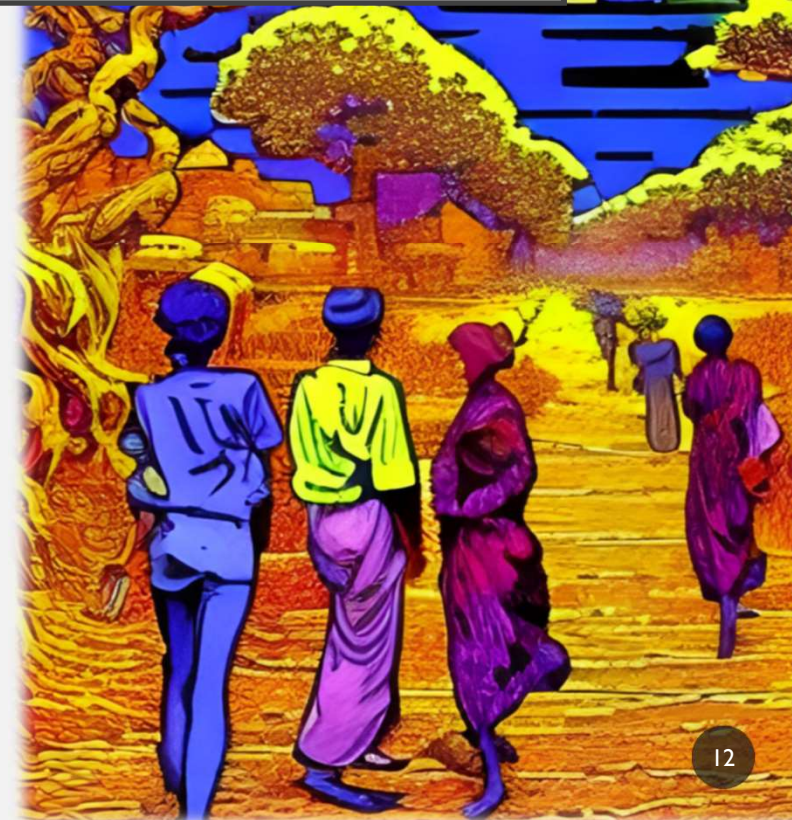
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# BEING EMPLOYED = MANY FORMS OF “WORK”

In-depth interviews showed:

1. Employed in educational institutions;
2. Many underemployed: temporary, short-term or part-time contracts;
3. Internships
4. Self-employed/entrepreneurs



# Complex livelihood pathways

Pathway primarily in world of education

Pathways in education and employment

Pathway primarily away from education



# Complex livelihood pathways

Pathway primarily in world of education

Education for social and physical mobility (n=21)

