

Selecting Social Change Leaders

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5.1 INTRODUCTION

Organizations have funded scholarships for many decades, all with varying objectives. The majority of these programs aim at rewarding “superior standards of intellectual ability”, “exceptional ability”, “exceptional promise”, “academic performance”, and the like (Lamont 2004, p. 109). Several, such as the Ford Foundation International Fellowships Program (IFP), the Gates Millennium Scholars (GMS) Program, and the African Leadership Academy (ALA), combine standards of academic excellence with other qualities pertaining to leadership, character, and commitment to social change and public service. For others still, acquiring critical skills, redirecting career objectives, furthering international mobility, and developing global or national perspectives form their priorities.

A scholarship program’s choice to focus on a particular subject, geographical area, professional field, or a specific target group is informed by a combination of many factors. First, historical milestones can inform an organization’s goals, for example, the Rhodes Scholarship sought to stop the repeat of war after the two world wars, a similar interest the Open Society Foundations (OSF) scholarships addressed in the former Yugoslavia. Second, global development trends like the Millennium Development Goals

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(MDGs), the 2015 Sustainable Development Goals (SDGs), and some national and regional strategies like Vision 2030 (Kenya) and Agenda 2063 (African Union) have strongly determined scholarship program priorities.

Third, major donors, including governments and international development partners, have their own priorities that inform where and how they structure their scholarship funding. For example, OSF supported study at the EARTH University in Costa Rica for Haitian agronomists to strengthen their agricultural and rural development entrepreneurship training, especially after the earthquake of 2010. This initiative was intended to encourage the scholarship beneficiaries to return home and revitalize their local communities, a priority area in the OSF mission. The UK government has used the Commonwealth Scholarships to advance both its foreign policy and development agendas since World War II. Leading global development partners like the World Bank have also played an important role in influencing the direction of scholarship funding.

While acknowledging the multitude of scholarship program priorities, the focus of this chapter is on scholarship programs that seek to develop social change leaders. These may be international, regional, or domestic, as our examples illustrate. First, the chapter looks at the qualities and skills that make certain individuals suitable for assuming leadership roles. Secondly, it examines the strategies programs have employed to effectively reach, inform, and attract their target groups. Finally, the chapter looks at the selection processes of a few illustrative scholarship programs in order to understand the best practices these organizations have engaged to select beneficiaries who will effectively lead social change in their societies.

5.2 BACKGROUND

5.2.1 *Leadership*

Northouse (2004) defines leadership as a process whereby an individual influences others to achieve a common goal. Some noted thinkers believe there are common denominators that define leaders, for instance, vision, passion, integrity, curiosity, and daring (Bennis 2009). The changing types and roles of leaders over time have influenced and shaped the development and progression of leadership theory. Rondinelli and Heffron (2009) acknowledge the growing pressures that globalization has placed on leaders in every community. The changed nature of communications,

transportation, trade, and increasing global interdependency has resulted in increased demands on leaders. As drivers of political and social processes at all levels, today's leaders require higher education to give them the confidence, flexibility, and breadth of knowledge and technical skills needed to effectively address the economic, political, and social needs of their countries today and in the future.

5.2.2 *Social Change Leadership*

Social justice is the promotion of equal rights and dignity for all; it encompasses a vision of a more inclusive society in which the basic needs of all people are met and everyone enjoys an equitable distribution of power and opportunity (Smith 2008). Social change leaders facilitate stakeholders coming together to understand their roles in an unjust social system and how they can address their common issues. Leaders for positive social change have self-awareness, accountability, and a strong sense of purpose. They are capable of dealing with complexity and are willing to transform themselves and others by unleashing the power of collective wisdom and collaborative solutions. Today's leaders for social change have the ability to learn and be humble, and are knowledgeable, creative, and resilient. To ensure intergenerational sustainability, these leaders also bring out the leadership qualities in youth with high potential.

Social change leadership can be fostered by social change philanthropies. Shaw (2002) notes that the primary difference between social change and traditional philanthropies is that while the latter avoids making radical challenges to existing wealth and power structures, social change philanthropy is based on the principles of social, economic, and political justice. This philosophy can be traced across diverse scholarship programs working to strengthen the capacities of social change makers through higher education around the world, including those supported by the Ford Foundation, the Bill and Melinda Gates Foundation, the Open Society Foundations, the MasterCard Foundation, and the Rhodes Trust, among others.

