



LindaZuze<sup>PhD</sup>

## KEY QUALIFICATIONS

Linda Zuze is an economist with over 15 years of experience in policy research at both the local and international levels. She has a PhD in Economics and has worked and published extensively on topics that address inequalities in education, in the labour market and in financial services. Linda has worked as a resident researcher for UNESCO, a university academic, a chief research specialist at the South African Human Sciences Research Council (HSRC), an independent consultant and as research expert for Financial Sector Deepening Zambia (FSDZ).

She has participated in studies to improve how women access both formal and informal financial services and in social enterprise efforts to advance Africa's female entrepreneurs. Linda is committed to reversing the acute shortage of women in policy research. She has successfully supervised a number of women in their Masters' dissertations as well as three women with their PhDs and continues to train and mentor several others. Linda is the founder and director of Chimango Research, which works to strengthen links between research, policy and practice in order to increase developmental impact.

## COUNTRIES OF WORK EXPERIENCE

France, Madagascar, Malawi, Namibia, South Africa and Zambia

## COMPUTER SKILLS AND KNOWLEDGE

Advanced user of Stata, Excel, HLM, SPSS and MS Office

## LANGUAGES

	Speaking	Reading	Writing
English	Native	Native	Native
French	Good	Basic	Basic
Cinyanja	Good	Good	Basic



## DR LINDA ZUZE

NATIONALITY:

Zambian (South African Permanent Resident)

DATE OF BIRTH:

10 September 1975



## EDUCATION

University of Cape Town (2005-2008)

PhD Economics

2009 Founder's Medal (Economics Society of South Africa)

Top PhD in Economics in South Africa

University of Cape Town (2002-2003)

Masters of Commerce – Economics

University of Namibia (1998-2000)

Bachelor of Economics Degree (Cum Laude)

## OTHER ACADEMIC TRAINING

University of Michigan (2003)

Institute of Social Research

56th Summer Institute in Survey Research Techniques

University of Michigan (2006)

Institute of Social Research

59th Summer Institute in Survey Research Techniques

Murdoch University (2006)

On-Line Course

Instrument Design with Rasch IRT and Data Analysis I



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## RELEVANT WORK EXPERIENCE

Company

CHIMANGO RESEARCH, JOHANNESBURG

Position

Founder and Director

Period

April 2017 to present

Key Areas

- Provide technical expertise and insights to clients with an interest in development research
- Monitor and evaluate development interventions
- Train clients in the analysis of data and accessible interpretation of results
- Design and administer research projects
- Design and deliver mentorship programmes for young professionals

Company

HUMAN SCIENCES RESEARCH COUNCIL,  
PRETORIA

Position

Chief Research Specialist

Period

April 2017 to February 2018

Key Areas

- Conduct high level policy research on inequalities in education and skills development
- Network with major users and funders of social science research
- Manage research teams and large-scale long-term research projects
- Build national and international research links
- Mentor colleagues

Company

FINANCIAL SECTOR DEEPENING ZAMBIA (FSDZ)

Position

Head of Research/LTTA Consultant

Period

August 2016 to July 2017 (Head of Research); August 2017 to March 2021 (LTTA Consultant)

Key Areas

- Conceptualise and manage projects that meet FSDZ's strategic goals
- Lead FSDZ research efforts across thematic areas
- Support advocacy efforts by FSDZ using knowledge insights from research findings
- Build and maintain relationships with key knowledge partners within Africa and globally
- Support capacity building of FSDZ staff around research and impact evaluation

Company

HUMAN SCIENCES RESEARCH COUNCIL,  
PRETORIA

Position

Senior Research Specialist

Period

July 2014 to May 2016

Key Areas

- Conduct high level scholarly research on inequalities in education and skills development
- Publish reports and policy briefs on gender gaps in South African education
- Manage research teams and large-scale long-term research projects
- Build national and international research links



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## RELEVANT WORK EXPERIENCE

### Company

UNIVERSITY OF THE WITWATERSRAND  
(GRADUATE SCHOOL OF BUSINESS)  
JOHANNESBURG

### Position

Senior Lecturer

### Period

October 2011 to June 2014

### Key Areas

- Lecture and supervise at the graduate and postgraduate levels (economics and statistics)
- Lecture executive education courses
- Conduct research and publish in peer-reviewed journals
- Participate in academic citizenship

### Company

JUAREZ AND ASSOCIATES, INC.

