

NEWSLETTER

THE CENTRE FOR EDUCATION RIGHTS AND TRANSFORMATION &
THE SOUTH AFRICAN CHAIR IN COMMUNITY, ADULT AND WORKER EDUCATION

We welcome you to the Second Semester CERT Newsletter 2025. In this edition, we share with you the many achievements of our research professors, postdoctoral fellows and graduate students for this semester. We do hope you enjoy this edition!

We thank our post-doctoral fellows, Dr Jacob Katumusiime and Dr Tracy Muradzikwa, for their hard work and dedication in compiling and editing this comprehensive newsletter edition.



CERT Director's End of Year Message

CERT has made considerable strides in 2025 as a Research Centre in the Faculty of Education. Amongst peers and communities, CERT is notably being recognised internationally as a veritable emerging transdisciplinary decolonial research praxis hub in education in Africa. Because of that acknowledgement, this year saw increased global recognition of the research produced of not only our professors in the Centre but also our post-doctoral fellows and doctoral scholars. CERT remains part of an actively engaged international research community on the continent, in the global south and in decolonial research partnerships with the global north. We enjoy predominantly strong relationships with higher education research institutions in Uganda,

Nigeria, Kenya, Brazil, Japan, China, Indonesia, Canada, the US, UK, Portugal and France. Our interdisciplinary research in education collaborations in African Studies on the continent is an important area of strategic consolidation in decolonial scholarship and we are therefore attracting a growing number of post-doctoral fellows from the continent. It is crucial that this important aspect of research capacity for CERT continues to remain systemically supported. New research initiatives are also being established with higher education institutions in India through the work of Professor Morgan Ndlovu whose pioneering work in decolonisation theory in Africa is also recognised in the global south and on the continent. As a result of this imperative work, CERT has recently been invited to join the Bandung School, a network of lead global scholars in decolonisation. Similarly, Professor Mondli Hlatshwayo continues to make his mark globally in worker education research in the areas of skills development and 4IR (in collaborations with China, Germany and Kenya).

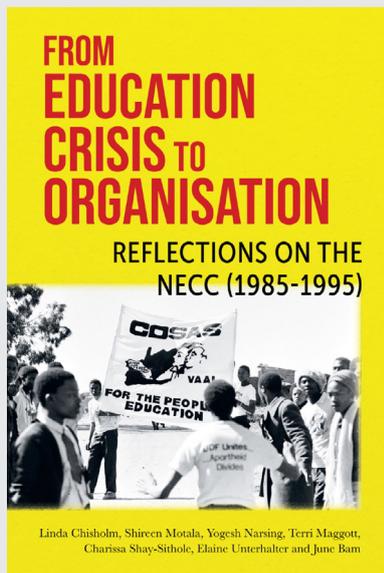
Our local community partnerships have also grown particularly well within the areas of food sovereignty and climate change mitigation in our continuing work with schools in the Gauteng townships, and with poor communities and environmental community activists in CERT's consistent strive to attain social justice.

In terms of recognition for its work and standing globally, CERT has also received prestigious global research awards at the levels of faculty, post-doctoral fellows and doctoral students.

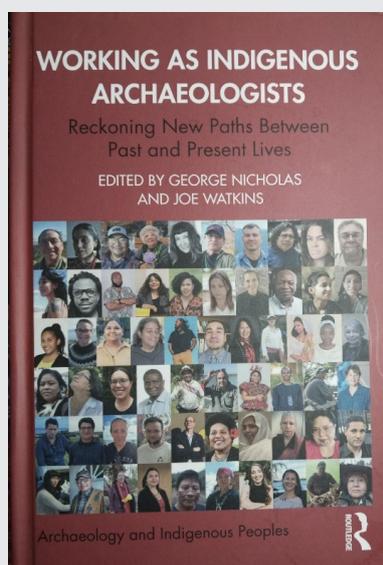
We have also seen a better year of funding through our various research collaborations, awards, staff mobility programmes and funding applications. CERT has been successful in raising over R2,2 million in 2025. This is a significant increase from 2024 in a precarious and challenging global funding environment in higher education. We therefore thank our professors for their dedicated work in ensuring resource sustainability in what seems to become a progressively difficult fiscal environment internationally for decolonial research in education rights and transformation.

Despite these formidable challenges, with support from the faculty over the past three years, and through the dedicated work of our professors, our student numbers and post-doctoral numbers continue to grow steadily in an ever-expanding CERT which has now also been operationally stabilized within the university systems. In 2025 we had a total of 5 post-doctoral fellows, 38 post-graduate students of which 3 were Honours, 23 were Masters and 12 were PhD candidates under our research supervision. Our heartiest congratulations to all our students who successfully completed their research this year and those who graduated. Amongst them, we applaud those who had their degrees awarded with distinction – we know this does not come easily!

Our research outputs for 2025 include a number of book volumes (one published and the others in progress), accredited publications, international keynote addresses and conference presentations – too many to list here. In this regard, we extend our warmest congratulations to Emeritus Professor Linda Chisholm as lead editor and author of the pivotal peer reviewed book *From Education Crisis to Organisation: Reflections on the NECC (1985-1995)* co-authored with others including CERT director June Bam.



This important forthcoming history of education volume will be launched by CERT at the end of 2025. In addition to this book volume, CERT has been prolific in producing 3 other peer reviewed research volumes in 2025 for publication by 2026. We congratulate Professor Morgan Ndlovu for his co-authored international peer reviewed volume with his post-doctoral fellow Dr Jacob Katumusiime of the seminal *Sage Handbook of Decolonial Theory* with Sabelo J. Ndlovu-Gatsheni, & Malinda Smith (eds) and for his chapter publication in the influential *Sage Handbook of Decolonization*. A third volume of scholarly research with global scholars, involving several South African and global universities under the lead authorship CERT's director, has also been accepted for publication in 2026. This volume is the outcome of community-engaged decolonial research and praxis over several years. A fourth research volume is currently being co-authored by Prof Mondli Hlatshwayo in partnership with scholars in worker education in Kenya. This year also saw invited chapters by the CERT professors in book volumes, including Professor Mondli's chapter on 'The Rise of Anti-Immigrant Organisations in South Africa: Lessons from Comrade Aziz Choudry's Praxis' in Kapoor, D. ed., 2025. *Contesting Colonial Capitalism in the Americas, Africa, and Asia*. Routledge. Furthermore, the director was an invited contributor to two other seminal works published in 2025: *Working as Indigenous Archaeologists*, Routledge, London & New York; and Saleem Badat's and Vasu Reddy's (eds) *Research and Activism: Ruth First and Activist Research*, ESI Press.



Our *Education as Change Journal*, now financially supported by the CAWE chair (Professor Salim Vally), continues to hold its impactful position in international research in education with its high impact factor and global decolonial scholarship reach. We thank Professor Salim Vally, Professor Mondli Hlatshwayo (chair of the journal) and our tireless and extremely skilled Editor-in-chief Dr Na-lem Dollie for sustaining this leading and highly regarded research contribution in an important area of internationally recognised research outputs.

Our community engaged research remains a prolific area of engagement in the realities of poor and marginalised people's lives – climate change mitigation, food gardens, indigenous knowledges, workers' skills development, the impact of 4IR and left-handed learners.





We have been honoured to enjoy once again the dedicated and loyal support of the Public Protector of the Republic of South Africa Advocate Gcaleka Kholeka in 2025, with the signing of the historic agreement with the African Lefthanders Foundation at the launch of our podcast series partnership with UJ Library.

Public Protector Advocate Gcaleka Kholeka

This newsletter is published coinciding with the United Nations 16 Days of Activism against Gender-based Violence from 26 November to 10 December. This year's focus is on policies and practices in a violent country such as ours in which GBV has been declared a national crisis. We note with increasing concern that whilst an Emergency Action Plan has been introduced by our government over 5 years ago, there has been evidently little progress in multi-sectoral institutional implementation to ensure the safety of vulnerable women and children. Police statistics show a concerning societal indifference to the value of life and safety for all in general in South Africa.

