MASTER PROGRAMME IN INTERNATIONAL DEVELOPMENT STUDIES

Guide to selecting a research topic, conducting fieldwork and writing a thesis 2010-2011 – 1st Semester
1. Introduction

From the fishing industry in coastal India to neighbourhood improvement projects in Peru, from border conflicts in Kenya to informal sector labour in the Philippines: In the year 2011 dozens of master students will swarm out all over the globe in order to empirically investigate particular aspects of International Development.

The process of formulating a research question, conducting fieldwork and writing up the results in a thesis is always experienced as one of the most edifying – if intensive – periods within one’s academic career. There is the academic craftsmanship that goes into formulating a research question that is not only based on the existing literature but also in line with your particular interest, and reworking that research question into a concrete plan of work. There is the host of practical skills that goes into finding an exact research location, establishing contact with local organizations, preparing – in a myriad of ways – for travel, finding a place to stay and more generally one’s feet in a different country and getting to work there. There is the stamina needed to put up with the inevitable tension between questions drawn up in the Netherlands and the recalcitrant reality of real respondents and actual situations. There are the social skills needed to approach people and establish contact with them in countries very different from your own, and to deal with the loneliness and the feelings of alienation that are so inextricably part of the ‘fieldwork blues’. There is the feeling of euphoria that can occur when you are sitting in on a meeting of a grassroots organisation, in a local bar (or karaoke), or in a FAO boardroom and people apparently have started to trust you enough to let you into their lives. And, finally, there is the hard scientific labour that goes into reworking on those encounters, interviews, thoughts, and experiences into a readable thesis that answers those questions that you posed yourself.

The second semester of your masters’ course – in short - will be one of great heights and – sometimes - deep lows. It will also be a period that marks the transition between studying and working as a professional in the field of International Development. The scientific, analytical and practical skills that you acquire during the year will, hopefully, form essential baggage for your further career, whether its emphasis is more on the practical side or the more theoretic aspects of international development cooperation. It is for this reason that it is so important to choose your research topic and location with care: it has to be an issue that not only inspires you, from the reading up to the fieldwork to the actual writing, but that can also form a first step towards a future career.

This guide forms an introduction to the process of selecting a supervisor and a research topic, writing a research proposal, conducting the fieldwork and writing up a thesis. It introduces the projects that you can sign in on this year and the people who can supervise these projects. It contains the form on which you indicate your research preferences and that you have to hand in on October 22, 2010. There is a separate general ISHSS guide in which you can find all rules and proceedings related to your MA-thesis. Read together, these guides will introduce you to the various steps to take in order to make sure that at the end of your studies you do not only have a host of memories to last a lifetime, but that you are also the author of an interesting, thoroughly researched and well-written contribution to the field of the International Development Studies. Please, therefore, read it carefully, and do not hesitate to contact us if you have any questions.

Nicky Pouw
Niels Beerepoot
Michaela Hordijk
2. Choosing your research subject and site

With the choices you make in your MA-programme you profile yourself for your future career. In this profile you can take your fieldwork and MA-thesis as an important ‘ticket to the job market’.

By choosing one (or for some students even more) electives in your field of interest, and combining this with your fieldwork and thesis you can build up this profile. Especially if you link up with an ongoing research project or pick a theme that is currently debated in academic circles, your fieldwork is also your entrance to a professional network.

In this fieldwork-guide we offer you a wide variety of countries and themes that you can choose from. All these themes are directly linked to currently debated topics in the field of development studies. By choosing one of these topics you thus choose a topical theme in our domain.

Yet: profiling yourself in a given field is not the only factor at stake in choosing your fieldwork site and topic. Although you have to start with the most important question (what do I want and why?) there are a number of others you have to consider: Just to name a few:

- Do I prefer to work independently, or do I prefer to team up with somebody?
  - *We strongly encourage students to go to the field in pairs or small groups. In every fieldwork you will encounter problems and you will have to face disappointments or stress. Then it is very nice that you can share these fieldwork-blues with a colleague. Whatever dear local friends you have made in the field, you will often have to bridge cultural barriers, which weigh heavier in times of stress and disillusion.*

- Do I prefer to entirely design my own research, or do I prefer to work within the framework of a larger project?
  - *There are a limited number of positions available on certain themes that do allow you to develop your own research project within a given theme. However, this takes more time, requires more independent work, and makes it more unlikely that you will finish in time.*

- Do I prefer to work in a rural or an urban setting?
- When do I want to leave, and is that a timing that suits my research project
  - *Be aware of local holidays and off-seasons (Christmas and the Holy Week are famous for laming research projects) and climate? (too hot or too cold to be able to carry out your fieldwork. And if you want to do a research on for instance education think about the consequences of the local school-holidays). Does the time I plan for my research coincide with the availability of my envisaged supervisor?*

- Do I speak the (local) language? If not: am I prepared to work with a translator, and if so, do I have any idea how much that costs? Can I afford that?

- Can I afford the costs of living in my country of choice (there are some countries where the costs of living are almost as high as in the Netherlands).
2.1. The procedure to follow in making and registering your choice

Step 1: Go through the list of fieldwork-opportunities offered, and select one that interests you. If you feel you need some more information to make your choice, please contact the contact-person that is indicated in each project (either by dropping by or email to request an appointment).

Step 2: Orientation on field-work positions in a meeting with the thesis supervisors (date will follow). In this meeting you will get a chance to talk to the available thesis supervisors and learn more about the research projects offered in the field-work guide.

Step 3: On October 22 2010 you can hand in your registration form of fieldwork-preferences to the Academic Advisor, Niels Beerepoot. If you have made specific arrangements with a supervisor that is not on the list, please indicate so under ‘Remarks’. If you agreed with one of your colleagues that you want to opt for fieldwork position together, please indicate so under remarks on the form as well. We will let you know a.s.a.p. whether we can grant your priority. In the case the supervisor of your choice is not available the fieldwork coordinator will contact you to discuss possible solutions.

Please keep in mind: If your form is not with your coordinator/academic advisor on the mentioned date, we as coordinators do not have the information we need to match your interests with the available positions. It thus will be far less likely that you can undertake the fieldwork of your choice.

Step 4: Early November we will present the allocation of supervisors (and thus themes and countries) and the division in thesis-groups. Thesis groups will be formed on the basis of regional or thematic interests, or by supervisor. You will discuss your research proposal within this group, have contact with your thesis group once you are in the field, and come together in obligatory monthly sessions to discuss each others work once you are back in the Netherlands.

Step 5: Once you know where you will go and who your supervisor will be, contact him or her for a first meeting to specify the theme, and decide with your supervisor on a rough planning.

Do not forget to ask your supervisor whether you will need any specific paperwork to be dealt with to be able to undertake research in the country of your choice. Some countries require research visa, acquiring them might take up to 3-4 months!

Step 6: Start Fieldwork preparations.

Fieldwork preparations

In your fieldwork preparations you have to combine practical and theoretical preparations. Practical include: arranging your visa, vaccinations, ticket (remember: the earlier you book your ticket, the cheaper it most often will be) and sometimes your housing. Theoretical knowledge includes increasing your knowledge of the theme of your choice, reading what is known about the topic of your choice in the country of your choice, and gathering general information about the country/region of your choice. Don’t hesitate to ask your supervisor or coordinator whether he/she knows
students who have completed their fieldwork in the country of your choice that can be contacted.

Ask your supervisor about the available local supervisor (the supervisor in the field). Your local supervisor is specifically there to help you during your fieldwork. Some supervisors might prefer to be engaged in your research planning from the very beginning, and thus will like to see early drafts of your proposal. Other local supervisors will concentrate more on your work once you are in the field. Ask your first supervisor about the wishes of your local supervisor, and ask what would be the appropriate moment to contact him/her.

3. Writing the Research Proposal

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<tr>
<th>Preliminary and Final Proposal</th>
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<td>Writing the research proposal is one of the major preparations you will have to undertake in order to be able to sign your thesis-contract, receive our permission to leave to the field and to receive your fieldwork subsidy. Developing your research proposal is one of the major aspects of the Research Methodology class.</td>
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!!!!!! WRITING A GOOD RESEARCH PROPOSAL REQUIRES A MINIMUM OF 4 WEEKS FULL-TIME WORK!!!!. 

TAKE THIS INTO ACCOUNT WHEN YOU PLAN YOUR DEPARTURE TO THE FIELD

START EARLY COORDINATIONS WITH YOUR SUPERVISOR ON HIS/HER HOLIDAY OR TRIPS, SO THAT THIS DOES NOT CATCH YOU BY SURPRISE

Don’t underestimate the amount of work that comes with writing such a proposal. We will start to work on it in November. Proposal writing is a reflective process. You start thinking, exploring, narrowing down your theme, discussing it with your supervisor etc. When we start our intensive workshop by the end of May you have to be 100% sure about your theme, have a general idea of the outline of your theoretical framework, and have general information about the specific local circumstances and the group you are going to research.