5.3 SCHOLARSHIPS FOR SOCIAL CHANGE LEADERS

5.3.1 *Goals, Targeting, and Recruitment*

To achieve clarity of purpose and focus, organizations benefit from setting their vision and goals at the beginning of program implementation. This helps to avoid unclear and contradictory objectives, poorly communicated goals, and strategic drift. The vision, objectives, and goals should be identifiable and well communicated because they determine the program's identity, policies and practices, resource allocation, target group, management, networks, and impact evaluation. Successful recruiting and selecting qualified beneficiaries starts with the organization's ability to identify its target group, reach out to potential candidates, and attract their participation. A sizeable pool of qualified applicants is required to provide a range of candidates from which qualified awardees can be selected.

Each scholarship program identifies its target group depending on its core mandate. Although the scholarship programs discussed here share the common purpose of developing leaders for social change, their target populations vary according to socioeconomic factors. All organizations engage diverse outreach strategies to reach and attract the attention and interest of scholarship applicants who meet their set criteria. This is particularly important for programs that operate in dispersed geographical areas and target individuals from marginalized communities. This type of aggressive outreach requires close attention to issues of language, technology, and access to effectively reach these groups. Some of the methods scholarship programs rely on to achieve the desired outreach are social networks, program alumni, institutional contacts, physical visits, social and conventional media, and word of mouth.

The Ford Foundation International Fellowships Program (IFP) is a case in point. Operating from 2001 to 2013, IFP sought to support a unique and diverse global community of future leaders who shared a commitment to academic excellence and community service. IFP's overarching goal was clear and evident in the program's funding decisions and activities. Conceptualized as a social justice program, IFP's commitment to social change leadership was synonymous with the program and well displayed, communicated, and embraced in the program's identity. A global program, IFP focused on expanding higher education opportunities for marginalized individuals in Russia and 21 other countries in Africa, the Middle East, Asia, and Latin America. Through its provision of more than 4300

international scholarships over 10 years of competitions, IFP set out to strengthen the academic, social commitment and leadership capacities of its recipients. Its “theory of change” was that these exceptional individuals would use their education to become leaders in their respective fields, thereby furthering development in their own countries and communities. Since the program operated at a global scale, the combined effect would lead to greater economic and social justice worldwide (Dassin 2009).

To broaden the talent pools from which future leaders would be drawn, IFP targeted candidates from social groups and communities that lacked systematic access to higher education, thereby facilitating social mobility for these groups. In this way, the program itself became a force for social change. IFP’s target groups varied among countries and were defined by an array of marginalization factors based on gender; racial, ethnic, and religious discrimination; remote geographical locations economic, social, and political marginalization; physical disabilities; and age, as appropriate for each context and setting where the program operated. Appreciating this diversity, IFP consciously formulated the objective of “reaching the marginalized” in neutral terms. It recognized the connotations of certain terms—for example, “affirmative action”—in different societies (Dassin 2009). This provided flexibility for each country to focus on factors relevant to their local needs. IFP consulted widely with independent researchers, local selection committees, and program partners to identify the target groups based on levels and patterns of socioeconomic marginalization in individual countries. This enabled the program to establish various metrics for defining marginalization and target educational opportunities to the most vulnerable groups that had been excluded from higher education and leadership positions in their own countries. In Kenya, for example, priority was given to potential leaders from remote rural communities, who were often the first in their families and entire communities to complete undergraduate studies, not to mention undertake advanced degrees abroad.

The Gates Millennium Scholarships (GMS) was established in 1999 and has been funded exclusively by the Bill and Melinda Gates Foundation. It has a bold vision to include into America’s leadership 20,000 individuals, all people of color, with the promise to make a significant impact on the nation’s future direction. Though coming from some of the country’s most financially marginalized backgrounds, these students have managed to gain entry into the best colleges and universities in the United States. As future leaders from diverse racial and ethnic backgrounds, they represent

the extraordinary promise inherent among all highly academically capable individuals:

The planners envisioned that the researched experiences of the students' matriculation and retention, the fact of these individuals' extraordinary successes in attaining college degrees, and the testimony of their voices, would spark conversation, and perhaps debate, leading to public policies and added philanthropic contributions in support of similarly able but financially challenged young people. (UNCF 2017)

