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Volume 5

Learning for Equality



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The Impact of Extreme Heatwaves on the Refugees' Livelihoods:

A Case Study In Dadaab Refugee Camp in Kenya

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As climate change intensifies, extreme weather events such as heatwaves are becoming more frequent and severe, creating uncertainty about the scale and scope of their impacts and disproportionately affecting vulnerable populations.

This study examines the impact of

heatwaves on the sustainable livelihoods of refugees, with a focus on their adaptive capacities. My research is inspired by the early research showing that refugee camps are vulnerable to climate change (Fransen et al., 2024).

This study concluded that the



refugees are exposed to heatwaves which greatly limit them from accessing sustainable livelihoods through directly affecting their quality of life and production time. Heat waves, combined with other factors, further hinder refugees' ability to achieve sustainable livelihoods. Current heat-related policies often fail to address the complex realities of refugee experiences. Therefore, further research is needed to explore how policies can better incorporate community perspectives and focus on refugees' specific needs, drawing lessons from successful local practices. Therefore, refugee voices also need to not only be incorporated at the policy design level but the community needs to lead the process to ensure their effectiveness and accountability to the refugee community. However, the study determined that this transformative process is not guaranteed.

I apply the theoretical framework of sustainable livelihood and the concepts of vulnerability, adaptation to further understand the meanings and discourses surrounding sustainable livelihood.

The Theory of Constrained Transformational Adaptation will be used to help understand the complexity of the relationship between policy and practice to

answer the main research question; What are the impacts of heat-related policy implementation on refugees' realities of sustainable livelihoods, and how are these impacts reflected in their everyday experiences and coping strategies? Therefore the aim of the study is to explore the absorptive, adaptive, and transformative capacity of institutional support, access and implementation to climate-responsive programs. To answer the research question, I used the qualitative method, drawing on field interviews, secondary data, and climate records from refugee settlements in Dadaab, Kenya.

[Read the full thesis here](#)

Inclusive Educational Pathways

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L'Oiseau Bleu is an innovative and inclusive educational initiative that supports young people from special secondary education (VSO) in their transition to vocational education, universities of applied sciences, and research universities. The initiative was founded by former VSO students who experienced firsthand the challenges of progressing to higher education without adequate guidance and support. Drawing on

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this lived experience, L'Oiseau Bleu works towards an educational system in which every young person has the opportunity to develop their talents and successfully pursue further education.

Many students with additional support needs face uncertainty during the transition to higher education. In addition, they do not always disclose their support needs to educational institutions,

causing them to miss out on valuable accommodations and services. To help prevent dropout and strengthen educational opportunities, L'Oiseau Bleu organizes interactive theatre workshops throughout the school year at VSO schools. These workshops focus on developing self-confidence, communication skills, teamwork, and self-expression. The strong connection between participants and mentors—many of whom have also attended VSO—creates a safe and supportive environment where young people feel understood, valued, and empowered.

In addition to the workshops, L'Oiseau Bleu runs an annual summer programme in which participants meet inspiring guest speakers from a wide range of backgrounds, including professors, entrepreneurs, elite athletes, and other role models. Through these encounters, young people gain insight into educational pathways, career opportunities, and personal development, while being encouraged to envision ambitious futures for themselves. Participants also develop essential skills that contribute to successful transitions into further education and, eventually, the labour market.

The strength of L'Oiseau Bleu lies in its combination of lived experience,

talent development, and collaboration. Young people are not only participants but active contributors to the programme's development.

Their experiences and feedback help shape activities and inform broader discussions on inclusive education. At the same time, L'Oiseau Bleu brings together schools, educational institutions, and community organisations to promote accessibility, equal opportunities, and inclusive practices.