In the first block of the Research Methodologies & Skills class we will discuss the outline and characteristics of a research proposal, to enable students working in advance to start working on the proposal. Regularly contact your supervisor on the course your proposal is taking, and ask him/her for advice on relevant literature, theoretical framework etc. During the Research Methodologies and Skills class you will receive sufficient input to be able to develop a preliminary proposal (see attachment for the outline of a preliminary proposal).

3.2. Preliminary Proposal (due 6 weeks before departure)

A preliminary proposal should include:
1. First outline of a theoretical framework
2. Preliminary Research questions
You should start the intensive 2nd part of the Research Methodologies and Skills class with a preliminary proposal approved by your supervisor. This is the moment you can also book your ticket/finalize your reservation.

**NEVER BOOK A TICKET WITHOUT PERMISSION OF YOUR SUPERVISOR!**

Discussing the preliminary proposal with your supervisor is also a good moment to express to your supervisor what you expect in terms of supervision. What are your ambitions? To you want to prepare yourself for a future academic career, or for professional work? Do you aim at a high grade – and are you thus willing to also spend extra time on writing up your thesis – or is it most important for you to finish on time? Inform your supervisor on your final date. The supervisor can then indicate whether your ambitions are realistic, or not. It is also important to know what kind of supervision you hope for. Do you prefer to work independently, or do you prefer regular short contact? Do you need strict deadlines, or do you prefer process-monitoring?

3.3. **Final Research Proposal – (Due before departure)**

Your months December and January are reserved for developing your research proposal. If you use these months efficiently you will have the bulk of work for your first thesis-chapter (the theoretical chapter) done by the end of the month. This tremendously speeds up your thesis writing. This period is preceded by 3 sessions directed towards developing your proposal step by step (theoretical chapter & research questions; operationalisation; unit of analysis and fieldwork methodologies). Between sessions you will meet with your thesis-group to discuss each-others work and progress. Simultaneously you will receive input from your thesis-supervisor.

At the end of January we will have the final research proposal presentation (two groups on the same day). During the final presentation we will comment on each-others work. This is the last time you will receive detailed comments on your proposal in class. In the same period you will present your final research proposal to your thesis-supervisor, and receive comments from him/her.

The final Research Proposal should include:

1. Introduction
2. Theoretical Framework
3. Research Question and Sub questions
4. Conceptual scheme
5. Operationalization of major concepts (variables, dimensions and indicators)
6. Short description of research location
7. Unit of analysis
8. Research Methodologies
9. Data-analysis
10. Outline of the thesis-chapters
11. Planning and Budget
12. Literature list

The final order of these elements is different in each research proposal. Generally speaking, there are three major criteria on the basis of which we judge your proposal

- Is it relevant?
- Is it coherent (theory-research questions-operationalization and methodology)
- Is it feasible

3.4. From proposal to departure

After receiving comments at the final research-proposal seminar, and from your thesis supervisor there are two possible outcomes:

1. We consider your research proposal good enough to start your fieldwork. If this is the case, you can sign the thesis form and contract (administered by the registrar of GSSS), and start your fieldwork. Also your first supervisor and your academic advisor have to sign your thesis-form and contract. The completed form should be handed in to the registrar (see addresses-section).

    Please note that you have to have completed all your coursework before leaving ‘for the field’. If you still have other outstanding obligations, please discuss these with your academic advisor.

2. We consider your research proposal insufficient, but are aware that you have booked your ticket. You will have to present a rewritten research proposal. Worst-case scenario is that you will have to send a re-written proposal from the field. Be aware that as long as we do not have approved your research proposal, you will not receive the fieldwork-subsidy, and you are not allowed to start the fieldwork. Make sure that you leave the thesis form and contract adequately filled in and signed at the registrar’s office. Your first supervisor and your academic advisor can send their approval once they approve your proposal.

Decades of student guidance in fieldwork preparations have learned us that based on a good research proposal you can do a good fieldwork and write a good thesis. A bad research proposal leads to an unstructured fieldwork and tremendous problems during thesis writing. That is why we put so much emphasis on a good research proposal (see annexes for an excellent proposal).

Mind: A research proposal is not a blue-print! You will always have to adapt it in the field. Don’t panic about that. But a good research proposal will allow you to make informed choices on what you have to change, and how to adapt to the reality of the field.

Thesis contract (see annexes for the contract)

Before you leave for the field you will also draw up a thesis contract with your supervisor. The thesis form and contract can be obtained from the GSSS-information desk. In the thesis contract is laid down:
Whether your research proposal is already approved, or whether you still need to submit an improved version, and if so when.

- The contact details of your local supervisor (if applicable)
- Your health insurance policy number
- The period you will be in the field
- The final date of your thesis submission
- What will happen if you do not hand in your thesis in time.

If your fieldwork takes place outside the Netherlands and your research costs exceed € 600 the MA-IDS programme contributes € 600,- towards your fieldwork costs, and – if needed – a maximum of € 300,- to local supervision. Once you have received a green light from your first supervisor and your academic advisor and you have handed in the signed thesis contract to the registrar, he will ensure that this subsidy is transferred to your account.

Please note that by signing this contract you agree to hand in your thesis within six months after your return from the field. Failure to do so can have repercussions in terms of supervision, and the department will reclaim the fieldwork subsidy. Your local supervisor can apply for the contribution to the supervision costs via a special form; this will typically be in co-operation with your academic advisor in the Netherlands. Students can declare the € 300 for local supervision after they return from fieldwork.
4. Fieldwork and writing up the thesis

Your planning for the next phase of your work would typically look like this

- **Late January/Early February**: leaving for the field
- **Early February – Early May**: In the field. You can consult with your local supervisor, and if necessary contact your thesis supervisor for suggestions
- **Mid May-August**: Return from the field, thesis writing and working in the thesis-groups.

This is an ideal but tight planning. Indicate to your supervisor when you plan to have your thesis ready, and check his/her availability. Make a time-planning with your supervisor when you hand in your chapters. Check also his/her availability in the holidays period.

Finalization of the thesis later than six months after you have returned from the field is only allowed when your thesis-supervisor has agreed to this, and this is laid down in the thesis-contract. If you plan to do so, and your first supervisor has agreed to this, please also check well in advance with the registrar the possible financial consequences.

4.1. What can you expect from a supervisor?

It is important to know that your supervisor has a maximum of 35 hours available for supervision of your thesis. These 35 hours include his/her time for reading your chapters, the final version of your thesis and attending and commenting upon the final presentation/discussion of your thesis. This means that he/she has only a limited number of sessions with you. Typically, this amounts to two sessions before leaving for the field, four sessions to discuss chapters (normally two together) and the final draft, and the final presentation. Of course, this can differ subject to your needs and your supervisor’s availability. Make sure that you stipulate the mutual expectations in the thesis contract. Given the time constraints, it is important to make the best use of these hours you can.

In this time available you can expect that your supervisor:

- Gives indications how to improve your proposal/chapters, helps to narrow down your topic, indicates relevant literature and comments on the outline of your surveys/interview-guides. It is also the role of the supervisor to indicate whether your proposal is feasible (given the amount of time and money available) and relevant. A supervisor has the right to turn a preliminary proposal down because it is either too ambitious, or irrelevant, or both.
- Your supervisor is there to discuss problems and dilemma’s you encounter, either in the field or while writing.
- Your chapters do not need to be perfect before you hand them in, supervisors are there to improve the quality of your work. Yet: their time is limited and precious, so make sure that you present something that is worth to discuss, preferably already indicating where you feel you need specific help. It is also
worthwhile to specifically indicate the topics you would like to discuss during the meetings.

- Agree with your supervisor when he/she needs to receive your work (research proposal, chapters etc) sufficiently in advance to be able to read them.

4.2. Practical preparations for the field

Traveling, as you know, takes a lot of practical preparation. It is imperative to start these preparations as soon as possible. Start surfing around for air tickets as soon as you have decided where you want to go: prices differ vastly and it is well worth starting research on this issue as soon as possible and comparing offers. Draw up a budget in which you reserve money for travel, vaccinations, visa, housing and travel. Read all that you can find about the practical conditions in the country that you are traveling to, take language lessons if at all viable and try to contact as many people as possible with work experience in the country concerned. In addition, try to establish as many contacts as possible before departing. Local supervisors are often more than prepared to help you out with the practicalities of finding initial accommodation, fetching you from the airport etcetera. You might need vaccinations and there might be specific visa requirements for the country you want to visit: do not leave finding out about these to the last minute! Also think about a good travel insurance: the departmental contribution of € 600,- will only be disbursed if you show that you a) are in good health b) have taken out a travel insurance.