The goal of the GMS Program—the website taglines are “We Are Learners; We Give Back: We are Leaders for America’s Future” (GMS 2017)—is to promote academic excellence and to provide an opportunity for outstanding minority students with significant financial need to reach their highest potential as leaders in strategic fields. These students, consisting of American Indian/Alaska Native, Asian Pacific Islander American, African American, and Hispanic American students with high academic and leadership promise, would otherwise not gain entry into computer science, education, engineering, library science, mathematics, public health, and the sciences—disciplines targeted by the scholarships. Recognizing the highly diversified nature of American society and its need to sustain and advance itself as a global competitive democracy in the new millennium, GMS strategically targeted and reached a diverse population within the United States. It has achieved this outreach by partnering with organizations dedicated to promoting minorities—the United Negro College Fund (UNCF) that administers the Gates Millennium Scholars Program, the American Indian Graduate Center Scholars (AIGCS), the Asian & Pacific Islander American Scholarship Fund (APIASF), and the Hispanic Scholarship Fund.

Another example of scholarships for leadership development is provided by the African Leadership Academy (ALA), whose mission is to transform Africa by developing and supporting a powerful network of future African leaders who will work together to achieve extraordinary social impact and accelerate the continent's growth trajectory. The program is looking for young people who are smart and excel in the academic environment and also have the potential to lead and impact the world around them through their courage, initiative, and innovation, with a particular focus on social entrepreneurship. ALA brings together 16- to 19-year-olds from all 54 African nations for a

two-year, pre-university program at its campus in South Africa designed to prepare each student for a lifetime of leadership on the continent. In the words of Fred Swaniker, Founder and Chairman of the ALA:

When our students join us they have already demonstrated potential, but we believe you only become a great leader through practice! What they bring with them is just the foundation. When they come here we build on that foundation by giving them hands-on practice, as well as ongoing mentorship and inspiration. (Leroy 2013, p. 23)

The program goes a step higher to build networks and relationships among the scholars and with governments, corporations, and nonprofit organizations that are looking for this talent and provides leadership mentorship. Although not an international scholarship program, its focus on training “leaders for tomorrow” is worth examining. Weber (1996) observes that most of our leadership successors are already among us but are still in formation. The question is how to find and grow them. In its work, the ALA draws on a new approach to youth issues. For many years, youth have been considered as a set of special problems that need to be addressed rather than a resource to be harnessed. In the last two decades, this has changed and the focus is now on developing young people as change agents, problem solvers, and valuable resources for development. This trend has generated a fresh interest in youth leadership and how it can be nurtured and harnessed for the good, not only of the youth themselves but also the whole society. Research has shown that young leaders tend to be open-minded, energized, enthusiastic, and able to make reasoned decisions (Zeldin et al. 2000).

ALA’s commitment to the future success of its students is evident in the very close guidance and counseling it provides to them during the university application process at the end of the two-year preuniversity program. Its services include advice on the choice of university programs, preparing for exams and interviews, scholarship information and applications, and test examination—all meant to give ALA graduates a competitive edge.

The three scholarship programs discussed here have many similarities due to their focus on training leaders for social change. Proven leadership and leadership potential and a demonstrated social commitment to the candidate’s home community are prioritized as selection criteria, along with more traditional academic performance. To a greater or lesser extent, the target groups would not be able to access the educational opportunities provided

by these programs without their assistance. For beneficiaries of all three programs, reinforced commitment to serving one's community and beyond is a key scholarship outcome, along with attainment in higher education.

With the clear target groups outlined above, we look at how these three scholarship programs have succeeded in reaching and selecting individuals with skills, experiences, qualities, and attitudes that will enable them to succeed in higher education and become effective leaders and social change agents.

5.4 OUTREACH

An effective outreach strategy reinforces a program's reputation and legitimacy. It creates interest and reassures the applicants about the program's credibility. Understanding who the target group(s) are, where they are located, and their social networks is important in determining the best form and medium for outreach. An effective outreach strategy requires financial and staff resources and good programmatic planning. Continuous monitoring and evaluation is necessary to establish the match between the program goals, the recruitment processes, and the target group(s) in complex and at times rapidly changing environments.