Finally, it would be remiss not to pause at this time to acknowledge and remember the ongoing grave injustices in the world towards the Palestinians in Gaza and the people of Sudan suffering genocide in a pointedly complicit western and non-western world. This year saw the marching of tens of millions across the world against genocide in Gaza as we continue to witness the unfolding horrors committed against thousands of vulnerable people before our eyes. Very few would disagree that the fight for justice for all has never been more pressing than in this 21st century in the history of the world. We continue to live in hope to see eventual peace and justice for all in our lifetime.

Considering all our milestones reached in 2025 and in this semester, despite at times formidable challenges, we thank especially the Executive Dean of the Faculty of Education, Professor Nadine Petersen, for her steadfast and devoted support in 2025 to ensure that CERT is strategically and operationally sustained to prosper in decolonial community engaged education research in Africa and globally.

Most importantly, we thank you for your continued support for CERT.

May 2026 be a better year in the world for all humanity across the globe, and may you and your loved ones enjoy good health and safety and see the fruits of your labour for your unstinting contributions to build a better society!

We wish you a safe and peaceful holiday season.

Greetings,

June Bam-Hutchison

CERT signs landmark Memorandum of Understanding in Education with The African Left Handers Foundation (ALHF)

On 25 August 2025, CERT consolidated its ongoing socially engaged research on the needs of marginalised learners in township schools in South Africa by signing a Memorandum of Understanding with the African Left Handers Foundation for the advancement of educational rights, embodied in the idea of inclusive education. The ALHF-CERT partnership was launched through a podcast series hosted by the ALHF Chair, Mme Mathlogonolo Maboe. The partnership seeks to emphasize that a) a left-handed child in school should not be instructed to 'try the other hand'; b) classrooms should have appropriate left-handed tools and accommodations; c) teachers should receive training on inclusive pedagogies for handedness diversity; d) assessment and examination procedures should accommodate different learning approaches; e) school infrastructure should consider the needs of all learners, regardless of handedness. The ALHF-CERT partnership is broadly a Human Rights advocacy front, transforming society through especially bridging the gap between grassroots advocacy and evidence-based research. In her keynote address in launching the podcast series, the Public Protector of the Republic of South Africa, Advocate Kholeka Gcaleka emphasized that, 'inclusion cannot be piecemeal, justice cannot be selective, and dignity cannot be conditional.' The event, championed by Mr Rudy Petersen of UJ Stakeholder Engagement and a local lead community activist hailing from the local Westdene township himself, was hosted by the Executive Dean of the Faculty of Education, Professor Nadine Petersen, who signed the agreement. The Dean emphasised the crucial importance of this intervention in foundational learning in South Africa – for no child to be left behind.



The MoU signing process with the ALHF outside the Nadine Gordimer Auditorium and the UJ Podcast Studios. In order of those appending their signatures to the agreement. Top left: Prof June Bam-Hutchison (CERT). Top Right: Mr Mandla Simelane (ALHF). Middle left: Mr Maphuki Tsatsane (ALHF). Middle Right: Professor Nadine Petersen (Executive Dean, Education Faculty). Bottom left: Mr Rudy Petersen (UJ). Bottom right: Prof June Bam-Hutchison; Prof Nadine Petersen; Mr Mandla Simelane and Mr Maphuki Tsatsane.

CERT Professor of Practice addresses UNESCO International Literacy Day 2025

Dr. Julie Reddy, Professor of Practice and Deputy Chairperson to South Africa's National Commission to UNESCO, gives a timely response on International Literacy Day, celebrated annually on 8 September 2025. An edited and shortened version follows:

While the promotion of digital literacy offers many opportunities, it also poses many governance and implementation challenges relating to protecting the rights of people from data privacy and misinformation. Although we have made inroads as a country to address this through the Protection of Privacy Information (POPI) Act, it is important that we continue to consider principles of fairness, transparency and the trust of the people we serve in our ongoing endeavours. We need to adopt a human rights and justice-based approach when we seek to promote and protect personal/individual and community rights, access, agency and inclusivity. This is especially important for those who are described as marginalised and inadequately serviced. In our deliberations and actions, we must uphold the "do no harm" principle when promoting literacy in the digital era. It is important that we make a intentional and concerted effort to "bring our people in" and "not keep them out". We note that rapid advancements and integration of technology in data collection and analytics through AI and "big" data platforms, particularly within education and employment contexts have outpaced the general public's understanding of these systems. This is especially challenging for those who have no or little grasp of the 3 Rs (Reading, Writing and aRithmetic). Various segments of civil society often lack the comprehensive knowledge required to fully understand the implications of digital technology and AI, especially in relations to privacy and personal data security. These knowledge gaps pose significant loopholes in fostering informed consent and meaningful engagement. We are living in a digital era where the internet functions as a single global network, and where unparalleled levels of interactions and unprecedented numbers of people are conducting daily economic and social activities in an intangible global space, called cyberspace. We need to educate our people to apply caution and mindfulness when navigating their way around this wondrously tempting but highly disruptive playground.

Our speakers today have also reminded us that we need to co-create technology and not blindly adopt that which is designed for other contexts and characteristics. Our "African" specifications and peculiarities must inform the design and use of technological innovations. This is a constant refrain from one of our highly renowned academic leaders, Professor Marwala. We must take people along on this challenging journey to promote digital literacy, lest the digital divide added to the existing literacy divide becomes even wider and pose even greater challenges to our country achieving its national aspirations and goals of widening access, creating opportunity and achieving more inclusivity. It is equally important to premise whatever we seek to do to promote literacy and digital literacy on fundamental human rights and social justice principles.

Thank you.



CERT GLOBAL AWARDS

It has indeed been a year of global recognition at CERT!

Following on the prestigious award from the Social Science Research Council (SSRC) Next Gen 2025-2026 Doctoral Dissertation Completion Fellowship Award to doctoral student Ongezwa Mbele in the first semester, we are very pleased to share the exciting news of the award of the Global Fellowship from the Ansari Institute for Global Engagement with Religion, from Keough School of Global Affairs, University of Notre Dame to our Postdoctoral Fellow, to Dr. Jacob Katumusiime. Jacob was selected with six other fellows cross-continently to participate in a year-long process of transforming their dissertations into manuscripts-in-progress to the constructive criticism of their peers and senior colleagues in the study of religion and global politics. Dr Katumusiime's doctoral thesis was supervised at Makerere University by Professor Mahmood Mamdani.



CERT's Dr Jacob Katumusiime (third top right) with his global peers and their respective country representation. Jacob was the selected awardee from Africa.



CERT's director was awarded an Africa-Oxford Visiting Fellowship 2025/2026 which entails a yearlong research association with Oxford University. She will be conducting further archival research in global historiography to produce a follow-up peer reviewed monograph research volume to her award-winning monograph *Ausi Told Me: Why Cape Herstorographies Matter* (Fanele, 2021).

Global Research Recognition & Engagement, Brazil



In 2025 CERT strengthened its ongoing research collaborations with universities in Brazil, including its ongoing engaged research with the Paulo Freire institutes and networks such as the Universidade De Caxias do Sul. Prof. Morgan Ndlovu presented an invited paper titled 'African Arts in Colonial and Decolonial Horizons: A re-imagination of African Agency' at the AYA - Laboratory of Postcolonial and Decolonial Studies at the State University of Santa Catarina, Brazil, in September. The meeting's central theme was 'Artivisms and Anti-Racisms in the Turn of History'. The initiative brought together researchers, professors, and members of social movements working in the research fields of African Studies, Indigenous History, Ancient History and Classical Archeology. It sought to reflect on postcolonial and decolonial theories with the aim of denaturalizing Eurocentric and imperialism narratives, developing projects, in an inseparable way of teaching, research and extension. The meeting sought to build epistemic and political actions that promote scientific, technological and innovative contributions, and proposals for public policies articulated with knowledge production from distinct postcolonial and decolonial theoretical and practical fields.

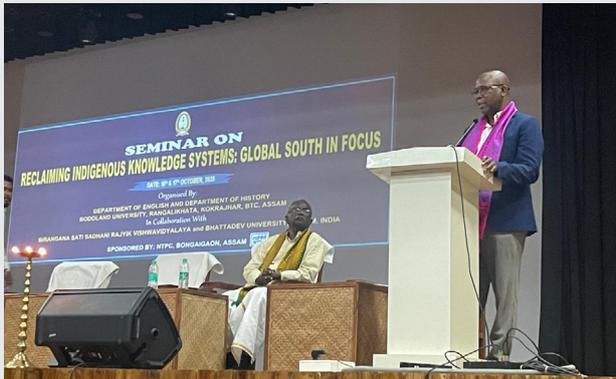


Prof Bam-Hutchison with Prof Ana Ana Lúcia and interpreters translating her lecture for the audience from English to Portuguese.