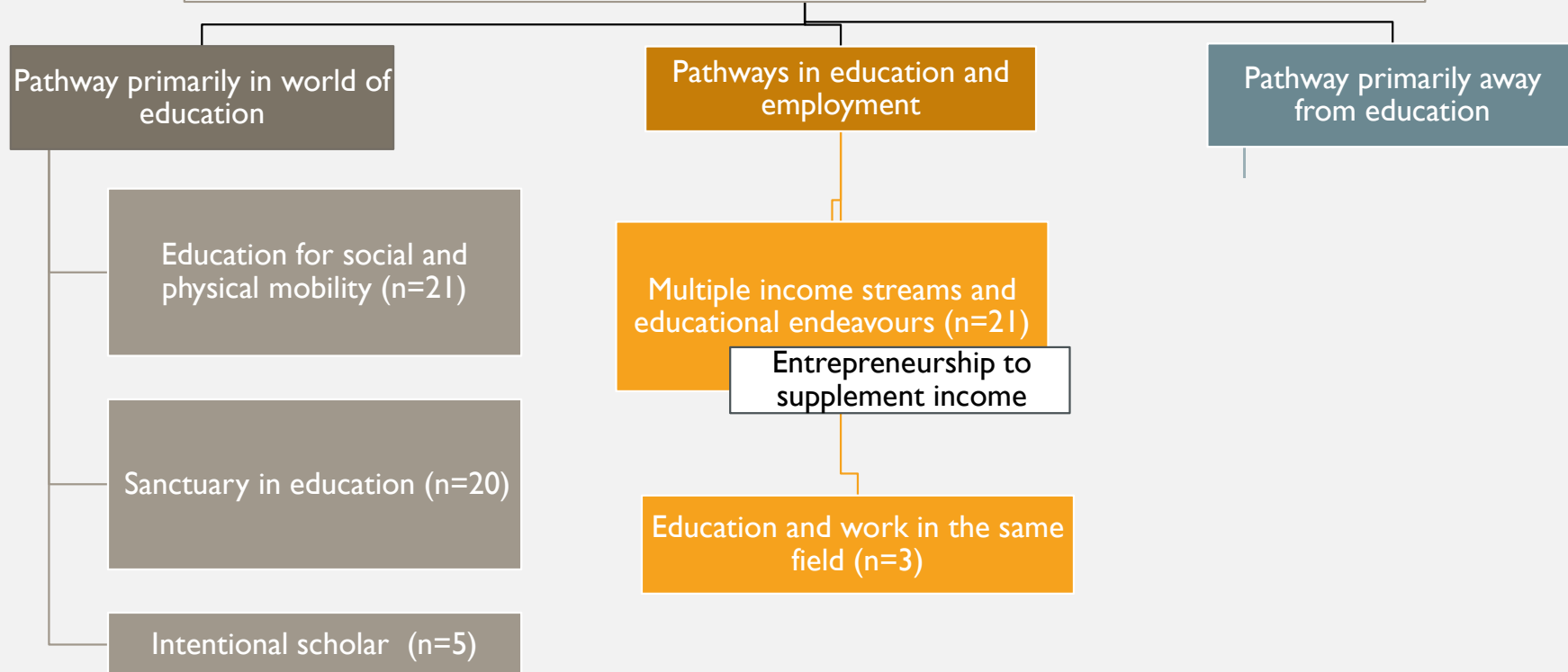
Sanctuary in education (n=20)

Intentional scholar (n=5)