Outreach forms the foundation for the selection process. If the target is missed at this initial stage, the subsequent processes will also be misaligned, compromising the program's final results. Organizational networks and partners, publicity materials, alumni, fellows, print and electronic media, physical visits, word of mouth, websites, and social media, especially among the youth, are all effective means for outreach. Outreach strategies achieve better results when they go beyond the role of reaching prospective applicants to create ample and accessible opportunities for information exchange. It is particularly important that outreach should reduce self-exclusion, allow for a sufficient response period, and speak to the unique social or cultural characteristics of the target group(s) in ways that encourage them to apply. Application forms should be easily accessible and understood. Sensitivity to geographical locations, language, access to technology, and sociocultural factors, among others, should be taken into account in developing outreach plans.

5.4.1 *Program Alumni and Fellows*

A program's fellows and alumni can play a pivotal role in reaching, encouraging, and acting as role models in the recruitment of scholarship applicants (Knepshield 2009). The author of this chapter, a student advisor herself, notes that while student advisors can provide all the necessary information, they are no match to the power of a role model. For example, IFP alumni participated in outreach and recruitment to reassure potential candidates, especially those who wouldn't have applied, that they could be competitive. The alumni served as living examples that it was possible for candidates from geographically or socioeconomically marginalized groups to go abroad, study in prestigious universities, successfully complete their degrees, and come back to serve their communities. The program alumni distributed publicity materials during outreach and organized visits to remote areas. Their presence reaffirmed potential applicants' confidence in the integrity of the program and helped to dispel the belief that scholarships are only for the affluent, for high academic performers from prestigious schools, or for those with social connections.

GMS, for its part, targets communities where economic circumstances and other pressing needs combine to make higher education out of reach for many people. The most effective GMS strategy to target and reach prospective applicants is the Ambassadors Program, which is a dynamic, nationwide community of recognized program scholars. The growing GMS network has allowed each Ambassador to directly impact the pipeline of academically outstanding applicants and scholars. The Ambassadors serve as role models and offer testimonies about the program. They conduct presentations in schools to generate interest and emphasize that the scholarship is not just about funding but also about gaining a network of thousands of other Gates Scholars and leaders.

5.4.2 *Physical Visits*

While IFP program staff physically visited and made presentations and distributed program information materials in targeted areas, ALA uses a multipronged approach to identify potential applicants. These include individual country visits where a student recruitment team conducts presentations of ALA to prospective students, parents, and the media. ALA also works with "feeder schools" in each country to help identify

students who meet ALA's criteria. In addition, ALA has created partnerships with NGOs, education ministries, and the UN High Commissioner for Refugees to identify promising yet economically disadvantaged students from its focus countries across the continent. The Academy's recruitment and partnerships office staff travel widely to conduct recruitment drives, where they visit refugee camps, talk to community workers and church and school leaders, and are interviewed on national radio. Similarly, the GMS Scholars reach out to potential applicants in their communities, schools, and families and serve as role models for successive generations of prospective scholars.

5.4.3 *Partnerships and Networks*

IFP collaborated with partners in the education sector with established networks in the target communities. Universities, academic programs and departments, individual professors, as well as church, NGO, and public sector networks reinforced the outreach process. In Kenya, the local program staff, based at the Forum for African Women Educationalists (FAWE), a regional organization based in Nairobi, collaborated with the American Embassy, which administers the Fulbright and Hubert Humphrey scholarships. The collaboration allowed all three scholarship programs to reach broader pools of candidates. Networks have also played a key role in spreading the word about the GMS in the candidates' communities. These networks focus on attracting applicants in places where going to college is not a priority and chances to attend are very limited. To appreciate the effectiveness of the program's outreach strategy, in 2016, GMS received a total of 57,846 applicants for 1000 available positions. ALA partners with youth and other organizations to host leadership outreach programs for selected schools. During outreach activities, the concept of leadership is introduced to the participants. In South Africa, ALA works with Credit Suisse EMEA Foundation for leadership mentoring conducted by the Foundation's advisors. The Foundation has also supported ALA to establish and develop a leadership center and a leadership curriculum. The partner organizations also help to identify youth who have demonstrated leadership qualities in their societies. In most counties, ALA has country representatives to help identify potential applicants. Apart from the Ambassadors program, GMS collaborates with partners who conduct outreach visits to schools, and with educators, parents, community leaders, and students to reach many potential applicants.