In just two years, L'Oiseau Bleu has grown from a local summer project into a year-round programme operating across multiple regions of the Netherlands. By empowering young people and fostering collaboration across the educational sector, the initiative contributes to a more inclusive society in which students from special secondary education can fully participate in education, employment, and community life

[Watch the first video here](#)

[Watch the second video here](#)



Mediatization of the Russian War Against Ukraine in Slovak and Czech Media

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This study aims to understand how two public service broadcasters Czech Television and Slovak Television frame the Russo-Ukrainian war in its main news bulletins. This thesis explores the framing via its main research questions:

How is the Russian war against Ukraine framed in Czech and Slovak public service television in the context of the 4th anniversary of the invasion? The unprovoked and unjustified war of Russia against Ukraine is an unprecedented disruption of peace in Europe.

The audience of the legacy media has been decreasing over years, however, they still hold a significant power in dominant meaning creation while television being the most dominant medium. Therefore, framing of Czech and Slovak Television influences the public opinion which is later

translated in elections, and thus have indirect effect on the creation of foreign policy. The two analyzed broadcasters started as one institution Czechoslovak Television before the states separated in 1993. After the separation, Czech Television enjoyed a high credibility gained over years, the Slovak Television has been repetitively a subject of political interference. Cross-national comparison between the two broadcasters located in Central and Eastern Europe sharing a similar mission provides an understanding how two comparable public service media frame the ongoing Russo-Ukrainian war, which is not yet present in existing academic literature. Televisions are multimodal and provide complex information for the audience through verbal and visual channels. Therefore, this study .

employed integrative framing analysis to explore how televisions construct the war. In total, 67 segments were analyzed with length 92 minutes and 16 seconds. The analysis was conducted separately for each channel and each modality. The final emerged visual frames are: A war conflict causing human suffering, and STVR sample provided distorted depiction and thus, no dominant frame; verbal frames are: 1) Russian aggression, Ukrainian defense, 2) Civilians are targeted by Russia and they suffer, 3) Ambiguity over victim and aggressor role.

These frames were identified after a repeated immersion with the dataset and inductive coding. The data were contextualized within individual scripts of news bulletins and then compared across the broadcasters. Findings reveal similarities, however, also notable differences in framings. Czech Television consistently frames Russia as aggressor and reminds the audience of the background of the war, whereas Slovak Television frames Russia as aggressor less consistently and often leaves the audience without the context.

Via visual frames broadcasters depicted two different realities due to STVR's downplaying of the attacks.

The study implies that while both

institutions adhere to the same principles of public service media, the identified editorial framing decisions create divergence which is worth of further formal scrutiny.

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The Paradox of “Skill:”

A Study of Gendered Experiences of North Indian Women Migrant Workers in United Arab Emirates (UAE)

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This research paper examines how does “skill” shape gendered experiences of the North Indian female migrants working in Information and Technology (IT) sector in UAE at the intersections of gender, class, race, nationality. To understand this, the paper explores Valuation and devaluation of skill in the home and host country.

Drawing the social construction of skill framework (Steinberg, 1990; Liu-Farrer et al., 2021) and intersectionality (Crenshaw, 1989), this study analyses how skill recognition is mediated through gendered expectations operating at multiple scales. The study uses the primary data collected from qualitative interviewing and secondary data sources. Through examining the case of North Indian female

migrants working in IT sector in UAE, this study demonstrates how gendered skill recognition operates across professional contexts in both home and host countries. It contributes to migration scholarship by revealing how public discourse on skilled migration reproduces gender hierarchies through ostensibly neutral categories of skill and merit.

[Read the full thesis here](#)



Exploring the Relationship Between Hostile and Benevolent Sexism with Women's Self-Esteem: A Correlational Analysis

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This study investigates the relationship between hostile and benevolent sexism and women's self-esteem among college-going female students in India, using a quantitative, correlational research design.

Drawing on the theoretical framework of ambivalent sexism (Glick & Fiske, 1996), the research employs the Ambivalent Sexism Inventory (ASI) and the Rosenberg Self Esteem Scale (RSE) to measure the prevalence and psychological impact of sexist attitudes.