The director Prof. June Bam-Hutchison was invited to the Federal University of Bahia (UFBA) in Salvador, Brazil, to deliver an inaugural keynote lecture and a series of lectures to professors and graduate students over two weeks in September 2025. Attendees included professors and social justice activists from other higher education institutions in Brazil, including the Amazon. The research visit was an outcome of a longstanding research collaboration over the last 5 years between Professor Bam with Professor Ana Lúcia and as a partnership with Brazil's Centre for Public Administration and Government Studies (CEAPG) to contribute to UFBA's PPGLitCult program. The theme of her inaugural lecture and lecture series was 'Rethinking Representation of Africa in the Global South through the Lens of Indigenous Literature and Culture from the Western Cape, South Africa'.



Some members of the audiences (professors and students) pose for a photograph with Prof Bam-Hutchison after the UFBA inaugural lecture in Salvador, Brazil.



In October, Prof. Ndlovu delivered an international keynote address 'Indigeneity and the decolonial imperative of reworlding from the Global South' at Bodoland University in India at the global Seminar themed, 'Indigenous Knowledge Systems and the Decolonial Turn: Global South in Focus'.

Prof Morgan Ndlovu delivering his keynote address in India.

This semester, following research visits on 4IR and worker skills development in Germany and China, Prof. Mondli S. Hlatshwayo undertook collaborative research on innovation and precarity of workers in Kenya and South Africa. The research intends to highlight how, despite some organizational setbacks, there are instances of victories that inspire hope for workers and their organizations in the two countries in Africa. Prof. Hlatshwayo is collaborating with Dr. Jacob Omolo of Kenyatta University to conduct interviews with selected trade union leaders, labour researchers, and worker educators.



Award-winning CERT doctoral student, Ms. Ongezwa Mbele, participated in the Society for the Study of Social Problems (SSSP)'s annual meeting. SSSP is a professional organization of social scientists whose scholarship focuses on social problems. This year's conference proceeded under the theme, "Insurgent Sociology in a Time of Crises." Ongezwa presented in the session sub-themed 'Performing Reflections: Art-based Praxis as a Resource for Self-reflection.' The performance, which was a collaborative initiative with Dr. Luthando Ngazile Ngema, Dr. Siphwe Motloutung and Pumelela Nqelenga, emerged from the idea that recent literature in decolonial feminism has begun to address the experiences of Black female academics within a complex and changing higher education landscape, yet these issues are rarely examined through the arts despite their unique potential to explore and tackle academic life's subtleties. The authors, four female academics, created and delivered a dramatic performance that renews theoretical and practical understandings of coloniality and decoloniality.

On October 10, 2025, CERT launched a new international publication, the book *Hip Hop as Healing* and hosted its authors in an engaging hybrid session featuring multi-award winning and iconic Cape Flats high school teacher, breakdancer and founder of the 1980s youth resistance Black Noise Hip Hop Group, Emile YX?. Today, a widely recognised iconic global figure in Hip Hop, Emile has recently been awarded South Africa's Presidential National Order of Ikhamanga. Emile is also Global Atlantic Fellow and former artist-in-residence at Stanford University and UCLA. Other notable co-authors hosted at CERT included well-known US community and schools' partnership director, Dr. Roberto Rivera, the New York city-based DJ Farbeon Saucedo who teaches Hip Hop Theatre at New York University, and internationally known arts and dance educator Drew Andrews who is executive director of the Centre for Creative Education trained at Harvard and Stanford. This event transcended a mere book discussion; it served as a compelling call to redefine 'wellbeing' itself. At a time when global crises, ranging from racial injustice and climate anxiety to severe mental health disparities, and genocide are destabilizing communities, drawing profound inspiration from Indigenous traditions and the transformative power of Hip Hop, the scholars and practitioners involved challenge prevailing individualistic narratives surrounding mental health. They introduce the concept 'Critical Wellbeing' (CWB), a paradigm that compellingly associates justice efforts with healing endeavours. The book features case studies from across the globe, including significant initiatives in New Zealand,

HIP HOP AS HEALING

The Art and Science of Healing in Tumultuous Times

Edited by Roberto Rivera Ph.D and Emile YX?



Hawaii, South Africa, and within Native American communities in the United States. Dr Rivera underscored the urgency of the work: "In the midst of a global mental health crisis and ongoing political attacks against communities of colour and cultural identities, *Hip Hop as Healing* offers a vital counter-narrative." He emphasised that healing extends beyond individual self-care to encompass collective care rooted in culture, creativity, and justice. The event attracted UJ students and youth participants from local townships. CERT's Dr Tracey Muradzikwa was respondent to the panel discussion, probing questions on feminism and Hip-Hop culture in Africa, drawing on her own experience in Zimbabwe.



Hip Hop as Healing authors signing their book at CERT.



The authors of Hip Hop as Healing with CERT director Prof June Bam-Hutchison.

INVITATION | BOOK LAUNCH

Hip Hop As Healing

Hip Hop as Healing is a groundbreaking new book by **Emile YX?, Dr. Roberto Rivera** and collaborators that challenges dominant narratives about mental health and wellbeing. At a time when global crises, from racial violence to climate change to mental health inequities, are leaving communities reeling, this book insists that the medicine we need is already within our cultures, communities, and creativity. Drawing on Indigenous wisdom traditions and Hip Hop culture, the book introduces a paradigm called **Critical Wellbeing (CWb)**, a framework that views justice work as inseparable from healing work. Through research, narrative, and lived practice, *Hip Hop as Healing* shows how communities around the world are creating ecosystems of resilience and repair.

Hosted by the Centre for Education Rights and Transformation (CERT) in the Faculty of Education at UJ

DATE: 10 October 2025
TIME: 16:00-17:30 (SAST)
FORMAT: Hybrid
VENUE: Cottage 3, Research Village, UJ's Bunting Road Campus
RSVP: Email januszkiewicz@uj.ac.za before 6 October 2025
RSVP for both online and in-person attendance, please
MS TEAMS: Click [HERE](#) to join
Meeting ID: 361 640 078 823 6 | Passcode: 4EB3YD7K

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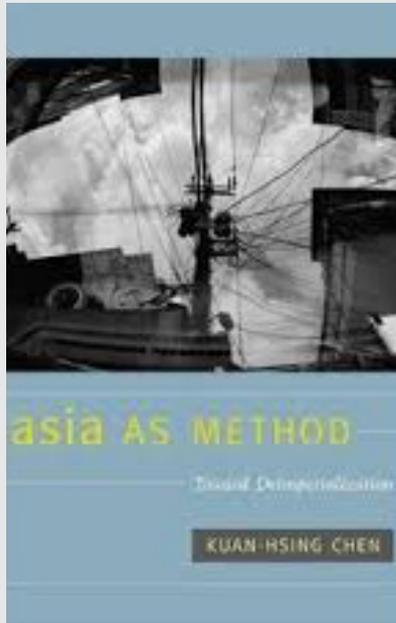
20 YEARS UNIVERSITY OF JOHANNESBURG

HIP HOP AS HEALING
The Art and Science of Healing in Tumultuous Times
Edited by Roberto Rivera Ph.D and Emile YX?



Drew Andrews in conversation with Dr Tracy Muradzikwa

On 6th November 2025, CERT hosted lead Taiwanese decolonial scholar Prof. Chen Kuan-Hsing who gave a public seminar titled, 'Third World or Global South? On Bandung 70th'. Prof. Kuan-Hsing who is renowned for his book, 'Asia as Method: Toward De-Imperialism' asked the question: can we replace the 'Third World' with the 'Global



South'? His answer was that, as political concepts, the 'Global South' and the 'Third World' both have their historical contexts. He reminded us however that the 'Global South' was only accepted after discussions, but once again, as an analytical concept, it needs to be re-discussed, and it is not up to anyone to have the final say, and there must be more extensive research and discussion, which needs to be jointly studied and discussed by the international academic community, including Europe, America, Asia, Africa, the Caribbean and Latin America.