5.4.4 *The Media and Materials*

IFP used both electronic and print media for publicity. Other strategies employed to achieve effective information dissemination included use of websites and social media, national and local language newspapers, loose newspaper inserts, posters, national and vernacular radio and TV broadcasts and media articles and interviews with country staff. Traditionally, scholarships are not publicized but are advertised in exclusive places out of reach of most ordinary people, thereby creating exclusion. To reverse these trends, IFP's elaborate outreach program not only disseminated information but also consciously portrayed the program as impartial and transparent to reassure candidates of fairness in the application process. To respond to the needs and changes in the environment, annual outreach activities addressed various concerns, including geographical coverage, diverse development sectors, priority professional areas, and how to reach marginalized ethnic groups in rural areas as well as residents in urban slums. In addition to country-specific materials, IFP's head office in New York provided resources for the local partners in all 22 countries where the program operated. These included brochures, policy guidelines, handbooks, and application materials that were translated and customized in each country to suit local needs. To build cohesion at the global level, IFP allowed each of its 22 sites to use the standard IFP logo and advertise on the program's central website.

GMS acknowledges that early outreach is a critical component for recruitment success. It extensively employs social media that today reach many young people and their networks of friends and family members. Using platforms like Facebook and Twitter, GMS generates wide discussions among the targeted groups to share experiences as a strategy to increase awareness and attract a wide pool of prospective applicants. ALA conducts a targeted media campaign throughout the African continent to expose ALA opportunities to prospective students from all walks of life.

5.5 SELECTION

5.5.1 *General Characteristics*

Selection is the key to achieving the objectives and goals of any scholarship program, including those focused on identifying and nurturing social change leaders. Based on articulated criteria and guidelines, the selection process helps to maintain program consistency. The most important factor

to establish consistency and stability is selection criteria that reflect the vision and mandate of the particular program (Dassin 2009).

A number of factors should be considered in designing selections. First, as Stanley Higginbotham writes, validity and reliability are central in allowing programs “*to measure what they are interested in*” (2004, p. 65). He underscores the importance of identifying and rewarding distinctive qualities and characteristics of candidates that align with program goals. How these are identified and evaluated determine the success of a program in meeting its objectives.

Second, the characteristics and composition of the selectors are important. The selection committee should be trained, have relevant knowledge and skills in the areas under evaluation, understand the environment where it is operating, and take responsibility for its decisions.

Third, effective selections require standardized evaluation tools to analyze and evaluate all selection information, including the candidates’ responses, documentation presented, and observations made by the committee. Selection enables the assessment of an individual candidate’s suitability against set criteria that meet the program’s objectives, and therefore programs should “forge and maintain strong selection criteria chains” (Higginbotham 2004, p. 64). These should be free from ambiguity, clearly communicate program goals to the candidates, and be measurable with accuracy and reliability by the selection committee. They should be applied consistently throughout the selection process.

Fourth, selection decisions are made by relying upon a range of data generated from different sources, including application forms, academic documents, letters of referees, applicants’ statements, and face-to-face interviews. To identify those best qualified from a group of able competitors, typically semifinalists, a mandatory personal interview plays a decisive role and helps to verify the information presented, confirm the facts, and probe the candidates on their presentations. In this setting, committee members have the opportunity to gain a fuller measure of the relative strengths of applicants than the written record alone can usually supply. At the same time, the interview presents applicants with the opportunity to display their strengths to their best advantage.

5.5.2 *Selection Processes in Practice*

IFP provides a good example of these principles. The program developed a four-phase selection process starting with a “pre-screening” phase that ran parallel to the receiving period for applications. At the initial level, IFP assessed candidates on general basic qualifications including possession of a first degree, adequate work experience, and timeliness and completeness of the required documentation.

At the second or “screening” phase, applicants were evaluated on the stated criteria of being a member of the target group. Applicants had to meet individual or group exclusion and marginalization criteria. Eligibility was measured on various factors including disability, gender, and whether candidates had suffered from religious and cultural biases or from ethnic, political, or economic discrimination. Another criterion was whether they came from marginalized geographical locations such as slum and informal settlements, where information access is a challenge and security may be threatened on a regular basis.