4.3. In the field

A successful field research is all about establishing the right contacts, and about working towards the final product asking feedback on your work.

- **Contacts with the local supervisor:** Start making contact with your local supervisor while you are still in the Netherlands. As said, there is a fee of € 300,- available for local research supervision. You can schedule appointments with your local supervisor to discuss research dilemmas but also send him/her draft research memos and chapters. Do not, more generally, be shy in asking advice from local experts, whether within universities, in NGO’s or in the government. People are often happy to share their experiences with an interested outsider. Make sure, however, that you thank people properly and send them information on whatever came out of your contacts.

- **Contacts with the local population:** The more you reach out, the more you learn. The most interesting research findings are often not done in a formal research setting but while hanging around waiting for the bus, attending a wedding or a church session or sipping tea with some locals. Try to allow space for such encounters, even if there is always a certain temptation to ‘hide behind one’s project’ in a period in which so much is new. It is through going out and immersing oneself as much as possible in local life – whether this is about hanging out at an NGO expat-party or attending a birthday party – that fieldwork becomes a fully gratifying and edifying experience.

- **Contacts with your Dutch supervisor and the wider (academic) community:** In these days, email allows one to communicate easily with the rest of the world. If you have access to email: use it! Send your supervisor drafts of what you are doing and ask advice in uncertain situations: now is still the time in which you can change direction, while it is impossible to do so once you are back in
the Netherlands. You can also send questions and drafts to other experts in your scientific fields; researchers are more often than not happy to communicate with someone ‘in the field’. You can also consider setting up a web page with information on your projects, both for your peers and for interested friends and family (in this case, do think about the privacy-aspects of the work you are publishing on the worldwide web). If you feel your topic is relevant to a wider audience, you can also consider publishing a more journalistic article in the faculty newsletter, the Folia, a magazine on International Development Cooperation or a local or Dutch newspaper. All these forms of ‘reaching out’ often generate the type of feedback needed for your project. Just as, of course, letting respondents read first drafts of interview reports…

- **Contacts with your fellow students:** Try to maintain contact with your fellow students, especially the ones in your thesis group. We will most probably set up blackboard sites for these thesis groups, in which you can exchange experiences. You are, by now, familiar with each-others projects and you can offer one another invaluable advice.

- **Working towards a final product:** ‘Begin with the end in mind’, as the saying goes. Keep in mind that you will have to hand in a final thesis six months after your return to the Netherlands. The best way to prepare for this is to start writing up parts of your thesis while you are in the field. Ideally, you have a thesis outline in which you already write up drafts of the answers to (parts of) your research questions. This does not only save you a great deal of work once you are back in the Netherlands; it also allows you to see what type of information is still missing while you are in the field, instead of when you are back behind your desk in the Netherlands. This also means that you have to reserve quite a lot of time for writing while in the field. Count on at least 4-5 hours of typing a day. While this might feel as wasted time out in Peru, Kenya or South Africa, your time (and that of your respondents) is even more wasted if you are out collecting material that you won’t be able to use afterwards!!

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Some tips from Anitra Ingham, a 2003-2004 IDS student who looked into Plan Panama in Nicaragua:

Go straight to the organization you want to interview and start talking to people informally. In countries where you must have a contact within the organization before speaking with the person you want to, it helps to make informal contacts. On average, within one organization, I met with 3 or 4 people before actually having an interview. People are more comfortable speaking to you when you have been introduced to them by a colleague.

A lot of times people will tell you information is confidential; it generally isn't. Be persistent in asking your questions. I would say, "but so and so told me this information already." That, however, only worked about 50% of the time. Once, I just went back to the organization and spoke with someone else, even though I had been denied an interview initially on the basis of confidentiality.

My best reception was with government officials. Do not let anyone discourage you from meeting with government officials. They know best what is going on because they are making the policies! The guys I interviewed chatted with me for hours. That's government in the tropics though.
Some tips from Holly Ritchie, a 2003-2004 IDS student, who did research on street children in Brazil

a) learn the language of the place you are going - often the richest moments were outside of formal research time

b) Continually re-assess you are research objectives in the field and keep in touch with your professor by email for feedback / support - I sent back monthly reports and these proved most useful for personal reflection, and comments / feedback on my progress from Olga Nieuwenhuys

c) Take as much time as you can in the field - i.e. not less than 3 months because it takes 2/3 weeks to get settled / adjust to the location and meet people.

4.4. Writing up the thesis

And there you are, back in the Netherlands. With a computer, or notebooks, full of interesting interviews, research observations and hopefully draft chapters. How to rework all these experiences to a thesis? One important aspect is to continue communicating, both with your supervisor and with your fellow students. You will meet with you thesis group at least once a month to discuss progress and comment on each-others writings. In addition, the department will, most probably, organize a special workshop to discuss the details of writing up a thesis.

For the details of how to write up the thesis we refer the Dutch students to Het Schrijven van een Scriptie and the international students to the ISHSS manual. Also, we strongly recommend you to read one of the many good guides available on this topic. Some often-used Dutch titles are M. Aalbersberg Het afstudeerproject; U. Eco Het schrijven van een scriptie; H. Oost Hoe schrijf ik een betere scriptie. A few central points, however, are worth repeating:

- **Length:** a thesis is around 25,000 words, which amounts to about 60 pages with a line spacing of 1.5. **If your work is longer than this, there is a real chance of it being turned down**

- **The importance of planning:** Be aware of the time constraints involved. While it is hard to offer a blueprint, a typical thesis consists of about six chapters: an introduction, a theoretical chapter, an introduction to the research setting, two chapters with empirical findings and a conclusion. If you take three months to write up your thesis, this means that you have two weeks to write up each chapter, and about a day per subsection. Planning from this angle helps you to avoid spending too long on each chapter, or gathering a host of material that you will not be able to use anyway.

- **The importance of working neatly:** from day 1 of your project, try to establish clear procedures on archiving your work. If you have a draft chapter lay-out before you leave to the field, this can help you in organizing your findings. Be neat in copying quotations, add the page numbers, and write down the full references of everything you need. The use of Endnote, or another library program, can save you an enormous amount of work in editing your library, and also the frustration of knowing that ‘there is this great quote but where, where did I leave it…’. Endnote, and other computer programs, also allow you to ‘label’ information designated for a certain
chapter. Working neatly also means trying to avoid spelling errors from the beginning.

- **The importance of establishing procedures for yourself:** now is the time to find out what way of writing works best for you. Many people benefit from writing in the morning, and reading up and checking references in the afternoon. Others seem to thrive at night. Try to design a daily routine that is molded on your personal strong points. The thesis guides referred to also go into the practicalities of the writing process, and reading them can save you a lot of time and lead to a much more enjoyable period.

- **The importance of tidy references:** the thesis guides referred to provide you with information on how to present references. Now that ‘research by Google’ is on the rise, it is imperative to underline the importance of tidy referencing also – especially – when it comes to electronic references. All theses handed in are checked in Ephorus (http://www.ephorus.nl) and plagiarism leads to heavy sanctions.

- **The importance of relaxation:** writing up a thesis is hard, and often solitary work. It is important not to become completely enmeshed by it, but to also relax at times, to keep one day a week free from working on the thesis, and to pick up sporting or another form of relaxation.

### 4.5. Handing in the thesis

Upon the deadline – the end of the first semester or if otherwise the date agreed upon in your thesis contract, you hand in three hard copies of your thesis to the registrar at ISHSS. She will distribute a copy to your first and second thesis supervisor. If you prefer you can of course also hand in the hard copies to your supervisors yourself. You also hand in your thesis electronically, for the check in Ephorus. This can be done through the AMOS2 blackboard site. At this point, a date is set for the final evaluation. If you are in the country, the final evaluation consists of a thesis-defense. The thesis defense takes 1 hour, and basically enables you to present your findings orally to your first and second supervisor. The second supervisor will discuss a number of questions and observations with you. Since your first supervisor has been intensely involved in the process, his/her role in the thesis defense is more limited.

The second reader will typically be selected in conjunction with you supervisor, and only read the draft in order to provide a second opinion in the grading process. There are instances, however, in which a second reader can play a larger role: if you have worked on a topic on which there is little expertise available in the Department, for instance, or when your local supervisor is the co-reader. In such a case the second supervisor will have read drafts as well.
5. Positions offered 2010-2011

For practical reasons, the research positions offered are grouped per supervisor. You will find a brief description of the project, and of the supervisor. In selecting a topic, you can follow either your thematic interest or regional preference. Some supervisors are willing to supervise a great variety of projects within a certain region or field, while others offer very strictly defined positions. Many projects are explicitly designed for two students, but even when this is not the case you can sign up as a pair, and we will try to accommodate this. Read this section carefully, and then indicate your 1st, 2nd and 3rd preference in the form in the Annex.