He argued that there is a need to create new concepts, which have to be carefully theorized, more analytical and explanatory. He contended that only by changing the 'modern' mode of thought can it be possible to effectively intervene in the world system under the mystery of heaven and earth. Prof. Kuan-Hsing emphasised the importance of recognition of non-western spirituality, psychicism and other ways of 'knowing' – which predates western 'rationality' and 'objectivity' by thousands of years and which is ever present in ancient indigenous societies across the world.



The Bandung School delegation with Professors June Bam-Hutchison and Morgan Ndlovu

Prof. June Bam-Hutchison was an invited panelist on indigenous methodologies and education; the international online roundtable discussion on 13 November 2025. The event was hosted by the Centre for Research in Anthropology (CRIA), University of Lisbon, Portugal. The event chaired by Dr Laura Burocco saw an engaged panel discussion with the internationally known Professor Harald Gaski of Kautokeino University who is recipient of the 2006 Nordic Sami Language Prize, and Armanda Mupulema of the Indigenous Knowledge Universidad Amawtay, Ecuador. Indigenous Education is becoming an ever more significant imperative for the world we exist in and such discussions bring the much-needed attention to indigenous knowledge systems and their link to the challenging process of decolonisation in education.



Sámi allaskuvla
Sámi University of Applied Sciences



LISBOA
UNIVERSIDADE
DE LISBOA



AmawtayWasi
UNIVERSIDAD INTERCULTURAL
DE LAS NACIONALIDADES
Y PUEBLOS INDÍGENAS

Online roundtable

Learning Across Worlds: Sharing Experiences in Indigenous Education

**13
Nov**

GI - Práticas e Políticas da Cultura



Harald Gaski
Professor
Sámi Literature
Sámi University of Kautokeino



June Bam
Professor | Director
CET - University of
Johannesburg



Armando Muyulema
Universidad Amawtay
Wasi - Quito |
University of Wisconsin Madison

An online roundtable to share methodologies, practices, challenges, and achievements related to experiences with Indigenous education in various places and institutions around the world.



Laura Burocco
Organization | CRIA

Time:

1-3 p.m. Portugal

3-5 p.m. South Africa / Norway

8-10 a.m. Ecuador

ID Microsoft Teams: 329 845 556 317 20
Pass: 3Ya6gz2z



CRIA



Fundação
para a Ciência
e a Tecnologia



TEN YEAR COMMEMORATION OF #RHODES MUST FALL (2015-2025)

Prof. June Bam-Hutchison was an invited inaugural speaker at the University of Cape Town's #RMF Ten Year Anniversary dialogues hosted on 28th August 2025 by the Feminist Collective. The series of dialogues coincided with the planning of UCT's historic renaming of its Memorial Hall on its upper campus in honour of Khoi woman Sarah Baartman (circa 1789-1815). June played a leading role at UCT in the renaming process in collaboration with communities, feminists and the #RMF movement. CERT doctoral student Charlene Houston (whose PhD is on repatriation of human remains and the museum as site of public pedagogy and who is also national project manager for new Sarah Baartman Museum) was an invited panelist at the international seminar on the significance of the renaming in honour of Sarah Baartman. The seminar was titled 'Honoring Sarah Baartman: Feminist Perspectives on Rights and Social Justice'.



Credit: UCT News. Audience at the inaugural commemorative #RMF dialogue

The dialogue series on 'Ten Years of Rhodes Must Fall' sought to revisit the student movement's radical legacy and living impact. Rooted in feminist narrative justice, it brought together feminist organisers, social justice activists, professors, scholars, artists, and allies across generations to reflect on intergenerational feminist organising, aspirations for building decolonial intellectual praxis, and the activism used as tools of resistance and re-imagination. It sought to reflect on the (im)possibilities of afro-feminist organising in South African institutions of higher education. The dialogue reflected on the broader impact of #RMF while centering feminist interventions within the movement. It provided a space for multigenerational engagement, radical remembering, and innovative storytelling, ensuring that feminist voices are not only acknowledged but celebrated. The dialogue was facilitated under the auspices of The Institute for Creative Arts in collaboration with Rhodes Must Fall Feminist Collective and UCT's African Gender Institute where June was previously an Associate Professor.

CERT-UJ COLLABORATIONS

Black Archive Social Compact Dialogue with AMCHES



CERT was invited to participate in the University of Johannesburg's NRF-supported 'Black Archive Social Compact Dialogue' hosted by Ali Mazrui Centre for Higher Education Studies' (AMCHES) Professor Siseko Khumalo. The dialogue brought together leading civic, academic, cultural and policy institutions to co-develop a Collaborative Charter grounded in the values and intellectual commitments of the contested 'Black Archive'. Debate and discussion amongst scholars and national stakeholders in 'archive' aimed at articulating shared principles and pilot initiatives that position the 'archive' as a public-facing, justice-oriented resource for shaping memory, identity and education in South Africa.

BUILDING CERT GRADUATE RESEARCH SCHOLARSHIP AND CAPACITY

CERT Tuesday Seminars

Many seminars were presented at CERT this year. Here we highlight some that took place in the second semester. Community indigenous knowledge activist and incoming CERT doctoral scholar Sara Tobhi Motha presented a seminar on 22 July on 'Improving the Water Sustainability of the uMkhomazi Catchment Area: Integrated Implementation of Dam Engineering and Ecological Restoration'. The project is a pilot study seeking to mitigate the sedimentation problem by implementing integrated water resources engineering and ecological systems restoration, hence ensuring improved water sustainability of the uMkhomazi catchment. It imagines that in a century's time the situation of siltation and water sources pollution, resultant from farming activities and mining around the uMkhomazi river source, shall be worse if not attended to. The project thus seeks to restore biodiversity of the uMkhomazi, one of the largest rivers or catchment areas in South Africa. Sarah collaborates closely with CERT post-doctoral fellows (and acts also as a mentor) in local community engagement research in Gauteng on social justice, feminist indigenous knowledge and food sovereignty.



Credit: Wikipedia (left and middle); Sarah Motha (credit: One Mark)

On 12 August Dr. Jacob Katumusiime presented a seminar on 'Decolonial Reflections on Pan-Africanism' which offered a critical review of the theory and praxis of Pan-Africanism in the Post-independence moment. It reflected on how Pan-Africanism became a conscript of colonial modernity, arguing that the colonial state conditioned African nationalists to pursue Pan-Africanism as nativists. then critically analysed Pan-Africanism's theory and practice post-independence, exploring its betrayal. He argued that the movement had become subordinate to colonial modernity. Dr Katumusiime asserted that colonial structures, their administration, local power, and political concepts shaped African nationalists, forcing them to adopt their language and logic. He concluded that, despite universalist rhetoric, leaders pursued Pan-Africanism as nativism, reinforcing colonial borders rather than fostering true continental unity. Colonial influence appeared to colonise the post-independence mindset.



Source: Britannica / Right: Seminal book on Pan-Africanism by notable award-winning historian Hakim Adi



On 9th September 2025 Dr. Tracey Muradzikwa presented on 'Traditional Leaders, Neoliberal Extractivism and Community Displacement in Zimbabwe's Mineral-Rich Communities' which examined the role of traditional leaders in Zimbabwe's mineral governance, questioning whether they are custodians or agents of the resource curse. She highlighted the trajectory of chiefs' roles in managing resource distribution, conservation, and dispute resolution, arguing that colonialism and development have altered these roles. The discussion also highlighted how increased exclusion of mining communities in mineral governance is threatening the legitimacy of traditional leaders as custodians of their communities. The seminar emphasised the importance of inclusive legal frameworks and policies that are community-oriented in Africa's mining communities.