Once a candidate was verified as being a member of an appropriate target group, the application was reviewed along three key dimensions: academic achievement and potential; demonstrated social commitment; and proven leadership potential. A candidate had to be highly competent in all three key areas in order to be successful, as suggested in the following diagram (Fig. 5.1).

Academic Achievement and Potential

IFP candidates were required to possess an appropriate academic background with a good first (undergraduate) degree evaluated on the grades attained. Also considered were future study objectives, evidence of improvement, especially in the last two years of undergraduate study, a candidate’s academic record in the field of specialization, publications and related academic activities, as well as clarity of his or her academic goals and research focus, especially for doctoral candidates. Applicants’ past academic accomplishments, how those connected to their area of work, proposed field of study, and ties to future professional plans were assessed to eliminate applicants who aimed at taking the scholarship opportunity to simply advance or change their careers without any social change purpose. Letters of academic referees and transcripts provided further evidence of the candidates’ academic ability.

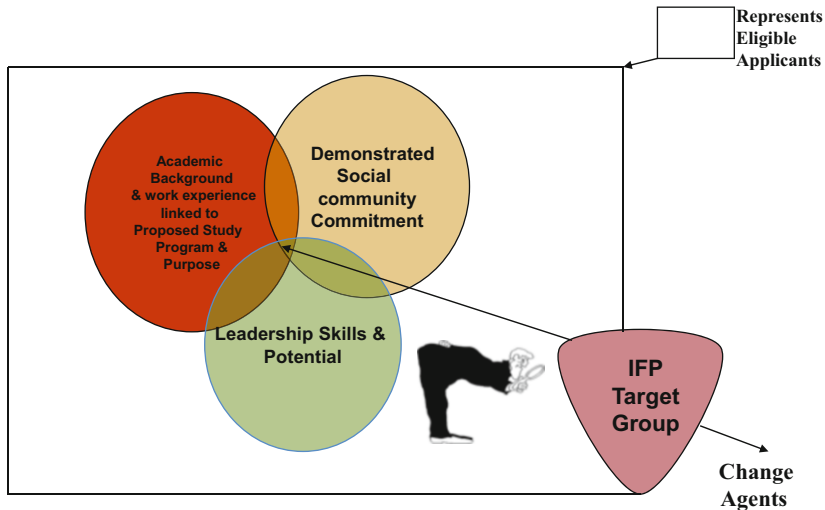


Fig. 5.1 The IFP candidate review process

To reflect the rigor of their course work, commitment, and determination to succeed academically, GMS applicants must have a high school GPA of 3.3 or higher and must be enrolled for a degree program on a full-time basis at an accredited college or university in the United States. They must be nominated by someone familiar with their academic records and be prepared to write a number of essays on various topics. As a program that uses a challenging curriculum, ALA evaluates applicants’ academic achievement to demonstrate their intellectual capability, closely reviewing scores from national examinations and the marks and comments on each applicant’s school reports. Finalists are required to write an entrance examination and an essay as final evaluating criteria. Referees’ letters are also considered in making selection decisions.

Social Commitment/Community Service

IFP favored individuals who presented unwavering commitment to their social responsibilities, demonstrating a strong inclination to return home after graduation to continue with their community roles, share the benefits of the scholarship, and reduce brain drain. To demonstrate social

commitment, applicants' employment history, volunteerism, receipt of community awards, recognition for community service, clarity and practicality of social goals, and membership in voluntary, civic, service or development-oriented, or professional organizations were all taken into account.

Similarly, in the GMS Program, community service and leadership potential are assessed through extracurricular involvement and positions held in the community, school, family, and other associations. ALA evaluates their candidates on their passion for uplifting their communities, which is determined by the candidates' presentation of their view of a world where all people are able to realize their dreams. They are asked how they have demonstrated this passion at school or in their communities as well as their plan for giving back to the society. Proof of entrepreneurial spirit, dedication to public service, and commitment to Africa are of key importance and are determined by applicants' keenness to join a community of individuals from a wide range of cultural, ethnic, socioeconomic, and religious backgrounds from across the continent. Activities involving leadership roles, community service, sports, athletics, or music help determine applicants' character and attitude (ALA 2017).