In case none of the projects below has your interest then take a look at the website of the Geographies of Inclusive Development group (GID-group) of AMIDSt (Amsterdam Institute for Metropolitan and International Development Studies). You can then indicate your preferred theme-group and participate in the activities of the research group:

- **Theme group 1**: Risks and social transformation in expanding metropoles: Metropolitan governance, livelihoods and ‘voice’
- **Theme group 2**: From rural development to provisioning of metropoles
- **Theme group 3**: Rights and social justice: Work, education and life opportunities in the global South

You can use this link to find information on the work of the theme groups:


Almost all staff-members in the IDS-programme are connected with GID. On this page you can find their CVs/websites with their research focus. It is advisable to develop your research project in line with the current (or past) research work of staff-members and the work of the theme-groups. During the next few weeks before **October 5** you can already contact the individual staff-members and ask them about their research work.
The research group works broadly on the relationship between education and international development. The group is currently involved in a jointly funded four-year project with the Dutch Ministry of Foreign Affairs on Quality Education. Group members have a range of interests including globalisation, and the global governance of education systems in low-income countries (e.g. role of the World Bank, WTO in Education); privatization and decentralization of education, education and conflict, the architecture and delivery of development aid to education, multicultural and bilingual education, education and citizenship; education and teachers/teacher training, education quality, the role of advocacy and social movements in promoting quality education; education and religion; non-formal education and popular education; Education and HIV prevention. Group members have expertise and experience in a range of countries including Latin America (Guatemala, Colombia, Venezuela, Bolivia, Argentina, Brazil), Africa (Nigeria, Namibia, Swaziland, Lesotho, Malawi, Zambia, Uganda, Ivory Coast, South Africa); Asia (India, Bangladesh, Taiwan, Indonesia) and Turkey. Also facilitate research placements with Dutch Ministry of Foreign Affairs Education and International Development Experts located in a range of low-income countries; Education International (global federation of teachers trade unions) others e.g. GCE, IIEP-UNESCO, UNESCO, UNICEF, and a wide range of Dutch and international NGOs.

Number of Projects Offered 1st Semester 2010-2011:

Antoni Verger (3)  
Margriet Poppema (3)  
Mieke Lopes Cardoso (1)  
Graciela Paillet (-)  
Hülya Kosar-Altinyelken: 1/2 [TBC]  
Sanne van der Kaaij: 1/2 [TBC]

1) Teachers, Teaching and Learning in Global Education Reforms  
Researchers: Dr. Antoni Verger.
Currently there are a raft of education reforms being implemented in low-income countries in the name of access and quality. These reforms are based on multiple and contradictory rationales, but most of them have in common the introduction of market mechanisms and principles in the education systems. They encompass a range of specific policy suggestions including learner centered pedagogy, devolved school based management, public-private partnerships, financial and non financial incentives for teachers. Such reforms alter the fundamental of education systems from financing to classroom practice, shape and are shaped by existing teaching and learning practices and processes. Such reforms are ‘carried’ to low income countries by global and international actors (such as the World Bank, donor countries or international NGOs), by exchange visits and scholarships, by imperatives of donor agencies, by the need to participate in cross region and international assessment activities, among others.

To effectively engage with such reform it is important to understand how they are modified and mediated in national context, how they are (re)shaped in local context, and what effect and impact they have on teaching and learning. To this end, this research theme seeks to understand

- The genesis of such reforms: Where do they emanate from? How do they ‘travel’ to low income context? What role do international agencies, consultants, researchers play in the process of transferring such reforms?
- The mediation of such reform in specific selected low income context: who are they implemented? Who implemented then? What resistance, if any, is encountered? Who are the agents contesting such reforms? Why?
- The effects and outcomes of these reforms: Do such reforms improve quality? Do they reduce or exacerbate inequities in society? Do they actually benefit the education systems?

To answer these question this research focuses on two sets of reforms which have currency at present:

1. *Reforms to enhance the demand for education:* a number of reforms has been put in place to raise local demand for education including devolved School-Based Management, greater Public Private Partnerships in education provision and in the management of schools/education institutions and Conditional and unconditional cash transfer programmes/social welfare programme particularly for marginalized groups.

2. *Reforms to increase teacher accountability and enhance motivation:* a number of reforms to the work of teacher has been instituted to ensure that their work positively impacts on learner achievement, work in areas of need, and are more accountability. These include offering financial and non financial incentives to teacher to work in area of need and/or raise achievement, increasing teacher monitoring through regular evaluation, linking teacher salary and incentives/punishment to performance.

The research aims to empirically analyze a sample of the above reforms in selected regions and countries including:
- SSA (including South Africa, Nigeria, Kenya, Mali)
- Latin America (including Ecuador, Perú, México, Chile)
- South Asia (including India, Bangladesh).
Other relevant & related themes might be considered in discussion with students.

**Margriet Poppema – Brief Bio**

Margriet Poppema is senior lecturer (part-time) at the Department of Human Geography, Planning and International Development Studies (GPIO) and specialised in education and international development studies. With a background in educational sciences, she has a longstanding experience of teaching on different themes in the field of international development issues. Between 1990-2002 she was the academic director of International Development Studies programme of the former Institute for Development Research Amsterdam (InDRA) at the UvA. Currently she teaches “Education and Development in Diverse Societies”. Her present research concerns the educational development in post-conflict Central America, decentralisation and school-based-management as well as multicultural and bi-lingual education.

She would preferably supervise themes in the field of: decentralisation, school-based management, as well as themes related to education and social justice: educational (in)equality, cultural pluralism and recognition, and participation in education. Other themes can be discussed.

**Recent publication:**


**Antoni Verger- Brief Bio**

Antoni Verger was awarded a PhD on Sociology from the *Universitat Autònoma de Barcelona* (UAB) for his work on the WTO/GATS and the politics of Education. As a member of the research group ‘Analysis of Social Policies Seminar’ (UAB), he has worked in the research projects “Globalization and inequalities in Latin America” and “Beyond Targeting the Poor: Education, development and anti-poverty policies in South America”. Currently, he is a postdoctoral fellow at the Amsterdam Institute for Mertopolitan and International Development Studies (AMIDST) of the *Universiteit van Amsterdam*. His principal research areas are the global governance of education, as well as the politics of education and international development ([a.verger@uva.nl](mailto:a.verger@uva.nl)).

**Recent Publications**


Commitments”, *Higher Education Policy* 22(2)

Socialism”, in Hill, D. and Rosskam, E. *Globalisation/ Neoliberalism/Education and

Verger, A., 2008, La propuesta de la evaluación docente: un análisis crítico desde la
economía política de la educación, in Suárez, D. et al, 2008, Organización de

GATS”, *Globalisation, Societies and Education*, 6 (1), 13-31

GATS/WTO Framework”, in D. Epstein, R. Boden, R. Deem, F. Rizvi and S. Wright
(eds) *World Yearbook of Education 2008: Geographies of knowledge, geometries of

Rambla, X., F. Ferrer, A. Tarabini and A. Verger (2008), Inclusive education and
social inequality: an update of the question and some geographical considerations.
*Prospects* 38(1):65–76

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**Graciela Paillet Brief bio**

Graciela Paillet, studied Educational Sciences at the Universities of Córdoba
(Argentina), Grenoble (France) and Amsterdam. Between 1990 and 2009, she was
senior lecturer at the UvA at the Departments of Educational Sciences (POW) and
Human Geography, Planning and International Development (GPIO). She has been
teaching on "Children, Youth and (International)Development" and "Education and
Development". Currently she is guest-lecturer and supervises M.A. thesis.
Her major interests in the field of education (formal and non formal) and international
development, are the relationship between education and social justice, the quality-
equity debate, and educational responses to exclusion, diversity and ‘postcoloniality’.

**Recent Publication:**

Lange, M.F. et G.Paillet 2006: « Quel droit à l ’éducation pour les enfants et les
jeunes travailleurs ? » in: M.Bonnet, K.Hanson, M.F.Lange, O.Nieuwenhuys,
G.Paillet et B.Schlemmer: *Enfants Travailleurs-repens er l’enfance*. Lausanne,
Suisse: Editions Page deux

**Hülya Kosar Altinyelken. Brief Biography**

Hülya Kosar Altinyelken studied International Relations at the Middle East Technical
University in Ankara, Turkey. Later, she has completed the MA programme in
International Development Studies at the ISHSS at the University of Amsterdam. She
has work experience in health sector as well as in finance. After her MA studies, she
has worked for the Netherlands Ministry of Foreign Affairs, at the Education and
Development Department, as a policy officer. Currently, she is undertaking a PhD at
the Amsterdam institute for Metropolitan and International Development Studies
(AMIDSt), within the IS Academe on Quality of Education programme. She conducts

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research on education reforms, curriculum implementation and pedagogical renewal in Turkey and Uganda.