### Position

Consultant

### Period

August 2010 to June 2013; August to December 2015;  
March 2019 to present

### Key Areas

- Evaluate Room to Read's international programme activities (randomised evaluations of global library programs)
- Evaluate USAID Early Grade Reading Assessment (EGRA) in Madagascar
- Statistical support to Reading for All Malawi (REFAM)
- Statistical analysis of annual datasets
- Report writing and recommendations for future interventions
- Presentation of results

### Company

UNIVERSITY OF THE WITWATERSRAND JHB

### Position

Senior Lecturer

### Period

April 2009 to November 2010

### Key Areas

- Lecture and supervise at the Master's and Doctoral levels
- Conduct research and publish in peer-reviewed journals
- Participate in academic citizenship
- Team Leader Forum for African Women in Education Project in Gender and Education

### Company

UNIVERSITY OF MICHIGAN

### Position

Co-Principal Investigator for Spencer Foundation Project - Possible Consequences of the 'Education for All' Initiative in East African Primary Schools

### Period

July 2007 to June 2008

### Key Areas

- Analysis of data using hierarchical linear modelling techniques
- Support in the preparation of the preliminary and final reports
- Support in the preparation of journal articles and in the presentation of final results.

### Company

UNESCO

### Position

Resident Fellow

### Period

January 2004 to June 2005

### Key Areas

- Delivery of training programmes in quantitative research methods
- Team member assisting with planning, implementing, and reporting a range of research and training activities conducted by the IIEP's "Monitoring Educational Quality" team.



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## PROFESSIONAL ACTIVITIES

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### JOURNAL REVIEWER

International Journal of Educational Research

International Journal of Educational Development

Development Southern Africa

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### PROFESSIONAL AFFILIATIONS

Southern African Labour and Development Research Unit (SALDRU) – Affiliate

Centre for Researching Education and Labour (REAL), University of the Witwatersrand - Visiting Associate Professor

University of Stellenbosch – Research Fellow

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### PHD RESEARCH SUPERVISION

*Public Expenditure Management and Education Outcomes. Micro-evidence from primary schools and public officials in Gauteng and North West provinces, South Africa*

Candidate: Nana Adowaa Boateng – graduated with a PhD Economics in 2012 (Award for Best Emerging African Educational Researcher of the Year 2012 - African Development Bank/ADEA)

*Self-Efficacy and Financial Inclusion in Uganda*

Candidate: Rachel Katoogoro Mindra – graduated with a PhD in Finance in December 2016, University of the Witwatersrand, Graduate School of Business, South Africa.

*Developing a Model of School Climate Unique to Secondary Schools in South Africa: A Multilevel Analysis Approach*

Candidate: Lolita Winnar – graduated with a PhD in Statistics in June 2019, University of the Western Cape, South Africa

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### RESEARCH INTERESTS

Education inequalities, the economic lives of women, financial inclusion, gender inequalities in skills development, female entrepreneurship.



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## PEER-REVIEWED JOURNAL PUBLICATIONS

Barr, A. Dekker, M., Mwansa, F. & Zuze, T.L. (2020).

Financial decision-making, gender and social norms in Zambia: Preliminary report on the quantitative data generation, analysis and results. Centre for Decision Research & Experimental Economics. 2020-06.

Juan, A., Zuze, T. L., Hannan, S., Govender, A., & Reddy, V. (2018).

Bullies, victims and bully-victims in South African schools: Examining the risk factors. *South African Journal of Education*, 38(Supplement 1), S1-S10.

Lee, V. E., & Zuze, T. L. (2011).

School Resources and Academic Performance in Sub-Saharan Africa. *Comparative Education Review*, 55(3), 369-397.

Lee, V. E., Zuze, T. L., & Ross, K. (2005).

School Effectiveness in 14 Sub-Saharan African Countries: Links with 6th Graders' Reading Achievement. *Studies in Educational Evaluation*, 31, 207-246.

Mindra, R., Moya, M., Zuze, T. L., & Kodongo, O. (2017).

Financial self-efficacy: a determinant of financial inclusion. *International Journal of Bank Marketing*, 35(3), 338-353.

Zuze, T. L. (2010).

Human Resource Inputs and Educational Outcomes in Botswana's Schools: Evidence from SACMEQ and TIMSS. University of Stellenbosch Bureau for Economic Research Working Paper, 16(10).

Zuze, T. L. (2014).

The changing role of teachers in reversing poverty and inequality: evidence from Botswana. *Africa Growth Agenda*, Apr/Jun, 4-7.

Zuze, T. L. (2015).

A Riddle Explained: Gender Disparities in East African Education. *African Review of Economics and Finance*, 7(2), 29-60.