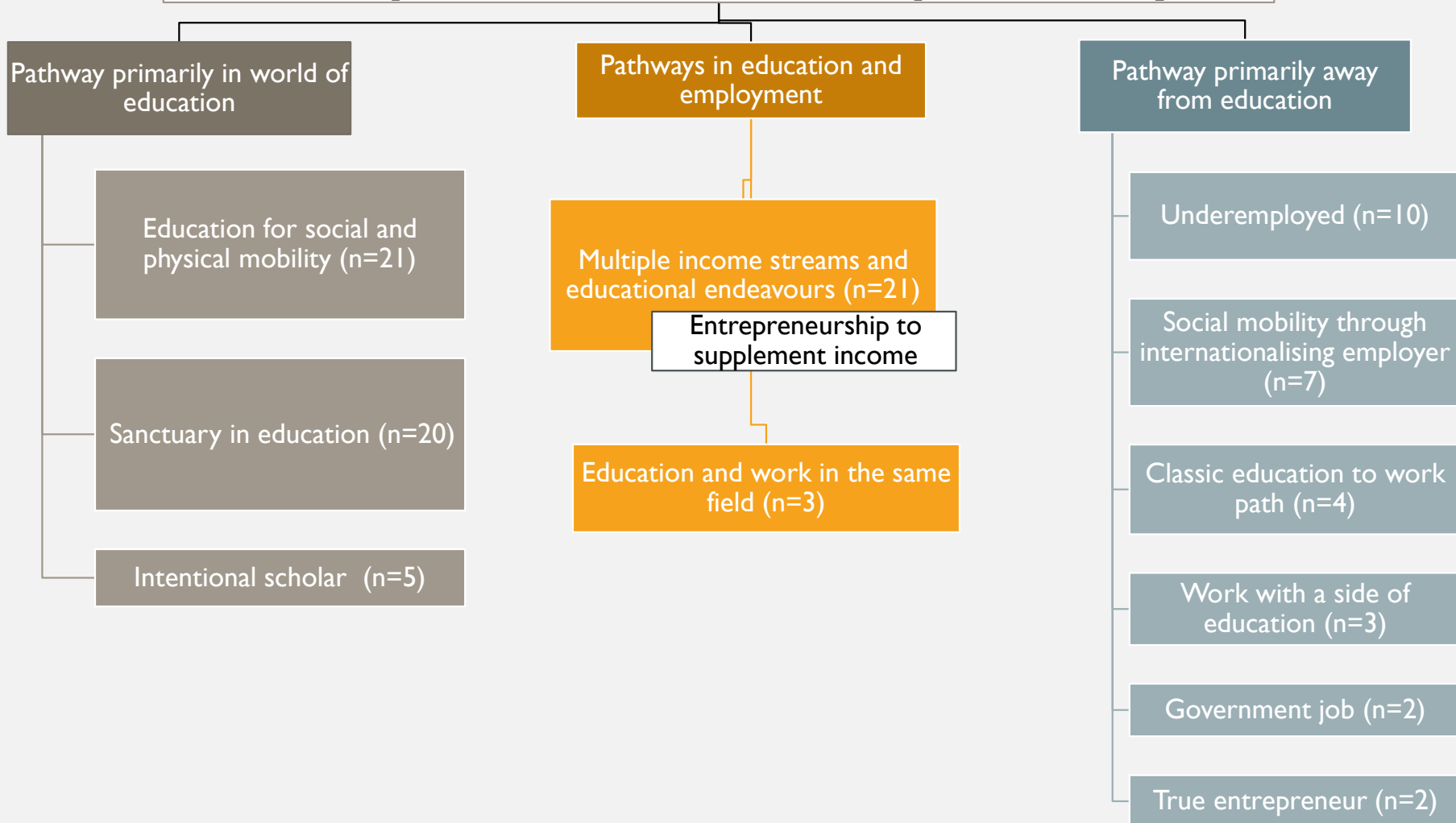
Pathways in education and employment

Pathway primarily away from education

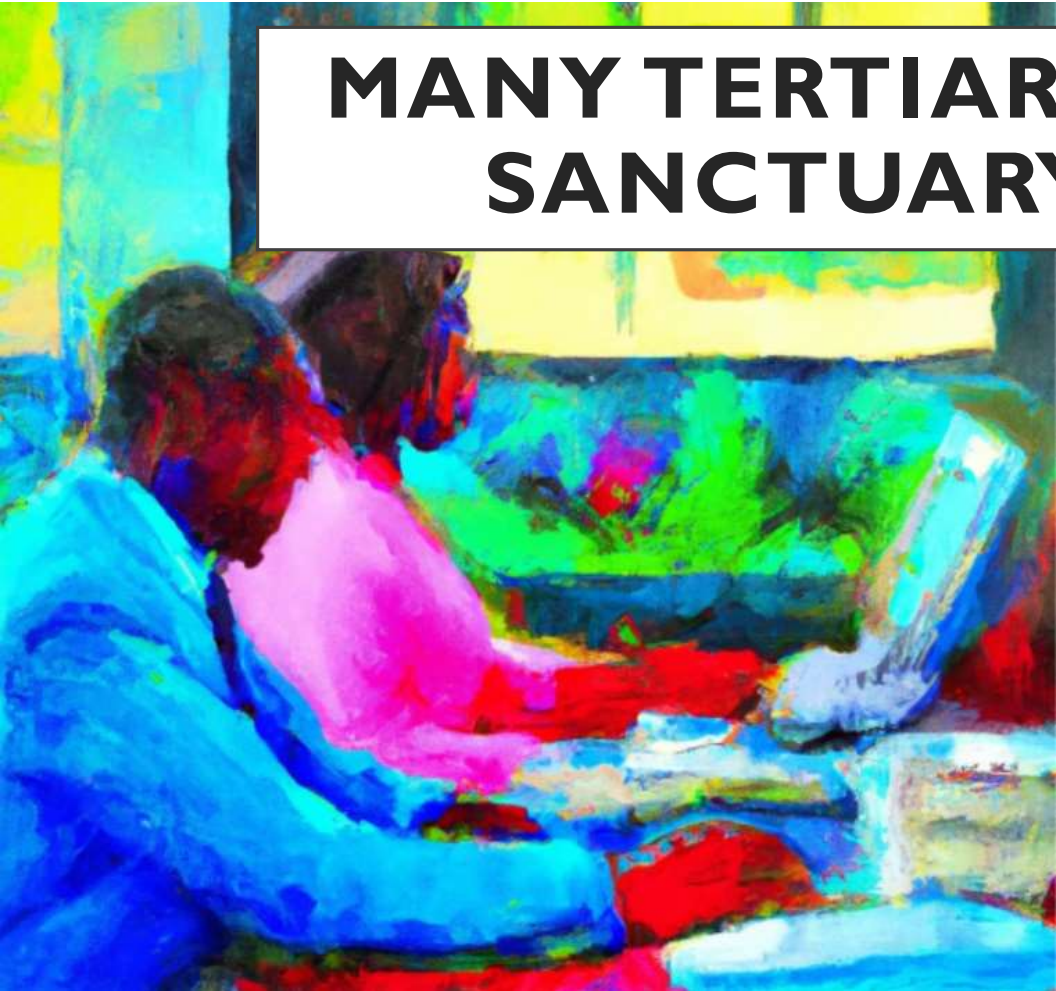
# Complex livelihood pathways



# Complex livelihood pathways



# MANY TERTIARY ALUMNI FOUND A SANCTUARY IN EDUCATION



“I want to get a **second master's**. I have already gotten an opportunity in Illinois... (I could) help my sister complete her school and **I'd do a second master's**”

(Eugenie/DiasporaGI\_2018\_F27\_2021\_III)



MANY ALUMNI HAD  
MULTIPLE INCOME  
STREAMS, INCLUDING  
ENTREPRENEURSHIP



# ENTREPRENEURSHIP NOT EITHER “NECESSITY” OR “OPPORTUNITY”

Primary reason for starting business	Secondary Alumni	Tertiary Alumni
Make money and help people	23%	59%
Inspired by the Mastercard Foundation Scholars Program	8%	55%
Opportunity or space in the market	7%	42%
Had a good idea	5%	41%
More income	55%	35%
Independence	18%	27%
Could not find a job	12%	17%
Flexible hours of work	2%	18%

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# MULTIPLE INCOME STREAMS

“I will just be doing it through online school, I’m just going to grow in terms of my enterprises, my projects at home, my family is growing. Yes, and my experience at work as well, we are growing”

(Ezra/Uganda\_2019\_M26\_2022\_III)



**MULTIPLE INCOME STREAMS:  
SIDE BUSINESSES INCLUDED  
FARMING, TRADING OR NGO WORK**





## SIDE BUSINESSES

“I am farming food. Maize, potatoes, tomatoes...and also thanks to Mastercard my pocket money during school, I saved it all up and I bought myself a piece of land”

(Jemima/Uganda\_2018\_F33\_Par2\_2022\_III)



# SIDE BUSINESSES

“I’m doing **bags online**, because I want to have a store in the city. **Side hustle**. So, if I can have my own store, of course I’m passionate about ladies’ stuff...”