She is interested to supervise students researching educational reforms, curriculum change, pedagogy, trade in educational policies, migration and education, and gender.

**Publications**


**Sanne van der Kaaij Brief Bio:**

Sanne van der Kaaij is a PhD Researcher at the UvA. In her research she focuses on the privatisation of education as well as on the development and role of faith based schools in (urban) India today. She does ethnographic field research in Lucknow and Mumbai. She was trained as an historian at the Rijksuniversiteit Groningen, The Netherlands (RuG) (MA), and obtained an MSc from the UVA in Contemporary Asian Studies. Her theses were about Hyderabad State and the last Nizam, and about the history textbook controversies in India and Japan in late 20th century.

*Research Themes:*

I am available for students who want to do a thesis on India (any region). I am currently not working with any development organisation.

Themes: Education and religion, community education, school choice, privatisation of education would all fit neatly into my PhD project, but also other topics, like HIV/AIDS and education, gender and education, child labour etc.

**Mieke Lopes Cardozo - brief biography**

Mieke Lopes Cardozo studied International Relations and Conflict Studies at the University of Utrecht, and completed the MA programme in International Development Studies at the ISHSS/University of Amsterdam. She worked for UNICEF Netherlands, and currently undertakes a PhD research at the University of Amsterdam within the Education and Development IS Academie group. Mieke also teaches in the Education and International Development course in the IDS BA minor
programme. Her PhD project deals with Bolivian teacher training and teachers as agents of societal/political change toward social justice.

Her areas of research are teachers, teacher training, (alternative) education reforms, education and conflict, peace education and multicultural/intercultural education. She would be happy to supervise students interested in the above mentioned themes, particularly those students that would like to do research in Bolivia (the student should be able to speak Spanish).

Urban Poverty & Governance – International Development Research Group

Isa Baud – i.s.a.baud@uva.nl
Michaela Hordijk - m.a.hordijk@uva.nl
Karin Pfeffer – k.pfeffer@uva.nl
Hebe Verrest – H.J.L.M.Verrest@uva.nl
Emma Terama – E.M.Terama@uva.nl
Tara van Dijk – T.K.vandijk@uva.nl
Edith van Ewijk – E.vanewijk@uva.nl
Ulrich Mans – U.mans@uva.nl
Michiel Baud – J.M.Baud@cedla.nl
Christien Klaufus - c.j.klaufus@uva.nl

External
Javier Martinez – jmartinez@itc.nl
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N. Sridharan – dr.nsridharan@gmail.com

This research group works broadly on issues of urbanization, urban poverty and social movements, and local governance. The world is currently urbanizing at a fast pace, with urbanization moving to the global South, where the majority of the mega-cities are situated. This means that issues of urban growth, cities as motors of economic development and social inequalities among urban citizens, social movements and issues of identity, as well as environmental concerns are playing out in cities across the global South to an increasing degree.

Therefore, this group offers positions to students to participate in various research programs in which the group is working in a variety of countries. Three particular programs are suggested, but alternative projects in the area of urban concerns are possible. An EU-funded program is examining the pathways of fast-growing medium-size cities in four countries, focusing particularly on the combination of economic growth through large projects (e.g. hosting international sports events, large-scale infrastructural projects), the shifts in social inequalities through projects directed towards slum areas, the use of local information in urban governance (participatory and GIS-based), and environmental impacts of climate change and provision of basic services (see description CHANCE2ASUSTAIN below). The project works with local and international research teams in the various countries concerned, providing a strong embedded location for students interested in these issues.
A second project focuses on the impacts of climate change in the Caribbean, where local governments are developing an interest in preventing future stresses and disasters from climate change, an area most immediately threatened by sea level rise and strong storm weather patterns. Work is done together with the national and regional universities in the region in Surinam, Guyana and Trinidad and Tobago.

A third large project focuses on Indian cities, and how local and regional governance networks are using (digital) information systems on local situations in programs for urban development and redressing poverty issues. Finally, projects on population aspects of any of the above concerns are linked to the work that Emma Terama is doing. These can include gender equality, education attainments, urban-peri-urban migration, fertility differences, religion, minorities, and the dynamic trends in any of the above (also in relation to GIS studies).

In each of the projects, students will be linked to local university staff members as supervisors, and the ongoing research being carried out in the research networks indicated above. The range of countries includes South Africa, Peru, Brazil, Surinam, Guyana, Trinidad and Tobago, and India. Michiel Baud and Michaela Hordijk are dealing with issues of social movements in Latin American countries.

**Number of projects offered in the Fall of 2010**

- Isa Baud (1)
- Michaela Hordijk
- Karin Pfeffer (2)
- Hebe Verrest (4)
- Emma Terama (3)
- Neeraj Mishra (2)
- Tara van Dijk (1)
- Edith van Ewijk (1)
- Ulrich Mans (2)
- Michiel Baud (1)
- Christien Klaufus (1)

**Specific projects**

**Project 1: CHANCE2SUSTAIN**

City growth and the sustainability challenge. Comparing fast growing cities in growing economies – India, Peru, (South Africa, Brazil)

International EU-funded research project facilitates student’s fieldwork
Supervision by Michaela Hordijk, Isa Baud, Karin Pfeffer

*Maximum 4 positions*

Requirements: Participation in the elective Resilience in Urban Development
For fieldwork in Latin America fluency in Spanish (Peru) or Portuguese (Brazil)

Project:
From March 2010 onwards the urban GID-team will lead an EU-funded comparative research project in 10 cities in the South, namely in Delhi, Chennai and Kalyan (India), Lima and Arequipa (Peru), Durban and Cape Town (South Africa) and Rio de Janeiro, Salvador and Guarulhos (Brazil). This project will be carried out with 8 research teams, 4 in the countries just mentioned and teams from Norway, France and Germany.

In this first year we will specifically focus on the selected cities in India and Peru. However: if students have a very explicit wish to go to one of the selected cities in South Africa or Brazil, we can probably arrange this through our partners if we know this at an early stage.

The main issue examined in this international research programme is how governments and citizens in cities with differing patterns of urban economic growth make use of participatory spatial knowledge management to direct urban governance towards more sustainable development (SD) and resilience. Participatory spatial knowledge management is the main concept used to study this issue, as it reflects a strategic resource, to which all stakeholders can contribute in urban governance processes. It includes expert knowledge and several forms of non-expert knowledge, such as sector (practice-based) and social (community-based) knowledge.

The concept sustainable development is broken down in a number of sub-themes, to be studied with help from the different international partners. Students wishing to participate in this project should focus their thesis on one of these sub-themes:

- Economic dimension: Large scale economic projects and infrastructure investments and their social and spatial impacts
- Social dimension: Urban inequality: government policies and/or CSO networks and campaigns on sub-standard settlements in metropolitan areas
- Environmental dimension: Environmental risk assessment and inclusive scenario building with an emphasis on the themes water, energy and expected consequence of climate change
- Urban Governance: Decentralization, urban finance, participatory governance
- Participatory Spatial Knowledge Management – The potential of GIS-based tools

If you feel attracted by one of these themes, in one of the selected cities, please contact Isa Baud (i.s.a.baud@uva.nl) or Michaela Hordijk (m.a.hordijk@uva.nl) to discuss the options.

Project 2: In the Caribbean region, the impacts of climate change are set to be felt in the low elevation coastal zones, where large urban populations are concentrated in cities, which also provide the main motors for economic growth. The issues for students to tackle in this project is how the profiles of different cities influence the possibilities for cities to become more resilient in their policies, ways of civil society organisation, and the ways in which enterprises develop their businesses.

If you would like to explore one of these themes, please contact Hebe Verrest and Isa Baud to discuss the options.
PROJECT 3: Utilizing spatial information networks for addressing urban poverty issues in Indian cities
NWO-WOTRO funded project
Supervision by Karin Pfeffer, Isa Baud, Tara van Dijk, Neeraj Mishra, Prof. Dr. N. Sridharan (Delhi)
The research program focuses on how urban governance networks can tackle urban inequalities and household deprivations in large Indian cities, by using local spatial information infrastructure (SII). It integrates three research questions: (1) what are the ‘profiles’ of household deprivations, spatial concentration, and structural constraints households face? (2) how can SII become locally embedded, scaled-up and institutionalized - in content and as platform for use by citizens and local government? and (3) how is ‘spatial’ information socially constructed, negotiated and used in local governance networks to reduce urban inequalities? The three research questions are linked within a common analytical framework, and research results from each project feed into the others. The five-year research program concentrates on 3 cities in Western India with varying levels of SII in terms of contents and interface with citizens to provide contrasting situations (Mysore, Hubli-Dharwad, Mira Byandar and Kalyan-Dombivili). A trans-disciplinary team of staff members from four participating institutes and junior researchers work in the research activities.

