Join us at the UCU Bar on Tuesday for a study break and mini-concert with the Kenyan artist, Apesi

https://www.youtube.com/channel/UC0cyDxNeiBsv_oIQBoL_eOw/featured

18:00-19:30
UCU East Africa

Program Overview
Agenda

1. Introductions to the EA Team
   1. Who are we?
2. What is the UCU East Africa program? What is it really all about?
3. What does it comprise? Practicalities and timelines
   ◊ Course aims, selection/application process, costs, timeline of key junctures, etc
4. Some alumni reflections
5. Conclusion
Who are we?

Introduction to the UCU EA Team
No More
White Saviors

https://nowhitesaviors.medium.com/
The UCU EA Team
What is the UCU East Africa program?

What is it really all about?
Unlearning development
Remaking ourselves
This huge task which consists of reintroducing mankind into the world, the whole of mankind, will be carried out with the indispensable help, of the European peoples, who themselves must realize that in the past they have often joined the ranks of our common masters where colonial questions were concerned. To achieve this, the European peoples must first decide to wake up and shake themselves, use their brains, and stop playing the stupid game of the Sleeping Beauty.

(Frantz Fanon, The Wretched of the Earth)
Theoretical orientation: DECOLONIZATION

Teaching Africa: Towards a Transgressive Pedagogy (George J. Sefa Dei, 2010)

A nagging intellectual problem that most students of Africa have to deal with is the **oversimplification and over-romanticization** of Africa...

**Africa defies simplistic analysis and interpretations.** If Africa had simple problems, challenges, and solutions, then opportunities for resuscitating itself would not preoccupy minds for a long while.

My optimism encourages me to think that students of Africa or any one who cares to develop a sympathetic understanding of the continent can **muster the courage to confront the complexities, challenges, and opportunities offered by this geographical space.**
What would a reimagined development sector look like? How can we produce research which is impactful, whilst being authentic, respectful and relevant?

ODI Bites: decolonising international development
4,549 views • Oct 15, 2020
Too often, so-called “development” and corollary international interventions are bound up in whiteness and subsequent power relations.

As students, teachers and practitioners interested in ‘changing the world’, how can we recognize our own privilege and combat racism in everything we do (beginning with ourselves)?
The program’s three dimensions...
Transformative learning...

“[Transformative learning] is learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change.”

(Jack Mezirow, 2009)
My contribution to the East Africa program is to facilitate self-transformative learning. Few programs offer similar opportunities to engage with the self, unlearn, reflect, confront ourselves and change.

For me, the EA program is about navigating white fragility and other fragilities that arise from our privileged histories and positionalities.

It’s about “growing up and showing up differently”

Gerard van der Ree

https://www.uu.nl/medewerkers/gvanderree
Interdisciplinary program

The program offers students opportunities to discuss ‘development’ challenges and opportunities from different disciplinary angles... undoubtedly, good ‘development’ requires interdisciplinary approaches.

Class material and activities are predominantly associated with social sciences, given the nature of development studies, but also includes the humanities and natural sciences.

ALL students, whether from natural sciences, social sciences and humanities, consistently express a value in participating in the program.
What does it comprise?
The program triad

Part I
Spring Course UCINTDEV21: Theory & Practice of Development (aka. Critical Development & African Studies)

Part II
Summer Field Course UCINTDEV31: Topics & Methods in East Africa (immersion and experiential learning)

Part III
Summer Internship UC/ACC/SSC/HUM/SCIINT21
Part I UCINTDEV 21 (Spring Term)

DEV21 aims to provide students with a theoretical foundation in **Critical African Studies** and **Critical Development Studies**.

This includes a focus on history, postcolonial theory, globalization, decolonization, political economy, ‘development’ and change in modern Africa.

It introduces students to key issues facing the African continent, including contemporary successes and challenges in Kenya and Tanzania.
Season of Rains represents the life work of the late Leiden–based scholar, Stephen Ellis. It offers a comprehensive overview of key issues facing Africa, from a look at colonial histories & legacies, to current studies of sovereignty & governance, to economics & foreign aid, religion, international political economy & neoliberalism, international human rights regimes, peace-keeping, Sino-African relations and much more.