A sample of 100 female participants from diverse academic backgrounds was recruited from multiple universities.

Data were analysed using Pearson's parametric correlation analysis in SPSS, assuming normality, along with descriptive statistics and scatterplot-based regression visuals.

Findings revealed a weak positive correlation between hostile sexism and self esteem, which was not statistically significant, suggesting that overtly hostile attitudes may not strongly influence self-perception in liberal academic environments. Benevolent sexism showed a negligible correlation with self-esteem overall; however, one of its subcomponents, Complementary Gender Differentiation, exhibited a statistically significant

positive relationship.

Other sub dimensions, including Protective Paternalism and Heterosexual Intimacy, did not show meaningful associations with self-esteem. These results imply that women may derive partial validation from traditional gender roles, though benevolent sexism as a whole does not substantially reinforce self-worth.

The study underscores the psychological complexity of sexist ideologies and their varied influence on young women's identity development. While hostile sexism appears less impactful on self-esteem, the subtle and often normalized nature of benevolent sexism continues to shape internalized gender beliefs. This research contributes to a deeper understanding of gender bias in educational contexts and highlights the importance of addressing benevolent sexism in both academic and policy-making spheres to support women's psychological empowerment.

Note:

This study was part of the author's BSc Psychology Hons at Adamas School of Health and Medical Science, Kolkata, India

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Dismantling Epistemic Injustice:

The Journey of Indonesian Women Ulama Congress (KUPI) from the Feminist Standpoint Perspective

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This study examines the form of epistemic injustice in Islamic knowledge production, which is reflected in the journey of the Indonesian Women Ulama Congress (KUPI), through a feminist standpoint perspective. Women ulama often experience epistemic injustice because the

system of Islamic knowledge production in Indonesia tends to delegitimize the capability of women ulama to produce knowledge, which indicates the practice of gender-based marginalization.

By studying the standpoint of women ulama in KUPI, this

research investigates how epistemic injustice manifests through KUPI's journey and how KUPI challenges that through the agency of women ulama.

The qualitative analysis in this research explores KUPI's framing of gender-related issues and women ulama's experience, as well as their interrelation with the knowledge production in KUPI, as an antithesis to the dominant system of Islamic knowledge production. This research also explores KUPI's work on the female genital mutilation (FGM) issue and the anti sexual violence bill as the manifestation of their efforts to dismantle epistemic injustice in the Islamic system. The findings contribute to critical discussions on epistemic injustice within Islamic and feminist standpoint discourses, underscoring the importance of women ulama's voices and gender-awareness in the Islamic knowledge production process in Indonesia.

[Read the full thesis here](#)



When Trust Goes Viral: Exploring “Revenge Porn” and Paths to Collective Action

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In today's digital world, sexual abuse and gender-based violence can take diverse forms, constantly evolving and adapting like “chameleons” to new social conditions. Revenge pornography is gradually emerging as a subtle form of technology-facilitated sexual violence, constituting a point of convergence between technology use, intimate relationships, and the violation of fundamental human rights. Anonymity that digital media offer, combined with a widespread “victim blaming” mindset, is steadily increasing the number of incidents, while reducing the motivation for individual and collective altruistic action.

In the light of a social-psychological perspective, drawing on the theory of new/symbolic racism, the aim of the present study was to examine participants' perceptions and experiences,

as well as potential forms of collective action for addressing the phenomenon. A qualitative study was conducted, grounded in the constructivist epistemological paradigm, divided into two parts. The first part was conducted using a sample of comments from social media (N=86) so as to investigate social representations of revenge porn. Data was collected through document gathering and analysis, and content analysis was employed as the method for analyzing the material. To gain more in-depth knowledge, a second study was conducted with a sample of two adult men (‘laypersons’) and one adult woman (‘expert-by-experience’). A hybrid narrative and semi-structured interview approach was used for data collection, and Braun and Clarke ‘s thematic analysis model was employed for data analysis. During the presentation,

revenge pornography will be discussed as a phenomenon with legal, psychological, and social imprint, as research findings highlighted. A range of collective prevention and intervention actions, grounded in the “voices” of the participants, will also be presented. Finally, there will be a brief reference to the study’s contribution to social awareness, sensitization, and potentially social change.