Other projects (Hebe Verrest):

1. Caribbean cities can be characterized as relatively small (less than 500,000 inhabitants) but primate cities. Caribbean governance structures are complex networks where personal relations, precisely because of the small population, play an important role. The project focuses on how such Caribbean governance structures in cities shape processes of urban development. The city under consideration is Port of Spain (in Trinidad) or Paramaribo (Suriname).

2&3. Urban populations are heterogeneous, fragmented and often characterized by inequality, segregation and polarization. These differentiations (co-) shape time-space geographies of urban dwellers. Similarly, we expect time-space geographies to perpetuate fragmentation, inequality and polarization. This research (for 2 students) focuses on space-time geographies in Paramaribo (Suriname) and Port of Spain (Trinidad and Tobago). The focus is on the investigation of the space-time paths of different socio-economic classes.

4. Livelihoods priorities, consumption and well being in urban innercity Caribbean communities. 5. micro-entrepreneurship among the middle class in Trinidad and Tobago: organisation, meaning and the role of institutions

Prof. Dr. I.S.A. Baud
Professor Baud holds the International Development Studies chair at the University of Amsterdam, and teaches “Poverty and Development” and the elective “Resilience in Urban Development” in the Masters’ curriculum. She is the overall scientific coordinator of the EU-project Chance2sustain, and leads the work on participatory spatial knowledge networks in the project (with Karin Pfeffer). Her main interests lie
in urban governance networks, issues of urban poverty and inequalities in cities, and potential impacts of climate change in cities.

She heads a WOTRO research program on Spatial information infrastructure and urban governance, carried out in several Indian cities with the GIS Centre at AMIDSt, the School of Planning and Architecture in Delhi and the Tata Institute of Social Sciences in Mumbai. Isa Baud is Head of the Board of the national research school CERES and previously one of three vice-presidents of the European Association of Development Institutes (EADI).

**Dr. Michaela Hordijk**

Michaela Hordijk is senior lecturer at AISSR/GPIDS. She teaches the core course Research Methodologies and Skills and the elective Resilience in Urban Governance in the Master’s Programme IDS. Her research focuses on potentials and limitations of participatory urban governance arrangements with focus on Latin America. She has worked extensively on capacity building for urban (environmental) management in cooperation with a network organization of Peruvian universities, local governments and NGOs, one of the partners in the EU-project. Recent work focussed on participatory budgeting in Peru and Brazil. In the EU-project Chance2Sustain she will lead the work on Urban Environmental management (together with the Peruvian partner) and the work on Participatory Spatial Knowledge (together with Karin Pfeffer).

**Dr. Neeraj Mishra**

Neeraj Mishra recently completed his PhD with honours in Bonn, Germany on the governance of regional water projects in India. He is currently working in the WOTRO research programme on utilizing information infrastructure in Indian cities, where he will do research on urban governance networks, their political links with local civil society and the private sector, as well as the networks within different levels of government, to analyze their effects on dealing with urban deprivations.

**Dr. Karin Pfeffer**

Karin Pfeffer is senior researcher at AISSR/GPIDS and is specialized in the development and use of spatial information infrastructure in urban governance. She is currently working on a research project on the embeddedness and effectiveness of locally developed spatial information structures in urban governance networks in Indian cities. As senior lecturer she is involved in all GIS-courses at the department. In Chance2sustain she will lead the work on participatory spatial knowledge management, together with Michaela Hordijk.

**Dr. Emma Terama**

Emma was awarded her PhD at the Helsinki University of Technology (current Aalto University) in natural sciences. She started working on World Population issues thereafter at the International Institute for Applied Systems Analysis (iiasa.ac.at). Her methods include small-scale population projections and general statistical methods. She studies currently urban and man-made environment interactions with population, regional minorities and higher education prospects. She is currently a post-doc at the University of Amsterdam.

**Dr. H. Verrest**

Hebe Verrest is senior researcher at the Department of AISSR/GPIDS. She has
specialized in Caribbean studies, focusing on comparative research in livelihoods, small-scale enterprises and gender issues. She is taking up a comparative study of seven Caribbean cities in terms of their socio-economic profiles, and urban local policies for a regional network of urban planners (NSUS).

**PhDs**

**Tara van Dijk** is a PhD researcher working on urban deprivations faced by households, and how they negotiate with governments, brokers and private sector actors in obtaining resources needed to develop their livelihoods in two cities in the Mumbai agglomeration. She utilizes a strategic relational approach in her research within the larger research programme (project 3).

**Edith van Ewijk** is a PhD researcher working on issues of learning and knowledge exchange within municipal international cooperation. She is studying relations between Dutch municipalities and those in Turkey and Morocco.

**Ulrich Mans** is a PhD researcher working on the issue of renewable energy producers and their locations in city networks in the global South.

Some recent relevant publications:


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Prof. dr. M. Baud

Prof Baud is available to supervise a thesis on specific subjects on Latin America, the subject of which can be determined in discussion with the students.

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Michiel Baud, who can supervise two Masters Theses on selected subjects in Latin-America, is the Director of CEDLA and Professor in Latin American Studies at the University of Amsterdam, where he teaches courses on democracy, identity and sustainable development in Latin-America. Prof. Baud graduated in Contemporary History at the University of Groningen in 1982 and received his Ph.D. cum laude in Social Sciences at Utrecht University in 1991. From 1995 to 2000 he was Professor of Latin American Studies at the University of Leiden. His Ph.D research was carried out in the Dominican Republic, where he studied the social history of a tobacco producing peasantry in the northern part of the country. In doing so he combined traditional historical documentary research with anthropological fieldwork techniques. After finishing his Ph.D he did research in southern Ecuador and North-Eastern Brazil. Currently, his research interests are indigenista ideologies and their influence on present-day academic interpretations of the Andes, the role of ethnic movements in Latin American politics, the social history of Latin American borders, the analysis of Latin American modernity and the construction of collective memories in present-day Latin America.

Recent publications:
• (2004) Edited with Donny Meertens, Colombia from the Inside. Perspectives on Drugs, War and Peace, Cuadernos del CEDLA no. 18 (CEDLA: Amsterdam); pp. vi + 126.


MASTER THESIS PROJECTS ‘ENVIRONMENT AND WELLBEING’ SUB-GROUP

TOPIC: Restructuring fisheries toward environmental sustainability
Location: Palk Bay, India/Sri Lanka
Language: English
Number of students: 4
Supervisors: M. Bavinck [A. Menon, MIDS, India/J. Scholtens]

Description:
The Blue Revolution in India has caused the establishment of modern trawl fisheries in many places along the Tamil Nadu coastline. These trawler fishers, many thousands in number, have contributed to a depletion of inshore fishing grounds. In the Palk Bay area, trawlers have thus moved to fishing the waters of northern Sri Lanka, which – until very recently – was wracked by civil war. The refugee fishing population of northern Sri Lanka, however, is now returning to their professions and many conflicts are taking place with the trawler fishers from India.

This project is part of a larger research and policy effort to bring about a sustainable fishery in the Palk Bay, within the context of a new governance framework. It is generally recognised that for the purpose of this sustainable fishery, the trawler fishing industry of India needs to be restructured. This can only be done, however, with the participation of the trawler fishers themselves. The project looks into the socio-economics of trawler fishing in the Palk Bay, and into the capacities and interests of the organizations established by trawler fishers. To what extent are they able to play a constructive role in the restructuring of the entire fishery? On the other side of the bay, it helps establish and develop the governing capacities of small-scale fishing communities.

TOPIC: Shaping and protecting small-scale fisheries
Location: Freetown, Sierra Leone
Language: English
Number of students: 2
Supervisors: M. Bavinck [Andrew Baio, University of Freetown]

Description
Sierra Leone has emerged from a disastrous civil war and is now striving to develop a new regulatory framework for ocean fisheries. This research will focus on two crucial actors in the process: the master fishermen in charge of the various small-scale fishing sites along the coast, and the observers who serve on foreign-owned industrial vessels
and monitor their compliance with rules. There are many conflicts between small-scale fishermen and industrial fishermen, and it will be useful to examine the experience of observers in this regard. Master fishermen play a crucial mediating role between fishing communities and the government. A solid social science background and an adventurous spirit are musts for this study.