Zuze, T. L., & Juan, A. (2018).

School Leadership and Local Learning Contexts in South Africa. *Educational Management Administration & Leadership*, 1-19.

Zuze, T. L., & Leibbrandt, M. (2011).

Free education and social inequality in Ugandan primary schools: A step backward or a step in the right direction?. *International Journal of Educational Development*, 31, 169-178.

Zuze, T. L., & Reddy, V. (2014).

School resources and the gender reading literacy gap in South African schools. *International Journal of Educational Development*, 36(1), 100-107.

Zuze, T. L., & Reddy, V. (2016).

What has variability got to do with it? Explaining Gender Achievement Gaps Among African Primary School Students. *Africa Growth Agenda*, 13(2), 14-19.



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## PEER-REVIEWED POLICY BRIEFS

Barr, A., & Zuze, T.L. (2019).

Savings Groups. The gateway to financial inclusion in Zambia. (FSD Zambia Briefing Paper, September).

Isdale, K., Reddy, V.R., Winnaar, L. and Zuze, L. (2016)

Smooth, Staggered or Stopped?

Educational transitions in the South African Youth Panel Study. (TIMSS Policy Brief, May).

Juan, A., Reddy, V., Zuze, T.L., Namome, C. & Hannan, S. (2016)

Does it matter if students enjoy learning science?. (HSRC Policy Brief, March).

Juan, A., Zuze, T.L., Reddy, V., Visser, M., Winnaar, L. & Hannan, S. (2015)

Does it matter if students enjoy learning science?. (TIMSS Policy Brief, November).

Zuze, T.L., Reddy, V., Juan, A., Hannan, S., Visser, M. & Winnaar, L. (2016)

Safe and sound?: Violence and South African education. (HSRC Policy Brief, March).

Zuze, T.L., Reddy, V., Juan, A., Visser, M., Winnaar, L. & Hannan, S. (2015)

Have we reached gender equity in mathematics education?: Evidence from TIMSS South Africa 2011. (HSRC Policy Brief, October).

Zuze, T.L., Reddy, V., Juan, A., Hannan, S., Visser, M. & Winnaar, L. (2015)

Safe and sound?: Violence and South African education. (TIMSS Policy Brief, August).

Zuze, T.L., Reddy, V., Juan, A., Visser, M., Winnaar, L. & Hannan, S. (2015)

Have we reached gender equity in mathematics education?: Evidence from TIMSS South Africa 2011. (TIMSS Policy Brief, April).

Zuze, T.L. & Juan, A. (2019)

School leadership and local learning contexts in South Africa. (ReSeP Policy Brief, September 2018).

Zuze, T.L. (2020)

Opportunity gaps among South African girls. (ReSeP Policy Brief, May)



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## BOOKS AND BOOK CHAPTERS

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Branson, N., Leibbrandt, M., & Zuze, T. L. (2010a).

What are the returns of tertiary education and who benefits? In N. Cloete (Ed.), *Responding to the Educational Needs of Post-School Youth*. Cape Town: African Minds.

Branson, N., & Zuze, T. L. (2012). Education, the great equaliser:

Improving access to quality education. In K. Hall, I. Woolard, & L. S. Lake, C. (Eds.), *South African Child Gauge 2012*. Cape Town: Children's Institute.

Isdale, K. Reddy, V., Winnaar, L., & Zuze, T.L.. (2021).

Pathways from high school to work in the South African Youth Panel Survey. In E. Anne Marshall & Jennifer E. Symonds (Eds.), *Young Adult Development at the School-to-Work Transition. International Pathways and Processes*. Oxford: Oxford University Press.

Reddy, V., Zuze, T., Visser, M., Winnaar, L., Juan, A., Prinsloo, C., Rogers, S. (2015).

*Beyond benchmarks: What twenty years of TIMSS data tell us about South African education*: HSRC Press.

Zuze, T. L. (2012).

The Challenge of Youth-to-work Transitions: An international perspective. In H. Perold, N. Cloete, & J. Papier (Eds.), *Shaping the Future of South Africa's Youth: Rethinking post-school education and skills training*, . Cape Town: African Minds.

Zuze, T. L., & Beku, U. (2019).

Gender Inequalities in South African Schools: New Complexities. In N. Spaul & J. D. Jansen (Eds.), *South African Schooling: The Enigma of Inequality. A Study of the Present Situation and Future Possibilities*: Springer.

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## REPORTS, THESES AND CONFERENCE PROCEEDINGS

Branson, N., Lam, D., Zuze, T.L., 2010.  
Education: Analysis of the NIDS Wave 1 and 2 Datasets.  
SALDRU Discussion Paper 2012/4, Cape Town.