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Note:

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Resistance Through Artivism in Sudan:



Interview with Ahmed Muzamil

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Podcast

Mics on for Human Rights |
Amnesty International Students
Rotterdam

Since 2023, Sudan has been caught in a violent civil war, that has resulted in thousands of casualties and millions displaced. However beyond the conflict, is a vibrant nation scarred by decades of

political instability, violence and foreign intervention.

In this episode, the hosts Rayaana Haider and Gloria Chitoraga are joined by the guest Ahmed Muzamil, a prominent activist for Sudan in the

Netherlands, and a participant in Sudan's December revolution in 2018.

As an activist who uses art as a form of resistance, Ahmed shared the importance of speaking about Sudan beyond narratives of war and suffering. In his words, "Sudan is much more than that; it's a very diverse country, very rich of music, poetry, and traditions."

About the project

Mics on for Human Rights is the official podcast of Amnesty International Students Rotterdam (AISR) on Spotify. The podcast aims to foster discussions surrounding human rights from a student perspective through conversations hosted by members of the AISR Podcast Committee and featuring guests, including activists, researchers, professors, and many more.

[Listen to the episode here](#)

Closing Gap, Opening Doors: *Assessing Livelihood Empowerment Against Poverty as a Social Protection for Persons with Disabilities in Bosomtwe District Assembly, Ghana*



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Social protection programs are increasingly recognized as essential tools for reducing poverty and advancing social inclusion among marginalized populations. Yet questions remain about how effectively such programs respond to the lived realities of persons with

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disabilities (PWDs), particularly in rural settings. This study examines the effectiveness of Ghana's Livelihood Empowerment Against Poverty (LEAP) program in improving the well-being of PWDs in the Bosomtwe District. particularly in rural settings. This 16

study examines the effectiveness of Ghana's Livelihood Empowerment Against Poverty (LEAP) program in improving the well-being of PWDs in the Bosomtwe District.

Drawing on a qualitative case study approach, the research explores beneficiaries' experiences of the program, its contributions to key dimensions of well-being, and the challenges encountered in accessing support. Data were collected through in-depth interviews with 15 participants, including 10 LEAP beneficiaries and 5 non-beneficiaries with different disability types. The study is informed by the Capability Approach and a Human Rights-Based Approach, enabling an assessment of both material outcomes and broader issues of dignity, inclusion, and opportunity.

Findings reveal that LEAP contributes positively to food security, basic household needs, and aspects of social and personal well-being. However, its transformative impact remains constrained by inadequate and irregular payments, limited accessibility, transportation barriers, and persistent social stigma. While some participants reported improved access to healthcare and education, many continued to face structural barriers that restricted their ability to achieve

sustainable improvements in their living conditions. The findings suggest that cash transfers alone are insufficient to address the multidimensional challenges associated with disability and poverty.

The study argues for a more integrated and disability-inclusive social protection framework that combines income support with accessible services, livelihood opportunities, and rights based interventions. By highlighting the experiences of PWDs in a rural Ghanaian context, this research contributes to broader debates on social policy, disability justice, inclusive development, and the design of effective poverty reduction strategies in the Global South.

Author's note

As a social development practitioner and emerging social innovator with over a decade of experience in community empowerment, social protection, and inclusive development. I hold an MA in Development Studies from the International Institute of Social Studies (ISS), The Hague. My work spans program implementation, policy support, and research across Ghana and the Netherlands. I am currently a 2026 Basecamp Europe Fellow

with We Are Change Makers, where I am developing TRADE360, an ethical women-led social enterprise focused on empowerment and sustainable trade. My interests include gender equity, disability inclusion, and community driven development.