TOPIC: Women’s Access to Technology on Small Farms and Asset Accumulation (2 positions)

Target Region: Samia District, Western Province, Kenya.
NGO: Centre for African Bio-Entrepreneurship (CABE)
Target Sector: Indigenous Vegetables, Oyster mushrooms and Local poultry

Supervisor: Dr Nicky Pouw
Local Supervisor: Hannington Odame

Women have been identified as primary factors and principal players in agricultural development in the Kenyan economy. The development areas refer to both food production and livestock production. While women account for more than half the agricultural output in Africa, they receive a disproportionately small share of agricultural investment (IFPRI, 2007). There is need for strengthening women’s access and control of assets in farming to improve their economic status and family well-being. Nearly 70% of staple food in Africa is produced by female farmers and is of increasing importance as many men migrate from rural areas in search for work (Saito et al, 1990).

Access, control and management of agricultural resources; land labour and capital, information and technology determine the success of food production in rural and peri-urban areas. Gender determines who has access to these resources and what kind of access they have to these resources. Access to financial capital affects women ability to transition from home based active ties to higher returning entrepreneurial activities (IFPRI, 2007). Land, labour and capital are the critical limiting factors to asset accumulation.

Subsistence farming may provide food for the household but may not provide opportunities for asset accumulation thus a need for transition from subsistence farming to commercial farming using the available resources that women can access. There are small enterprises that women can establish for commercial purposes using the small pieces of land. Women can also invest in enterprises that do not require employing a worker to work on it. Some of these enterprises include rearing indigenous poultry, growing indigenous vegetables and farming oyster mushrooms. The consumption of indigenous vegetables, local poultry and its eggs as well as mushrooms is high in among the Luhya and other tribes in Samia District. Culturally all products from these enterprises are highly consumed by the community members as well other ethnic groups living in these areas. These enterprises do not require large pieces of land, they have a low capital requirement and the activities involved are known to the community. For this purpose, the Centre for African Bio-Entrepreneurship (CABE) has sought support to implement the three projects in 2008 with the overall aim to improve women’s asset accumulation as a means to economic
empowerment by setting up women farmers groups, and more specifically to improve on the collaboration of and exchange of knowledge between women’s farmers groups, improved production, extension services, storage and marketing.

The proposed pilot study explores agricultural productivity problems/concerns which have a strong impact on the poverty levels in the district. For instance, the main poverty related issues in the area include: Frequent crop failures due to unreliable rainfall and droughts. Small-scale farmers tend to invest less in agriculture making them vulnerable to poverty and hunger.

High rate of HIV AIDS infections and deaths leads to increasing number of orphans, widows, widowers who are devastated by the loss of breadwinners in the family, and also productive time is taken way from economic activities of women and girls who take care of the sick and meeting burial expenses. Lack of viable commerce on the other hand leads to poverty as farmers remain at subsistence level. The negative cultural practices such as women being denied ownership of land prevents women who are mostly remain in the rural areas while their husbands migrate to town in such of employment, as a source of livelihood. In particular, they cannot invest in long term enterprises without express authority of their absentee husbands.

Therefore, through a set of research questions, the study attempts to address problems faced by the women as individuals and groups taking into account the lessons learnt from local content and external interventions.

Research Questions
Below are some sample research questions, but others can be formulated in close consultation with the project leaders.
To what extent does,
- Group marketing enhance women’s market access?
- Group members enabled to get the worth for their vegetables without involving market intermediaries (brokers)?
- Group saving will provide an opportunity for more significant investments in tools and other farming implements?
- Group organization empower women by taking on management roles within the groups?

Other questions:
- What investments do women farmers prioritize when gaining access to capital increases?
- More generally, will the project lead to increased income and improved nutrition at household level?

Dr. Niels Beerepoot

Project: Understanding the current wave in globalisation: patterns of offshore service sector development in India and the Philippines

Location: Philippines, India, other countries can be discussed

Contemporary globalisation is increasingly referred to as hierarchical integration in a new international division of labour, re-inventing and re-inscribing patterns of uneven
development. This NWO-WOTRO integrated programme project concentrates on contemporary globalisation by means of the international expansion of offshore service delivery. Offshore service delivery is still at an early stage of development and there is limited knowledge on the scope and magnitude of this particular form of globalisation. To what extent this follows different patterns compared to industrial offshoring, with regard to issues such as the embeddedness of production and opportunities for upgrading and upward labour mobility has, so far, not been a subject of in-depth analysis. Furthermore, limited knowledge is available on the “enclave-nature” of contemporary globalisation and whether it strengthens inequalities between people who benefit from the new economic opportunities and those who are confronted with various forms of exclusion.

Within the overall framework of this project, students can focus their research on various aspects of the recent transformations as part of contemporary globalisation. For example:
- How does the expansion of the service-sector impact on middle class formation in Mumbai and Manila
- The (international) social networks of workers in the offshore service sector.
- The spatial concentrations of interaction between the various labour market segments in the urban economy.
- The spatial configuration of trickle down effects in both cities
- Relocation of service activities to lower-tier cities in India and the Philippines.

Profile:
Niels Beerepoot is lecturer and researcher at the Amsterdam Institute for Metropolitan and International Development Studies of the University of Amsterdam. In 2000 he finished his graduate studies in International Economics and Economic Geography at Utrecht University. In the same year he moved to the University of Amsterdam to start his PhD research. In 2005 he finished his PhD thesis titled “Collective Learning in Small Enterprise Clusters: Skilled Workers, Labour Market Dynamics and Knowledge Accumulation in the Philippine Furniture Industry”. In 2006 he was visiting researcher at the Centre for the Study of Cities and Regions of Durham University (for 6 months) and in 2009 a visiting researcher at the Tata Institute of Social Science in Mumbai (for 3 months). He is project-leader of a new 5-year research project together with Mumbai University and University of the Philippines on understanding the next wave in globalisation funded by the Netherlands Organisation for Scientific Research (NWO-WOTRO). This project concentrates on the role of the offshore service-sector as a driver of economic development, how it reconfigures local labour market structures, the contribution of the sector to middle class formation and potential trickle-down effects.


Recent publications:

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### Various projects

**Supervisor: Bart Lambregts**

Bart Lambregts (1970) is currently based in Bangkok, Thailand, one of Southeast Asia’s most dynamic, multifaceted and, in certain respects, contested metropolises. He works at the Division of Urban and Environmental Planning of Kasetsart University, but is also still a member of GPIO. In the summer of 2009 he welcomed the GPIO-Hyperchange study tour to Bangkok and organized, also for GPIO-students, the international workshop ‘Planning for Sustainable Development in Thailand’. His research interests include spatial dynamics in metropolitan regions, the role of advanced producer services firms in globalization and metropolitan development and strategic planning in Southeast Asian cities. Bart holds an MSc in Infrastructure Planning from Delft University of Technology and a PhD in Environmental Sciences from the University of Amsterdam.

**Research ideas**

For starters: there is hardly a limit to the number of social, spatial and development issues and phenomena that are either ‘just waiting to be explored’ or ‘calling - sometimes urgently- for attention’ in Thailand and in Bangkok in particular. Below are mentioned just a few. Students that wish to study any other phenomenon in Bangkok or elsewhere in Thailand, may always get in touch to explore the possibilities ([b.lambregts@uva.nl](mailto:b.lambregts@uva.nl)).

**Mobility:** Bangkok (about 10 million inhabitants) is currently a highly congested, car-dependent metropolis. Badly needed extensions of the mass-transit system are planned, but will take years or decades to materialize. What can be done in the meantime to manage mobility in this huge city in a more efficient way?

**Spatial planning & governance:** Urban development in Bangkok is managed by property developers. There is no lack of supply, but the overall result can hardly be called sustainable. The government gaining control over spatial planning by dethroning the developers is an unlikely scenario. Which other, more realistic options
does the government have to establish a more balanced and accountable mode of governance in this field?

Urban restructuring, real estate, creative economy: Bangkok has a vast stock of unoccupied buildings, both residential and commercial. The Asia-crisis (1997-1998) and a poorly functioning market for used property lie at the basis. How to encourage reuse/redevelopment of these properties? Could they serve for instance Bangkok’s emerging creative economy?

Climate change: Bangkok, and for that matter, Thailand’s entire coastal plain only just emerge above sea level. Coastal erosion, land subsidence, rising sea levels and unreliable rivers make for a potentially dangerous cocktail. Awareness and preparedness among both urban and rural populations are limited or absent. How to open peoples’ eyes?