(Judith/Uganda\_2018\_F28\_ParII\_2022\_III)





**MANY ALUMNI USED SIDE-BUSINESSES TO EMPLOY FAMILY MEMBERS ON A PAID OR UNPAID BASIS**



# SIDE BUSINESSES: CREATING LIVELIHOODS

“... you have a side hustle, but I have like **two or three businesses running... by my sisters**”

(Sabrina/Uganda\_2018\_F26\_2021\_III)

“I wanted to set up the **yoghurt manufacturing company**, aside from its potential to sell, [was] **its potential to employ most of the young people...in my community**”

(Pedro/Ghana\_2018\_M25\_2020\_III)

# MOST ALUMNI LIVE IN THEIR COUNTRY OF BIRTH



**99%** of Secondary Alumni &

**65%** of Tertiary Alumni live in their country of birth.

**21%** of Tertiary Alumni lived in a country outside Africa



# MOVEMENT IN SPACE

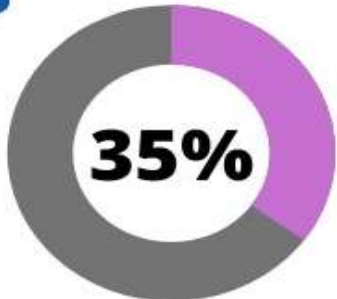
**11%**  
Immediate or  
delayed return from  
Diaspora



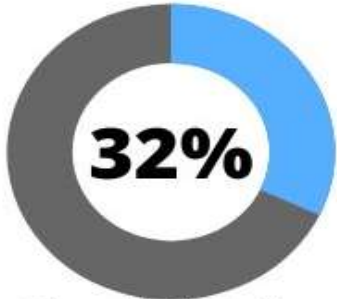
**13%**  
left the Continent after  
studying in Africa



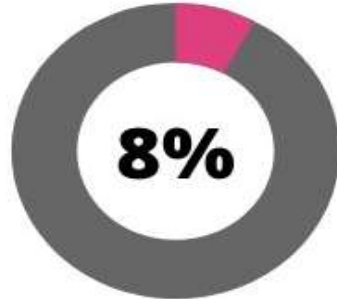
Reasons for  
moving: education  
opportunities and  
job opportunities



Stayed home



Stayed within the  
Continent



Remained in  
Diaspora



# ALUMNI FOUND PATHWAYS CONSTRAINING

Spoke about being expected to keep to **pre-determined,**  
time-framed pathway

Most said that they felt behind in their journey, some felt  
on course, or even ahead of schedule



## BEHIND SCHEDULE

“...I think for me in terms of education, I was hoping that by the time I'm thirty, I'm halfway through my PhD. But that hasn't happened. So... in my timeline... I need to catch up”

(Akinyi/Kenya\_2020\_F29\_Par15\_2022\_III)





SOME ALUMNI CRITICISED RIGID  
EDUCATION-WORK EXPECTATIONS





# BREAKING THE PATHWAY MOULD

“It's OK not to know where you want to go...the most important thing that you need to do is to try new things...”

(Joseph/DiasporaGC\_2019\_M28\_2022\_III)



# WHAT MUST CHANGE

Recommendations for the Mastercard Foundation Scholars Program and all scholarship programmes:

1. Encourage **continuous learning**: postgraduate studies; professional development courses; or certifications to enhance skills.
2. Scholarship mentoring should promote **education as a journey** rather than solely a means for work
3. Reflection and thinking with scholarship recipients about the changing nature of work and that **multiple-income streams is normal**



## MENTORSHIP PROGRAMMES

To connect young African women with successful female leaders- role models and provide guidance

Targeted at entrepreneurs, depending on the type, age and stage of their businesses



**The Imprint of Education**

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Traditional assumptions of linear transitions from school to work are flawed. Livelihood pathways for young graduates are multidimensional & shaped by complex relationships between education, work, mobility and geography. [#education](#) [#work](#) [#mobility](#) [#livelihood](#) [#pathways](#)

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54K

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# WHAT WE'D STILL LIKE TO KNOW

1. What struck you about the presentation you have just heard on “Multidimensional pathways out of education into livelihoods”?
2. How do we better prepare young graduates for complex, multi-dimensional nonlinear pathways? What should they know about “entrepreneurship”, about “finding sanctuary in education” and about “occupying multiple positions” at the same time?
3. What new vision would you propose for dignified and fulfilling work beyond a 9-5 permanent contract by a certain age?
4. What is the future of work going to look like in Africa compared to the rest of the world? How should this be communicated to young people?