A call to…

“Decolonize the Western mind”
Part I cont’d

A major course requirement is for students to compile a research proposal associated with their designated internship context and host organization programs.
Some DEV21 Topics

- Postcolonial theory and “decolonising the mind” (Ngugi wa Thiong’o)
- Colonialism and its legacies
- Postcolonial conundrums and perverse integrations into the world system
- Development theory
- Development economics
- The foreign aid debate
- Politics of poverty
- Globalization, neoliberalism and “looting Africa”
- Social enterprise & the role of the private sector in development
- The state of democracy and governance
- Sovereignty, responsibility and the role of the international community
- Human rights regimes: limits & possibilities
- China in Africa (facts, myths & dilemmas)
- Climate change & its implications
- GIS, remote sensing & new technologies
- Ecology, conservation & wildlife crime
- Land grabbing & displacement
- Gender & development
- Post-development theory & search for alternatives
Part II UCINTDEV31 Field Course in Kenya & Tanzania (Summer Term)

The field course seeks to facilitate engagements with a range of geographical contexts, livelihoods, actors and issues in Kenya & Tanzania.

Each day includes a busy schedule of different site visits, guest speakers, community engagements, class discussion, reading and personal reflection.

The program includes four ‘homestays’ (ranging from 1-6 days), which offer immersion into local contexts and families.
“Homestays” offer opportunities for immersion and intimate learning from youth & families in informal settlements of Nairobi, nomadic Maasai households in Sinya, agricultural families in Usa River and a fishing village in Zanzibar.

Participatory research methods, such as photovoice and others, are often used to structure engagements and train students in innovative methods and strategies to ‘center’ subaltern voices.
UCU East Africa

A brief video overview of the journey across the six sites in Kenya and Tanzania

https://www.youtube.com/watch?v=vZ0xb2kfMg8
Some DEV31 topics…

- History, politics & ethnicity in Kenya
- Dutch diplomacy & aid – the role of “aid to trade”
- Religion & radicalization
- Informal settlements, poverty & precarity
- The role of arts/theatre in development
- Property and privatization
- Wildlife crime, green militarization and conservation
- Tourism conundrums
- Renewable energy and the role of business
- Management risk & livelihood diversification
Some DEV31 topics…

◊ Dryland ecology and pastoralism
◊ “Patriarchy” and gender
◊ Climate change & adaptation
◊ GIS technologies and their role in climate adaptation
◊ Social determinants of health & nutrition
◊ Mountain farmers – social capital & small-scale agriculture
◊ Humanising the cut flower chain – global labour politics
◊ New technologies & plant breeding
◊ The many faces of land grabbing
◊ Fishing livelihoods and marine conservation
◊ Religion, identity and politics
◊ The politics of world heritage
Part III Internship in East Africa

In July-August, students complete a six week internship, in which they implement the research they proposed during DEV21.

The aim is to provide students with direct experience of ‘development’, ranging from programs in small, grass-roots community-based organizations (CBOs) to larger, national non-governmental organizations (NGOs) and private sector enterprises.

The UCU East Africa emphasizes the value of ‘academic’ internships (UCHUMINT21/UCSCIINT21/UCSSCIN21). Offering students some research experience ‘in the field’ has always been a defining and unique feature of the program and will continue to be a priority. Most often, due to partner interests and various limitations, internships fall under UCSSCINT21.

When it proves unfeasible, students complete the ‘non academic’ internship (UCACCINT21)
INDIGENOUS LIVELIHOOD ENHANCEMENT PARTNERS
CONGRATULATIONS TO ALL
NGOMA AWARDS FINALISTS

Read More
World Friends was founded in Nairobi, the capital of Kenya, in 2001. Small, but unique in its own way among non-governmental organizations, it started working in Africa and only later was registered in Italy. Our story begins with prevention projects in the Kenyan territory for the management of the HIV / AIDS pandemic of
Internship example
Internship example
WHO WE ARE

CHAKO is a social enterprise operating from Mwanakwarekwe, Zanzibar
Solar Water Heating – Tanzania

Even on cloudy days, a solar water heating system captures heat from the sun. It is a sustainable, economical, and reliable source for your hot water needs.
WE EMPOWER PEOPLE TO DESIGN AND MAKE THEIR OWN TECHNOLOGIES TO SOLVE COMMUNITY CHALLENGES.
Myths & misconceptions...

1. UCU East Africa is just another voluntourism, gap-year type adventure: Like other programs of its kind, it perpetuates stereotypes about Africa and a ‘white saviour complex’
   ◦ On the contrary, it aims to introduce students to a postcolonial framework, critical approaches, decoloniality and inspire students to critically reflect on all of the above.

2. The program is only for students interested in pursuing studies or careers international development.
   ◦ The skills learned are transferrable to a whole range of career paths and modes of global citizenship, whether in the fields of health, environmental management, gender studies etc.

3. It is not interdisciplinary
   ◦ Both the disciplines of social science and humanities are most prominent and our integration of the natural sciences is increasing each year.
   ◦ The appointment of civil engineer and environmental scientist, Esmee Mulder, on the teaching team has enriched our efforts to integrate the environmental sciences more.
Myths & misconceptions

4. It is not valuable for science students
   ◇ Feedback from students indicates that it is very enriching for science students, including the opportunity to become more wholistic and interdisciplinary in their understanding of complex problems.