[Read the full thesis here](#)



Sustainable Development Goal (SDG) 4: *Quality Education Panel Talk*

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As the RSM SDG Ambassador representing SDG 4: Quality Education, I organized and hosted an SDG 4 Panel Talk featuring one RSM professor and two students who have each created positive social impact through education. My goal was not simply to facilitate a discussion, but to invite both the speakers and the audience to reflect more deeply on what education means and the broader role it plays in society.

The idea for this event grew out of a simple but important observation: many university students, myself included at times, do not always recognize the privileges that have shaped our educational experiences. This realization became the central question I wanted the panel to explore: how can conversations about education encourage students

to become active agents of positive social change, rather than passive recipients of it?

To build anticipation and awareness ahead of the event, I created an Instagram account dedicated to promoting the panel and sharing educational content related to SDG 4.

While "quality education" is often narrowly associated with access to schooling, I wanted the panel to open up broader themes: privilege, equality, and the impact students can create through the education they have already received.

I opened the session with an interactive activity on privilege, encouraging the audience to reflect on their own educational journeys before we moved into conversation. From there, the discussion gradually widened, moving toward the future of education, the responsibilities of

higher education institutions, and the role students themselves can play in shaping education going forward.

I structured the conversation around three central questions, with an additional question reserved for our professor, Dr. Taslim Alade. First, I asked the panelists to reflect on their own educational journeys and consider how the presence or absence of privilege had shaped the opportunities available to them, and even the people they had become.

Second, I asked what role higher education institutions should play in a world being rapidly reshaped by AI, big data, and technological change. For Dr. Alade specifically, I asked what impact he believed student-led initiatives, like the ones our two guest students had built, could have within education more broadly.

Finally, I asked all three panelists what role they believed students could play in making education more inclusive and meaningful, and what advice they would offer to students, like myself, who hope to contribute to quality education in our own way.

The takeaway from this conversation was that our backgrounds continually shape the opportunities available to us, whether we notice it or not.

For those of us who have been

privileged, the real responsibility lies in how we choose to use those opportunities. For educational institutions, the responsibility lies in how deliberately they support those who are underprivileged. . When we turned to the second question, Dr. Alade offered a point that stayed with all participants: students should be included in the decision making processes that shape the education they receive. He showed support for the student-led initiatives our guests had built, where we see that students can participate in education not only as receivers, but as creators. However, to create the education we as students want ourselves might sound intimidating. Hence, the advice both students gave the audience in the final question, stated simply and without hesitation: "Just do it."

During the networking time that followed, one participant approached me to share her reflection. She told me she had always assumed education was a systemic issue, something too large and structural to relate to personally. But the panel had changed that for her. She said she had never before considered how directly the topic of education connected to her own life, and that the discussion had pushed her to

rethink what education meant to her and what she, personally, could do to create impact.

Hearing this was, to me, exactly the outcome I had hoped this event would create.

By the numbers, the initiative generated more than 17,000 Instagram views, drew over 20 participants, and earned an average satisfaction rating of 4.71 out of 5. But what mattered more to me than the numbers was the feedback: participants told me the event encouraged them to reflect on the personal relevance of education and their own potential to create impact. Looking ahead, I hope to build on this momentum, exploring ways to extend this initiative beyond a single event into something with longer-term, more sustainable impact.



The *Learning for Equality Collection* is an interdisciplinary annual publication where Erasmus University Rotterdam (EUR) students share knowledge about social inequalities and efforts to fight them. Contributions are commonly linked to students' work as part of (or inspired by) courses, internships, (BA or MA) theses, and other relevant study activities. Some of these contributions were previously presented at the yearly [Connected Learning Symposium](#).

Both the *Collection* and the symposium are part of a project of EUR's Vital Cities and Citizens (VCC) Initiative.

Visit other issues of *The Collection* [here](#).

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