Mining in Zimbabwe. Source: <https://miningzimbabwe.com/how-the-public-benefits-from-mining-in-zimbabwe/>

Prof. June Bam-Hutchison presented her research proposal on 'Global Feminist Historiography Matters: An African Decolonial Perspective through the Lens of Plants'. The presentation contended that relational epistemologies and 'living archeology' as methodologies are not only evidence of global 'deep time' interconnectedness but also illustrate the limitations of Euro-centric approaches to knowledge production about those ancient pasts and links to our contemporary present crises. Prof. June saw in these research methodologies pathways for re-imagining sustainability for all humanity in a shared earth. She argued for the inclusion of the indigenous feminist knowledge of the 'Ausi' to trouble the extinction and 'disconnected' people and culture discourses. As a rare surviving Khoekhoegowab word for older sister and the respected one with knowledge on the unassumed Cape Flats, Ausi holds invaluable intergenerational and deep-time knowledge of landscape, plants, and related artefacts. Ausi knowledge resiliently survived colonial displacement from land, and violent extractive collection practices by Europe through the intangible heritage archive. In the early Cape colony, her vast intergenerational knowledge of plants and landscape was superficially described as the 'kruidvrou' (woman of herbs) in early European travelers' accounts. Dr. Na-iem Dollie, the Chief Editor of *Education as Change Journal*, responded to the seminar: 'Among the many concepts highlighted were the need to systematically dismantle colonial tropes of what knowledge is and the alternative to Western feminism; the need to move beyond Western binaries; the imperative to collapse Cartesian approaches and the silos of academic thought; the need to embrace all the senses in the reconstruction of knowledge; the ongoing political and academic quest to 'trouble' the nation state, among many others. The seminar has gone a long way in developing a far more profound understanding of what it means to embrace indigenous knowledges.'

CERT SECOND SEMESTER RESEARCH PUBLICATIONS OUTPUT WORKSHOP



From October 24-26, CERT organized a research publications output workshop. The workshop brought together professors, postdoctoral researchers, PhD and Masters' degree students. The program was hosted by Prof. Morgan Ndlovu and curated with Postdoctoral Fellow, Dr. Tracey Muradzikwa, with the aim of providing a platform for scholars to share their research, and to develop their writing and publishing skills. The workshop aimed to foster collaborative learning and networking, providing a platform for feedback and discussion. Tracey chaired and facilitated the first two days, with Dr Aisha Bagiwa on the second day. Doctoral student Prince Muzuva facilitated on day 3. Over the three days, attendees embarked on a journey of intellectual exploration and growth. The training was facilitated by Dr. Naiem Dollie, Editor-in-Chief of *Education as Change*, who presented a provocative and thought-provoking introductory lecture on the "Political Economy of Publishing," which the students considered a highlight of the retreat. In his presentation, Dr. Dollie discussed western search engines and their narratives, the

role of the United States as a global power and the discipline of Political Economy, offering participants valuable insights into the publishing industry and complex epistemological and economic global power dynamics. The collaborative environment fostered a sense of community, and participants were encouraged to share their work and receive feedback. Dr. Naiem Dollie delivered insightful presentations including on the “The Publication Process, Timelines, and Demystifying Peer Review” which illuminated the often-complex process of publishing. He encouraged students to recognize their role in the academy, preparing them for responsibilities as academic leaders and administrators, who uphold ethical values about research and their broader roles for justice in society where commodification and certification (without scholarship for social justice) have unashamedly become the norm even in ‘post-colonial’ contexts in Africa. Scholars have to acknowledge the complexities and inequalities of the world they inhabit. Participants appreciated the practical advice and guidance on understanding the broader social justice context of research offered. The second day featured a lively and engaging presentation by Prof. Mlamuli Hlatshwayo of AMCHES who spoke on “Reflections on the Role of an Editor in Accredited Journals, Decolonial Writing and Editing.” His talk sparked lively debate, questions and critiques amongst the students and professors. What matters? What counts in an unequal world? As the retreat ended, participants reflected on the experience, highlighting the benefits of the collaborative research and critical thinking environment and the valuable feedback received. As participants departed, they carried with them a renewed sense of purpose and motivation, equipped with the skills and knowledge to take their research to the next level cognizant of wider societal values within which their scholarship is conducted.



L. Kholofelo Moshobane with Dr Naiem Dollie. Group Photo: Bill Pearl, Prof. Morgan, Dr. Naiem Dollie, Prof. Mondli Hlatshwayo, Rafout Khensani, Muzuva Prince, Ribisi Mildred, Moshobane Kholofelo, Dr. Muradzikwa Tracey, Felicia Bonolo, Prof. June Bam-Hutchison, Hilario Mariano, Ndlovu Siduduzo, Mhlethswa Siyolise, Nicodimus Mpho, Dr. Lawal Aisha, Mbele Ongezwa, Sindisiwe Duma at the workshop.

Feedback from the Workshop Participants

“Thank you for sharing your knowledge, I’m feeling a bit overwhelmed by all the new information, but am excited to apply it to my writing. Coming from Brazil, I’m used to a different research approach, so I appreciate the opportunity to learn from you and gain insight into the new methods”

Hilario Mariano – UFBA, Brazil (Visiting doctoral scholar)

“I’ve come to realize my voice is crucial in writing. Previously I focused on reading journals and books, but now I understand the importance of injecting my own perspective and voice into my work”

Pearl – CERT researcher

“Thank you for shedding light on the politics of publishing. I now understand that being aware of political ideologies can make a significant difference in getting published”

Ongezwa Mbele – CERT doctoral student

“I used to get distressed by manuscript rejections, but I’m feeling more at ease now that I know that rejection is a normal part of the publishing process, and how to strengthen my chances to be published.”

CERT post doctoral fellow, Dr Aisha Lawal

PDRFs initiate and launch an Intergenerational Series of Interviews with CERT Professors on Education Rights and Transformation

We first sat down with CERT director Prof. June Bam-Hutchison to share with us her experiences in academia and activism.

Dr. Jacob Katumusiime: *It's been around four decades of teaching for you. What does that mean to you?*

Prof. June Bam-Hutchison: Well, it's been a continuation of my activism in education. From the age of 14, I joined the anti-apartheid underground movements, reading clandestinely distributed banned books and attending regular discussions in hide-away sites in the Cape mountains. If the age of 14 was only a catalyst, the age of 15 became the beginning of serious intellectual engagement in the revolution to overthrow the apartheid regime and capitalism. After completing high school in 1979, our high school headmaster grabbed me off the streets in early 1980 as I walked around in the township. The headmaster Mr Van den Heever was annoyed because he thought that I should not wander around 'aimlessly' in the streets. But the truth was that we were youth activists organising and recruited into civic activism - including after his unbanning and release - by fellow Grassy Park resident and ex-political Robben Island prisoner Neville Alexander at the time, which Mr Van den Heever was certainly not aware of. To the cranky headmaster, it was a simple issue. I had done well at school having gained a first-class pass and was supposed to be going to university - as one does. But in fact, the headmaster was encouraged by my Black Consciousness activist history teacher Doreen Philippus (later Musson) who worked closely with Neville Alexander to recruit me to 'teach'. I was then instructed not to waste my time and to teach the standard six (year 8) students - around 360 of them! These were kids almost my age. This was the same year that we witnessed the eruption of school boycotts in 1980. I became a 'teacher' during major political unrest across South Africa.



Left: School protests on the Cape Flats in the 1980s. Credit: South African History Archive. Right: Neville Alexander, an influential political activist amongst youth in Grassy Park on the Cape Flats in the early 1980s. Alexander recruited students from Grassy Park High in his neighbourhood to join civic movements.

My dedication as a teacher comes from this context. From that moment, I realized that I wanted to go into teaching to pursue my political activism for freedom from apartheid. I was then recruited by the University of Cape Town (they used to do rounds during apartheid at Cape Flats schools to look for 'talent' - whatever that meant). But to be admitted to white UCT, we had to apply to the apartheid Minister of Education in Pretoria for special permission as a 'Coloured'.



June Bam's Alma Mater: UCT. Left: A very white UCT circa 1955. The intimidating 'Cape to Cairo' Rhodes Statue at UCT during apartheid.

However, the racist 'special permit' system to study at historically white UCT did not deter me from staying on the path to become a dedicated social justice educator and scholar pursuing a pedagogy for the rights of all in the world. And I believe I have never deviated from that path. It is this passion that I am still committed to – the unfinished business of transformation and rights, and the fight for the equality of all.