Branson, N., Leibbrandt, M., & Zuze, T. L. (2010).  
Who is Getting to Tertiary Education in South Africa? Evidence  
from Post-2000 Household Surveys Cape Town: CHET.

Isdale, K., Reddy, V.R., Winnaar, L. and Zuze, L. (2016)  
Smooth, Staggered or Stopped? Educational transitions in  
the South African Youth Panel Study. LMIP: Pretoria.

Ross, K., & Zuze, T. L. (2004).  
Traditional and alternative views to school system  
performance. IIEP: Paris.

Ross, K. N., Saito, M., Dolata, S., Ikeda, M., Zuze, T. L., &  
Murimba, S. (2006).

The Construction of Reading Tests for the SACMEQ II  
Research Programme Conducted by the Southern and  
Eastern African Consortium for Monitoring Educational  
Quality. Paper presented at the World Bank Human  
Development Forum, Washington D.C.

Zuze, T. L. (2003).  
The Factors Associated with Under-Five Mortality in Zambia.  
(Master of Commerce in Economics), Unpublished Masters  
Thesis, University of Cape Town, Cape Town.

Zuze, T. L. (2008).  
Equity and Effectiveness in East African Primary Schools.  
(PhD), Unpublished Doctoral Thesis, University of Cape  
Town, Cape Town.

Zuze, T. L., & Hatwiinda, J. (2018).  
Age, Gender and Financial Inclusion in Zambia. Lusaka:  
FSDZ.

Zuze, T. L., & Lee, V. E. (2007).  
Gender Equity in Mathematics Achievement in East African  
Primary Schools: Context Counts. Paper presented at the  
American Educational Research Association, Chicago.

Zuze, T. L., Reddy, V., Visser, M., Winnaar, L., & Govender, A. (2017).  
TIMSS 2015 Grade 9 National Report. Understanding  
mathematics and science achievement amongst Grade 9  
learners in South Africa. Cape Town: HSRC Press.

### PRINT MEDIA PUBLICATIONS AND INTERVIEWS

20% kla oor skoolboelies. 12 October 2015, Die Beeld  
<http://www.netwerk24.com/Nuus/Onderwys/20-kla-oor-skoolboelies-20151012>

Poor kids get bullied more – study. 8th October 2015, Cape Times  
<http://www.iol.co.za/capetimes/poor-kids-get-bullied-more--study-1927213#.ViYuJn4rldV>

Poor children face more bullying. 8th October 2015, Mercury  
<http://www.iol.co.za/news/crime-courts/poor-children-face-more-bullying-1927147#.VjserbcrldU>

ANAs - Far from perfect, but worth the effort: iLIVE – 29th October 2015, Times Live  
<http://www.timeslive.co.za/ilive/2015/10/29/ANAs-Far-from-perfect-but-worth-the-effort-iLIVE>

Schooling status not all bad news. 11 June 2014, Business Day  
<http://www.bdlive.co.za/opinion/2014/06/11/schooling-status-not-all-bad-news>

Gender equity or new complexities? 17 February 2015, Business Day  
<http://www.bdlive.co.za/opinion/2015/02/17/gender-equity-or-new-complexities>

Why mentorship matters for young women in STEM professions, 11 February 2021, News24  
<https://www.news24.com/news24/columnists/guestcolumn/opinion-why-mentorship-matters-for-young-women-in-stem-professions-20210211>





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## POSITIONS AND HONOURS

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- 2019 Cherie Blair Foundation for Women – Mentoring Women in Business Programme
- 2009 Founder's Medal – Best Economics PhD in South Africa in 2008
- 2007 SACMEQ Research Medal
- 2006 Spencer Fellowship Award for Doctoral Studies
- 2002 Beit Fellowship Award for Postgraduate Studies  
Mellon Fellowship Award for Postgraduate Studies
- 2001 Economics degree awarded cum laude
- 1996 Commendation Academic performance, top 1% of students in the School of Humanities and Social Sciences, University of Zambia
- 1996 Scholarship Citibank Zambia Limited, best results in Economics entering second year
- 1994 Head Girl, Arundel School, Harare, Zimbabwe
- 1994 Vice President, Arundel School Toast Mistresses
- 1994 Treasurer, Lions Rotary Club
- 1990 National Forensics League (NFL) New York, USA  
Public Speaking Championships, State Finals



## REFERENCES

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Ms. Betty Wilkinson  
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Financial Sector Deepening Zambia  
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