5. First year students can’t apply
   ◇ In fact, we accept applications from all students, although we prioritize third year and second year students in our selection.

6. Internships are only associated with social science
   ◇ While identifying natural science internships has been a challenge, we continue to mobilize some each year.
Some practicalities, logistics & timeline
Credits & majors

The three courses may count towards the 180 credits required for a bachelor diploma. The UCINTDEV31 may be used to count as a third level 3 course for a Social Science or Humanities major, but it does not complete a track.


Additional note:
Most students complete UCSSCINT21 for their internship and, subsequently, can apply this to their major (when applicable)
Selection to the Program

Some key steps, processes and things to consider:

Criteria
Application Process
Deadlines
Costs
Selection Criteria

Current 2nd and 3rd year students from ALL departments and majors (1st year students are also welcome to apply, although may not be prioritized in selection)

- Genuine interest in development issues
- Good academic performance
- Fulfilled breadth requirement
- Interdisciplinary interest
- Cross-cultural interest
- Maturity & virtuous character
A note on selection criteria & process...

◊ Selection process
  ◊ First stage: review applications & make initial selections
  ◊ Second stage: interview a selection of candidates
  ◊ Third stage: reassess and make final decisions

◊ Our primary goal is to ensure that everyone who wants to do the program gets the opportunity
  ◊ Third year students are prioritized; likewise, second year students who can’t participate in third year are also given some preference

◊ Notwithstanding the above, the primary criteria for acceptance is their motivation (as expressed via their letters and/or interviews)
  ◊ Do they articulate a good understanding of what the program is about? Can they articulate well their purpose for joining? How it will benefit them, personally, academically and/or professionally? How it fits into a larger trajectory and line of interest/learning?
Application Process

UCU in Africa Application Form can be filled via formdesk. We will circulate this in due time.

Submissions include:

C.V.

Letter of Motivation
Deadlines and timeline

Application Deadline: Sunday, November 6, 2022

Interviews → Nov 7-30*

*Not everyone is interviewed. However, some shortlisted candidates will be interviewed for the purpose of assisting selection.

*3rd Year students are giving special privilege in the selection process

Notification of acceptance → 5th of December

Final confirmation (by the student) → 18th of December
Timeline Overview

1. Promotion & recruitment
   ◯ Info Fair. Tuesday, October 11 2022 @ 13:00-14:30

2. Application deadlines
   ◯ Sunday, November 6 2021
   ◯ Form desk application + CV + Letter of Motivation

3. Selection, interviews & invitations
   ◯ Application review & interviews conducted through November
   ◯ Announcement by early December
     ◯ Sent to students & tutors

4. Confirmation
   ◯ Students are expected to confirm within a week after acceptance (important!)

5. Register DEV21 & DEV31
   ◯ A list of confirmed students will be circulated to tutors by mid December

◊ UCU Registrar will manually register students accordingly
6. Student payments.
   ◦ Two consecutive payments through Spring Term

7. Designating internships
   ◦ By end Feb students identify top 3 choices; by mid March we announce designations (in pairs)

8. Proposal development & identifying academic supervisors
   ◦ Students begin corresponding with hosts and begin research/proposal development by end March
   ◦ Identify and confirm supervisors by May

9. Internship registration
   ◦ We circulate final internship types to tutors in May.
Timeline Overview cont’d

10. Internships. 6 weeks. (exact dates depend on each host organization)
   ◊ Beginning of July to third week of August

11. Internship completion
   ◊ Final Internship Reports & Reflection Reports submitted by Aug31, reviewed by Academic Supervisors and UCU EA Director
1. Field program tuition (DEV31 field course + some internship costs)
   - TBD. All applicants should expect a tuition cost of up to €2000.
     • NOTE: Every year, we do our best to mobilize some financial aid for some applicants, but, sadly, this is less and less likely.
   - To be paid in two installments through Spring Semester
   - Covers your accommodation, transport, food and activity costs during the whole field course, as well as some of the indirect costs related to your internship research and activities.

2. International travel
   - Flights: ranges anywhere from € 600-1000
   - € 100 (approx) vaccinations & meds

3. Internship housing and subsistence
   - The costs can differ, depending on the internship.
   - € 300,- 500 (approx) housing, food, etc
Contacts:

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Administrative Support:

Maren Schneider (Alumni 2022)
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Alumni Reflections
SUSTAINABLE LIVELIHOODS
CONGRATULATIONS TO ALL NGOMA AWARDS FINALISTS
On the ground insight for systemic impact
Thank you
QUESTIONS, COMMENTS & CONCERNS