Dr. JK: *And where does this committed consciousness, in the midst of a multi-racial and apartheid South Africa, come from?*

Prof. June: Of course there were challenges along the way. But when I started out, I was in the underground movement, with Cape Marxist intellectuals. We read *Das Kapital* and *The Communist Manifesto* as teenagers in the underground reading and discussion circles and were engaged in civic activism with Neville Alexander (fighting for street pavements and streetlights). We read about Cuba – Fidel Castro and Che Guevara and read various literatures from the African continent – Amilcar Cabral, Frantz Fanon and others. And we read Paulo Freire from Brazil. We listened to the poetry of the Chilean revolutionary, Victor Jara, and his last song, 'Manifiesto', sung before he was murdered at the stadium during the fight against the military dictator Augusto Pinochet. I thus always held a very global view and understanding of the struggle against injustice and colonial constructions of identity, the nation state and 'citizenship'. But during that time, there was very little awareness of the historical occurrence of genocide at the Cape and how it impacted on contemporary South Africa. It was almost like a denial, especially after 1994, because it was very silenced. People were obviously whispering and even my own late mother spoke snippets of the previously erased and suppressed indigenous Khoisan languages, but she too didn't reveal that she could actually speak a language that was considered 'extinct', since it could have meant death during colonisation and persecution during apartheid. Our generation, however, adopted a very important non-racial, and anti-racist intellectual trajectory to fight apartheid ideology of 'separate races'. In my teaching at school and in township community halls, I would teach and still teach the myth of race, and how our tribalization remains a colonial construct. And I will teach it again, and again, and again. I continue to challenge – even myself – about how we think about our past, reimagining new research methodologies of understanding the past and present beyond the limitations of the colonial archive. We have our own archives as workers, women and indigenous peoples, which are valid.

Dr. JK: *Is it a correct observation that whoever is an academic, and decides to work with the ordinary lives – the people, the women, they end up as an activist? Can you also tell us about the incredible work you have been doing?*

Prof. June: When you work with the people, with the women, you learn from them about their social realities. You stop the pontification. You work with their theorization because people theorize their realities in the most erudite ways. There is this chief, for example, who remarked that to them, the university is 'a knowledge trap'. This was a sharp critique of research method within higher education disciplines. We, for example, have to start seeing archives in the plant materials, bones, pottery and rock paintings we find in the landscape around us and in the stories that have survived of 'deep time'. These are recordings of life, and highly sophisticated statements about the material conditions humans have endured and engaged with over thousands of years – long before colonial invasions, occupations and settlements. When you engage in these realities of people, and listen 'deeply' in research, you would cease to arrogantly impose western methodologies and theories on people's realities. You get engaged. You become a knowledge activist, you realise how crucially important it is to position the knowledge

of the people as valid, and to centre it. You desire to show that their realities matter for us all in our interconnectedness. When you work with indigenous people, for example, you begin to realize that their knowledge of the sky is not necessarily poetic expressions of exotic value as some white scholarship on indigenous people tend to indulge in – it is instead illustration of the profound scientific understandings of how indigenous people across the world get to understand ecosystems, and climate change risks, about food scarcity and other forces. It is a science built on thousands of years of mindful observation, deep listening and practice. Indigenous knowledge or feminist knowledge is thus not for itself, but for something profoundly larger and more inclusive in the world – of relevance to all humanity.

Dr. JK: *As a scholar-activist, how has your experience been at both the University of Cape Town and at the University of Johannesburg?*

Prof. June: My association with the University of Cape Town goes back to when I was 18 years old. I was very aware then that I was there as a black body on 'special permission'. I had to choose a subject not offered for my 'tribe' ('Coloureds') at UWC. I consciously resisted that apartheid tribalization and applied to study at white UCT. I chose to study Archaeology. We were a small cohort of 'Coloured' students at UCT at the time, including Ebrahim Rasool (recently ousted South African Ambassador to the US who was earlier this year unceremoniously forced out of Washington D.C. by President Trump). We were a small black minority in a Bachelor of Arts degree course in the early 1980s taught by an in-your-face white racist female. She made sure we were always invisibilized. Despite being a few in number in a small class of about twenty, and being there for three consecutive years, for example, this lecturer never called us on our names. And that, after three long years in her small class!? Instead of using our names in class, she would call us 'the people with big hair'. Only the white students had names. She also made sure we failed or got awarded very poor grades at the bottom of the class for tests and assignments. You could fail at UCT at the time simply because of your skin colour. It was a painful experience for us all. Indigenous peoples' lives did not matter to these white racist lecturers. One white male professor audaciously boasted the skull of an indigenous person on his desk, which was like a trophy. UCT was a very racist place. Yet still, it also had an important white liberal presence. There were some good white anti-apartheid professors who supported us and awarded us distinctions and good grades when we earned it. They were our allies and encouraged us to stay and not give up. When Mamdani came to UCT, everything was blown to pieces as he publicly and fearlessly questioned systemic intellectual racism and silences, most provocatively and powerfully. It was a great moment for all of us who experienced racism at UCT in the years prior and to witness the Mamdani provocations that shook the institution to its core.

The University of Johannesburg is a different experience. Well, it also has the white colonial background, because it emerged from the Rand Afrikaans University, from apartheid Afrikaner Nationalism and Calvinism. UCT was part of the British imperialist project. So, they have different histories and heritage legacies in that sense. But since its transformation into a new merged university with historically black institutions, UJ has a great black and African presence. One could argue that, demographically, it is now a black university. But it is evidently still on the long journey of systemic, pedagogical and intellectual transformation. We need to constantly be asking ourselves at UJ about how we can sustainably develop leading African decolonial scholarship and research, and what does it mean to decolonize in a global south context. These questions should steadfastly remain on the institutional agenda.

Dr. JK: *What do you think needs to be done to make these decolonial transformations possible?*

Prof. June: Of course, transformation doesn't occur overnight and is certainly not easy because there is always the tendency for resistance and 'push back'. The system tends to fight back in formidable ways. Decolonial work, by its very nature, is always threatened because you are up against global systems. The idea is that we should centre decolonial work, and make it *count*. We should attempt to create reform alternatives *with* the people. We need to build *networks*, both local and global. We need to work with civil society too. Institutions tend to be conservative, and more especially in this neoliberal era where universities depend on funding and therefore make ideological choices accordingly to survive in systems ruled by 'ranking'. We need to think about publishing more strategically as well. Publications record the debates, discourses, struggles and the oppositional intellectual archive. We need to publish with organic intellectuals. We should collectively remain resilient and not give up.

Dr. JK. You are right! *Indeed, today, we have EU countries like the UK, France, Canada and many others that have begun to recognize Palestinian sovereignty after decades of standing against it!*

Prof. June: Yes, we must never give up.

Dr. JK: *Thank you, Prof. June. Do you have a question to ask Prof. June, Tracey?*

Dr. Tracey Muradzikwa: *Thank you for your journey of activism. What challenges have you faced as a woman in academia? And what advice would you give to women in academia?*

Prof. June: There is the patriarchy (including black) that shuts you out, speaks for you, or excludes you. As a woman, for example, I always somehow played key roles in higher education transformation and research over many years, but whenever it came to actual tenure, my work was never 'counted' because it did not fit the 'matrix'. And it was not because I was not necessarily the best candidate for a position but because the kind of work I was doing in scholarship was not rewarded in the neoliberal university system globally; considered as 'not quite the right fit'. Yet, I was still the same dedicated teacher and scholar since the oppressive apartheid days. There is typically very little tenure recognition in the higher education system counting 'matrix' for indigenous decolonial feminist scholarship. There is still a long journey that lies ahead.

The advice I would give to young women in academia is to first recognize that they are invariably going to be pushed to the margins, and their scholarship will be questioned as 'irrational' and so on. The idea is not to give up when that happens but to stay, because there are allies in the system, though few. Despite the 'pushing out' attempts, I knew I had scholarship allies and I didn't leave. You must mobilize the power to stay, despite the formidable challenges you may encounter including from fellow black, African and female academics. We must stay and then problematize or counter the hegemonies through our feminist methodologies. Build networks. But remember that it is also through cutting-edge scholarship relevant to people's lives that you would be able to centre your work. Remember that you shall also meet black African women in academia who also will want to invisibilize your work - those who have opted to adopt patriarchy as their positionality within the neoliberal university. You must thus make your scholarship and community networks *count* so that you can't be so easily ignored or pushed to the margins. Your feminist methodologies count when you *build* community with you. Uncritical careerism and certification are not the answers for real sustainable transformation in education in Africa.