Proven Leadership Potential and Skills

IFP considered the positions that individual candidates held, for example, as an officer or founder of a community-based organization or a leadership position in school or in professional, religious, or civic organizations and NGOs. Other evidence included: serving in coordinator roles or as project heads; receipt of recognition and awards for leadership from peers, community, and the workplace; and school, provincial, national, or international awards or engagement in pioneering activities such as being a first-generation learner beyond the secondary level. A candidate's ability to nurture and support others was highly rated as well as leadership characteristics of vision, integrity, risk taking, passion, innovation, commitment, consistency, and service, among other qualities. Because some of these qualities are non-tangible and challenging to evaluate, proof was sought through documents, consistency, focus, and measurable achievements.

Similarly, ALA candidates' leadership potential to transform Africa and the world is determined by the activities they have participated in and the leadership roles they play at home, in their schools, or in their communities. These are roles among their peers and within their home, school, and community environments where their leadership skills start to manifest,

despite their young age. This participation is evaluated alongside the candidates' understanding of "leadership" and entrepreneurial spirit, as determined by their ability to identify the needs in the world around them and the actions they have taken to address those needs, including, for instance, participating in business start-ups, health clinics, and youth organizations.

5.6 CONCLUSION

Scholarships focused on developing social change leaders have common goals, though they employ different strategies to attain these goals. The success of the selection processes depends on the degree to which local partners are engaged in co-design and implementation, since local participation is indispensable in identifying what leadership for social change means in particular contexts and settings.

Widespread social injustice leads to a generalized lack of trust among individuals, communities, and institutions, as well as exclusion of marginalized people from social mobility opportunities. For scholarship programs focusing on social change, such situations call for approaches aimed at attracting interest, participation, and reassurance of the targeted groups. Apart from strengthening individual beneficiaries' capacities, creating networks and support systems for these social change leaders ensures that they will encounter a more powerful platform from which to effect positive systemic change once they have completed their studies.

Appropriate selection is the foundation of leadership strengthening programs upon which other future stages are built. It starts with a clear, well-communicated mission statement and identification of specific target groups that must be effectively reached and encouraged to participate. The scholarship opportunity should be well publicized and matched with a strategic outreach program in order to attract a robust pool of qualified candidates. Transparency and objectivity in the selection process work together to create confidence in the program and attract strong, qualified applicants. Selection tools should be consistently applied and be able to capture and analyze all the individual and contextual factors under review, while the selection committee must be broadly seen as credible, well qualified, and independent. This includes independence from both home and donor governments, as well as from the implementing organizations who only play observer roles in the selection process.

Finally, what have the scholarship programs discussed above achieved in terms of social change leadership? Have leaders of social change emerged

after their study periods? Generally speaking these programs have structured their social change objectives broadly in order to be inclusive and effective both for their beneficiaries and home societies. With this end in view, the programs have in fact produced positively influential leaders in all sectors and levels of society ranging from educators, doctors, community leaders, presidents, ministers, administrators, diplomats, and others representative of the breadth and width of societal structures.

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Everlyn Anyal Musa-Oito is currently focusing on promoting the role of the African academic diaspora in the revitalization of higher education in Africa. Working from the United States International University—Africa (USIU Africa) in Nairobi, Everlyn coordinates the partnership of the Carnegie African Diaspora Fellowship Program (CADFP) Advisory Council, Institute of International Education (IIE), and Carnegie Corporation of New York (CCNY) to systematically mobilize academic Africans in diaspora to collaborate with institutions in Africa to strengthen research, curriculum co-development, and graduate students' teaching and mentorship. For 10 years, Everlyn managed the Ford Foundation International Fellowships Program (IFP) to target, recruit, select, prepare, and place in universities and monitor socially excluded individuals and groups to strengthen their leadership capacity through higher education. She found satisfaction in mentoring these beneficiaries to attain leadership skills, gain knowledge, and create networks to strengthen their positions as agents of social justice in the world, a position many of the beneficiaries have achieved. Everlyn values and consciously promotes inclusion and diversity in all her work and at every opportunity. She holds an MBA Degree in Strategic Management from the University of Nairobi and a Bachelor of Arts in Linguistics and Literature from Kenyatta University.