Dr. TM: *Thank you, Prof. June.*

Dr. JK. *Thank you, Prof. June.*

About CERT

MISSION, VISION AND OBJECTIVES	CERT'S RESEARCH AND TEACHING FOCUS
<p>Attaining, through research, scholarship, teaching and civic engagement, the ideals of social, economic and environmental justice</p> <p>Defending education and human rights in Africa and the Global South</p> <p>Promoting transformative teaching and learning through innovative decolonial research methodologies (Recognition of Prior Learning, RPL, and Masters and Doctoral Studies).</p> <p>Engaging, producing and disseminating knowledge for social, economic and environmental justice in partnerships with diverse and inclusive urban and rural communities (workers, women, youth, gender etc.)</p> <p>Decolonizing quantitative and qualitative research methodologies (including African feminist, dialogical and indigenous methods.</p>	<p>The History of Education in Africa</p> <p>Transformation of Education in Formal and Non-Formal Education</p> <p>Studies in Skills Training and Workers' and Community education</p> <p>Curriculum policy and implementation in Africa</p> <p>Decolonizing historiography in Africa (including herstorographies)</p> <p>Indigenous Knowledge systems and education (medicinal plants, food gardens in schools, climate change mitigation)</p> <p>Nationalisms, state formations, identity contestations and education in Africa</p> <p>Heritage and Popular Culture (e.g. Museums, Curation, Hip Hop, Jazz, Community theatre and community radio) as sites of decolonial Public Pedagogies</p> <p>Youth in Africa and Education Research</p> <p>Critical 4IR studies: digital architectures, dialogical archives, workers' education, indigenous knowledge.</p>

Study with CERT!

RESEARCH AREAS OF PROFESSORS



Prof. June Bam-Hutchison

June Bam is a full professor, professionally qualified teacher and holds a PhD in Sociology and History Education. She has many years' experience in higher education transformation in South Africa, including internationally as a former special advisor to the Minister of Basic Education in South Africa, and for over 9 years in education, and cultural bilaterals to the High Commissioners for the Republic of South Africa in the UK and the Republic of Ireland. She has led on decolonial international research projects that involved a large number of universities worldwide with a focus on feminist indigenous knowledge production and Freirean methodological approaches to understanding 'archive'. June has taught students globally including for Stanford University and she is currently Oxford University Visiting Fellow. She supervises Masters and doctoral students and post-doctoral fellows in transdisciplinary decolonial education research.

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Prof. Salim Vally

Salim Vally is a full professor and holds the Research Chair in Community, Adult and Worker Education (CAWE). He is also a visiting professor at the Nelson Mandela Metropolitan University. He completed his doctorate at UKZN and studied at Wits and York universities. He was a visiting lecturer at the universities of York, Columbia, Virginia and Fort Hare. His scholarly interests include educational and social policy as they relate to human rights, democracy and socio-economic justice. He supervises Masters, doctoral degrees and post-doctoral research fellows within these transdisciplinary fields.

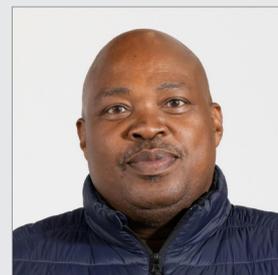
Contact: svally@uj.ac.za



Prof. Morgan Nkululeko Ndlovu

Morgan Nkululeko Ndlovu is a full Professor and NRF-rated scholar. He is a transdisciplinary scholar who publishes on decolonizing knowledge and power, indigenous knowledge systems (IKS), education rights, and transformation, which are specific to Africa. He is an Associate Editor of the *Inkanyiso: Journal of African Thought*, a Ford Foundation International Fellow, National Research Foundation-rated scholar and a member of the International Advisory Board of the African Research Universities (ARUA)'s Centre of Excellence on Notions of Identities in Africa. He is currently editing a Routledge-commission *Handbook of Decolonization*. Professor Ndlovu is available to supervise Masters, doctoral and post-doctoral fellows within his research field.

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Prof. Mondli Hlatshwayo

Mondli Hlatshwayo is Associate Professor in Worker Education and Labour Studies. His research concentrates on the trade union responses to technological innovations and the so-called Fourth Industrial Revolution, platform work, immigrant and migrant workers, public transport, higher education, worker education, precarious forms of work, social movements, and non-governmental organisations. Hlatshwayo is the 2018 winner of the *Review of African Political Economy* (ROAPE) Journal Ruth First Prize. Hlatshwayo has more than 50 peer-reviewed journal articles and book chapters as outputs. He is co-editor (with Aziz Choudry) of the Pluto Press book *Just Work? Migrant Workers, Globalization, and Resistance* (2016). Prof Hlatshwayo is available to supervise Masters, doctoral students and post-doctoral fellows within his research expertise in 4IR, workers' education and skills development in both urban and rural contexts.

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Prof. Linda Chisholm

Linda Chisholm is Professor Emeritus and a former special advisor to the Minister of Basic Education in South Africa, and before that, a Director in the Education and Skills Development research unit at the Human Sciences Research Council, Professor and Chair of Education at the University of Natal (now KwaZulu-Natal) and Director of the Education Policy Unit at the University of the Witwatersrand, Johannesburg. She has worked closely with government on curriculum reform, has served on several journal editorial boards and is currently on the international advisory board of the *Journal of Curriculum Studies*. She has published widely on the historical, contemporary and comparative aspects of education policy and curriculum in South Africa and the region. Her most recent books include *Between Worlds: German Missionaries and the Transition from Mission to Bantu Education* (Wits Press, 2017) and *Teacher Preparation in South Africa: History, Policy and Future Perspectives* (Emerald Press, 2019). Her research focus has straddled history and contemporary education and curriculum policy in South Africa and the region. As a retired professor, Prof Chisholm is available to supervise a limited number of Masters' and doctoral students in her research expertise area.

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POSTDOCTORAL RESEARCH FELLOWS



Dr. Opesemowo Titilope Rachael

Titilope obtained her Ph.D in Tests and Measurement from the Obafemi Awolowo University, Nigeria. Her research interest is in Educational Assessment and Practices and Indigenous Education. She is a member of related academic and professional societies which includes the Association of Educational Researchers and Evaluators of Nigeria; Teachers Registration Council of Nigeria; Association of Behavioral Research Analysts and the Psychometrician and American Psychological Association. She is pursuing her post-doctoral research in indigenous education. Titilope has been a prolific publisher of peer reviewed articles in 2025, and her community engaged research work with Sarah Motha with the Indaba Cultural Village, Soweto, and Community and Cultural Centre Katilehong has been notably impressive.

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Dr. Mathew Ayegboyin

Matthew earned his PhD in Sociology from the University of Ibadan, Nigeria. He is a recipient of the CMED 2016 Grant Award in recognition of his outstanding doctoral research work in Nigeria by the LAPO Institute. He has been an awardee of *The Editors of Scientific African* under the Elsevier Reviewer Editors for Reviewing manuscripts for the Journal since April 2021. Ayegboyin specialises in medical sociology, ethnography, gerontology, and social research methods. He is an alumnus of a professional Program on Negotiation (PON) at Harvard Law School, Harvard University. Ayegboyin's current research explores indigenous medicinal and food heritage among the elderly in Nigeria and South Africa.

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POSTDOCTORAL RESEARCH FELLOWS



Dr. Aisha Lawal Bagiwa

Aisha holds a PhD in Science Education from Ahmadu Bello University, Zaria, Nigeria, where she explored the effectiveness of virtual laboratories and field trips in teaching science. Through her research and publications, Aisha contributes to the advancement of science education and the promotion of innovative teaching methods. Her current research focuses on the integration of indigenous knowledge systems in science education, aiming to promote a more inclusive and culturally responsive approach to science teaching and learning.

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Dr. Jacob Katumusiime

Jacob Katumusiime is the 2024 Winner of the Rahamon Bello Award for the Best PhD in African and Diaspora Studies. He researches and publishes on the intersections of Culture and Politics, navigating questions of Colonialism, Postcolonialism and Decolonization, and exploring issues of Identity, Citizenship, Social Movements, Political Violence and Diasporic Lives. Jacob holds an Interdisciplinary PhD in Social Studies, a Master of Philosophy in Social Studies and a Bachelor of Arts with Education (First Class) from Makerere University, Uganda.

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Dr. Tracey Muradzikwa

Tracey completed her doctoral studies at the University of Witwatersrand working on the legitimacy of female traditional leaders in Nswazi, Zimbabwe. Her research interests are traditional leaders in Southern Africa, indigeneity, gender, governance and development, and gender and political institutions. She previously taught Feminist Theory and Politics at the University of Witwatersrand's Department of Political Studies. Her research interests are traditional leaders and politics in Zimbabwe since 1980 and gender politics in the Global South parliaments. She has received international fellowships such as the Global Minds Fellowship, Ghent University, Belgium and Erasmus+ KA107 International Credit Mobility Programme Universidad Autónoma de Madrid, Spain.

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VISITING RESEARCHERS



Dr Gift Mwonzora **University of Erfurt (Germany)**

Gift Mwonzora is a scientific Coordinator/Post-doctoral Researcher to the Gerhard Haniel Professor of Public Policy and International Development, Prof. Achim Kemmerling at the Willy Brandt School of Public Policy, University of Erfurt. He works on development policy, governance, political economy, peace and conflict, environmental sustainability, urban safety, cities, the future of work and digitalisation in Africa. He holds a PhD in Sociology (specialising in Political Sociology) from Rhodes University in South Africa. Gift worked as a Rapporteur in the constitution making process in Zimbabwe and as a trade-unionist for the General Agriculture and Plantation Workers Union of Zimbabwe (GAPWUZ). Dr Mwonzora is currently researching on digitalization and the future of work in Middle Income Countries (MICs), namely South Africa, Indonesia and Mexico. The research project is funded by the German Research Foundation (DFG), and seeks to uncover the impact of new technologies, AI, digitalization, robotization and automation on labour market outcomes. Dr Mwonzora has been hosted by Prof Hlatshwayo in the second semester in a research collaboration. In his parting words, Gift had this to say: *'My time with the Centre (CERT) has been both productive and inspiring and I deeply appreciate the collegial environment that made this experience so rewarding. I was able to network with various stakeholders and conduct my fieldwork with ease.'*



A warm welcome to Hilário Mariano dos Santos Zeferino from UFBA, Salvador, Brazil!

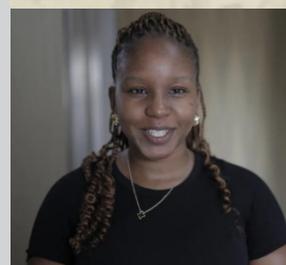
Hilário is a doctoral student in Literature and Culture, at the Universidade Federal da Bahia. He holds a Masters degree in Literature and Culture, and researches the relationship between literature and identity, through Brazilian rap. Hilário is investigating black literature in contemporary times, and is interested in the areas of Literary Studies, Theory of Literature, Cultural Studies, Decolonial Studies, Black Literature and Contemporary Literature. Hilário's doctoral research is about black female writers: Grada Kilomba (PT), Eliana Alves Cruz (BR) and Djaimilia Pereira de Almeida (AO). What links them together is the use of documents from colonial memory from their different countries to write unapologetically black female literature. In rethinking the concept of literature, literature teaching and research, Hilário asks of the possibilities of thinking about decolonization both materially and non- materially, in order to imagine direct and indirect education and human rights shifts. Articulating, for example, the removal of the Cecil Rhodes' statue at the University of Cape Town and the literature produced by these black women, how can we think about decolonization in material ways as in the novel *The Crime of Valongo's Pier* by Eliana Alves Cruz which is about the slave trade in Rio de Janeiro. Is it possible for literature to be a way of decolonization? Hilário's visit to CERT is anticipated to amplify the ways of rethinking humanity, human rights, education, decolonization, colonial memory and the world we want to create as activists, academics, teachers, and artists (among others). Hilario will be with CERT until May 2026, and is keen to do talks, teach and present seminars in 2026 across the faculty and the university.

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CERT Interns conclude successful two- year journey of Youthful Impact and Innovation



Amanda Ntaka



**Nokwanda
Mngometulu**

Setting Up the CERT Library and Building Knowledge Networks

Professor Mondli Hlatshwayo recruited Amanda and Nokwanda from the South African Youth Commission at the beginning of 2024 to join CERT for a training and mentorship programme in scholarship and research development over a period of 2 years. After settling in in cottage 8 in the research village, they quickly immersed themselves as young graduates into the vibrant CERT family. Amanda and Nokwanda became instrumental in establishing the historic CERT library under the research mentorship of Prof June Bam-Hutchison. CERT's library is now housing more than 1,200 books. Their work involved cataloguing, annotating, and organizing the extensive collection, creating a valuable resource for researchers, visiting scholars and students alike. Their initial year with CERT was filled with scholarly engagement; organising and participating in seminars, international research projects, community research workshops and events. Of their work included organising the dialogue at Funda Community College in Soweto in May 2024 on African educational philosophy of the late Es'kia Mphahlele with Paulo Freire scholar from Brazil, Professor Danilo Streck. The interns also participated and assisted in organising CERT's *Harmony of Hands Indaba & Festival* (September 2024), a global event curated by our Professor of Practice, the internationally renowned Eugene Skeef. Reflecting on their first year, Amanda and Nokwanda described the experience as 'enlightening and educational,' emphasizing how their work at CERT deepened their research skills and academic confidence, and an appreciation of interdisciplinary education research collaboration for social justice.

2025: Advancing Ecological Thriving and Community Research

In their second year, Amanda and Nokwanda joined an international research team on 'Climate Change and Food Gardens in Schools' under the mentorship of Professor June. This is a global initiative in partnership with the Universities of Toronto and Texas, and with schools and communities and colleges across Gauteng, Limpopo, and KZN. Serving as research assistants, they played key roles in facilitating community engagement, and organising workshops in townships such as Tembisa, where they collaborated with local educators, elders, and learners on sustainable food garden practices and the incorporation of indigenous knowledge. Amanda also contributed to testing new research technologies as part of this innovative ecological initiative. Their involvement helped promote ecological literacy, food security, and indigenous knowledge sharing, helping to position CERT as a leader in community-driven environmental education in Gauteng schools.

A Journey of Growth and Collaboration for African youth

Under the mentorship of Professors Mondli Hlatshwayo (as their host) and research collaboration with Professor June Bam-Hutchison, both interns demonstrated exceptional commitment and professionalism in their tireless commitment to social justice education. Their contributions bridged academic research and community transformation, aligning with CERT's mission to advance education rights and transformation. As their two-year internship concludes, Amanda and Nokwanda leave behind a legacy of youthful inspiration, feminist innovation, collaboration, and passion for community empowerment in Africa. CERT proudly celebrates their achievements and looks forward to seeing how they continue to shape education, research, and social transformation in South Africa and beyond.

They are available for employment opportunities in research. Contact: Amandantaka4214@gmail.com and wandalubelo@gmail.com

CERT RESEARCH ASSISTANT



Pearl holds a BA Honours in Public Management and Governance from the University of Johannesburg. She is a Research Assistant at CERT, working under the supervision of Professor Mondli Hlatshwayo. She is supporting ongoing research projects that focus on education, transformation, and social justice. She assists with conducting literature reviews, collecting and analysing data, drafting research reports, and contributing to academic discussions within the Centre. She is also learning how to structure and write academic articles, develop strong research arguments, and critically engage with data and findings. She is currently working on an article that explores the Auditor-General's findings in Metropolitan Municipalities, focusing on key areas such as financial sustainability, infrastructure, procurement, expenditure, non-compliance with legislation, information technology, and cybersecurity. Through this research, she

aims to understand the governance challenges that affect municipal performance and the delivery of public services. *'Working at CERT has been an enriching experience. I am learning not only how to conduct and support academic research but also how to find my voice in writing. I have discovered that writing is a powerful tool, it allows me to tell meaningful stories, raise critical issues, and propose so-lutions to real-world problems. This journey has taught me that through research and writing, I can make a difference and contribute to transformation in society.'* - Pearl Bill



**A huge thank you to Sindisiwe Duma! -
Administrative Assistant, CERT**

CERT has been blessed with a dedicated and reliable administrator in 2025, and we look forward to an even more successful year in 2026 with her support.

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CERT

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