Vulnerable or not so vulnerable groups: Bangkok as an urban society has many rough edges, many fascinating stories, many social abuses. Taxi drivers, migrant construction workers, slum-dwellers, the nouveaux riches, child prostitutes, garbage collectors, there is a story to each of these groups.

Sustainable tourism: Thailand has rapidly evolved into one of the world’s most popular tourist destinations. But at a cost. How to change course and enter a more sustainable pathway?

**Supervisor:** Ulrich Mans

**Project Description:** Cities, towns and renewable energy: the role of cities in climate change mitigation (2-3 positions)

**Starting Points:**
With 60% of the world population expected to live in urban centres by 2030, cities are key to future energy. Next to national stimulus packages, inter-governmental agreements and bilateral trade deals, city authorities have an increasingly important role to play in the use and production of renewable energy.

While much of the attention within policy and academic circles focuses on energy efficiency issues and developing technologies to reduce energy needs in the first place, there is a great number of countries and cities which will still face a significant increase in energy needs. According to the International Energy Agency, “by 2030 over 80% of the projected increase in demand above 2006 levels will come from cities in non-OECD countries.” As a result, the opportunities for producing renewable energy, especially for cities in emerging markets such as Brazil, China, South Africa or Indonesia, is a key challenge for the coming decades. In order to contribute to this emerging field of research, this study aims to investigate the success criteria for selected ‘pioneer cities’ in emerging market countries in promoting the production of renewable energy.

**Academic Embedding:**
This project aims to contribute to the ongoing discussion in urban studies about the adequate role for city politics in an increasingly global, decentralised economy. It takes the sustainable energy sector as a case study in order to enhance our understanding of the roles that emerging market cities can play when it comes to stimulating international businesses to invest in a particular region. By doing so, the study draws on theories from the current academic discourse on global city networks. On the one hand it looks at how medium-size emerging market cities interact with national authorities and companies in the alternative energy sector. On the other hand it assesses whether there is a trend towards decentralisation and compares the different types of urban policies that are successful in promoting the production of renewable energy.

Possible Areas of Interest for Students (possible locations: Brazil, India, Russia, South Korea, Mexico):
- …from a state perspective: “What impact do national policies have on city initiatives geared towards promotion of RE production?”
- …from a city perspective: “Which strategies do city authorities follow in order to address challenges in implementation of RE production initiatives?”
- …from a business perspective: “What are success factors in attracting private investment towards RE production in a certain city location?”

Profile:
Ulrich Mans is a PhD candidate at AMIDSt and works part-time as a subject-matter expert at the Hague Centre for Strategic Studies. He currently lives and works in Sudan and frequently travels between Khartoum and the Netherlands. He has a professional background in conflict studies and has been working a.o. for the International Crisis Group, the Clingendael Institute and the Netherlands Ministry of Foreign Affairs. Even though this PhD research represents new academic territory for him, there is a direct link between his work as political analyst and AMIDSt: his PhD focuses on two of the long-term changes in world politics, which will have a lasting impact on today’s world order: urbanisation and sustainable energy.

Dr Olga Nieuwenhuys

Positions available: 3

Project:
Living rights: Theorizing Children's Rights in International Development

International development agencies, NGOs, local governments, village and neighbourhood groups and children themselves use the language of human rights to support their claims for social justice. Rights have come to take a prominent place both in policy-making and in public discourse, and are likely to do so increasingly in the future because they convey concerns about not only the place of children in a globalizing world but of the social itself. Our starting point is that the notion of children’s rights, understood as active participation and citizenship rights, is critical of development initiatives to children as merely passive targets of good intentions and bids taking into account children’s own
conceptions and practice of rights. Our aim is to disclose how poor children in the developing world craft these conceptions as they actively engage with the issues that confront them and the contexts in which they live and establish the conditions for developing common grounds for action. In other words, we want to move beyond the widely decried problem of implementation of children’s abstract rights by turning the issue on its head and foreground that law does not necessarily coincide with social justice or lived experiences but always implies translation.

We are driven by a concern to go beyond the facile, scandalous and extreme representations of the child in developing countries that now drives a thriving child rescue industry and may not only be deeply harmful but contradicts the very idea of children as subjects of rights. We want to respond to the challenge that children, as rights bearers, pose to the social sciences by going beyond binary thinking and looking for the third, subversive element.

Location:
To be chosen by the student.

Brief description:

The project is carried out in close collaboration with Dr. Karl Hanson, Institut Kurt Bösch, University of Fribourg (Switzerland). It involves senior researchers across social science and legal disciplines based at universities in the US, UK, Germany, India, South Africa, Ghana, Norway, Switzerland and The Netherlands who are currently producing a volume that takes stock of research on the topic of “living rights”. Students can be part of this effort by carrying out their own research project within the broad parameters of a “living rights” approach to children’s rights.

Students who have participated in the project have done research: In Accra on street children’s conceptions of the self and on anti-child labour mobilization; South Africa on AIDS-orphans; Guatemala on rural child labour and education and on gender identities; Zambia on children’s television; Kampala on displaced children and “living history”; Northern Thailand on displaced children; Malawi on local NGOs’ translations of children’s rights; Sierra Leone on child soldiers and schooling; Mexico on the “social circus”; Thailand on child beggars; and so on.

Students interested in the project may contact Dr Olga Nieuwenhuys (O.Nieuwenhuys@uva.nl).

Local supervision:
Depending on individual preferences and possibilities local supervision can be arranged through the informal network of researchers collaborating with the project.

Olga Nieuwenhuys holds degrees in sociology from the University of Paris (Sorbonne) and graduated in non-western sociology at the University of Amsterdam. She obtained her doctorate form the Free University in 1989. Her book Children’s Lifeworlds, Gender, Welfare and Labour in the Developing World (London: Routledge 1994), has been widely cited and acclaimed as a foundational text in the emerging interdisciplinary field of childhood studies. Her recent teaching and research interests include childhood and international development, participatory development, post-development and
postcolonialism, children’s geographies and the anthropology of childhood. For her research on childhood and international development she obtained thrice a research grant from NWO, the Netherlands Foundation for the Advancement of Scientific Research, and acquired numerous grants from the Netherlands Minister of Development Cooperation and other donors. Olga Nieuwenhuys is editor of the Sage journal *Childhood: A Global Perspective* and on the international advisory board of *Children’s Geographies*.

Main recent publications:

Is there and Indian childhood?, *Childhood*, 16 (2)


2006 Childhood Rights in International Development, Editor, with Pamela Reynolds and Karl Hanson. Special issue of *Childhood*.


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**Project:** Serena A.A.Nasongo is a PhD student registered in UvA (AMIDst) and currently in Kenya for fieldwork. Her Promotor is Prof. Ton Dietz and her supervisor is Dr Fred Zaal. Her study area is in the Nyando River wetlands(NRW) which subtends 3 districts namely: Kisumu East, Nyando and Nyakach. She would like to have MSc students to take up the topics mentioned below to enable to enrich her research work.

**MSc Topics:**

1. Marketing chains
2. Plot histories/ Life histories
3. Property Rights
4. Health and wetland livelihoods
5. Attitudes and practices on wetland use and conservation
6. Traditional ecological knowledge for sustainable use of wetland resources

**Contact:** dedeserena@gmail.com
Tourism is a relatively new development strategy for many developing countries. Cited as one of the most rapidly growing sectors in the global economy, tourism now competes with oil as being the largest legitimate business in the world (Honey: 1999, 9). Earnings derived from tourism totaled US$621 billion in 2000 and are estimated to amount to US$1.5 trillion in 2010 (Fennell: 1999, 162). The size of the industry and the opportunities for job creation and income generation have led many countries to initiate or expand tourism ventures. As a result, there have been numerous studies of tourism in developing countries that have analyzed economic, social and conservation impacts of tourism in rural areas (Ashley: 1998). A remaining issue that is more difficult to successfully assess within the debate concerning tourism as a development strategy is how tourism impacts the overall livelihood needs and priorities of local communities. Case-specific factors and livelihood priorities suggest the need to carry out case-by-case analysis at the community level.

It is proposed that an in-depth study be done on future tourism plans in the Nǂa Jaŋña Conservancy in Tsumkwe District West, Namibia. The study is intended to assess how well potential tourism plans complement local livelihood strategies and priorities. It is my intention to compare current local livelihoods with expectations for future livelihoods and analyze tourism’s role in such expectations.

1. **Theoretical Framework**

   **Sustainable Livelihoods**

   Due to the nature of the proposed study, analysis will primarily draw on the Sustainable Livelihoods framework (SL). Sustainable Livelihoods can be seen as a set of approaches, or more generally, a framework, which is a people-centered way of thinking about development priorities and objectives. It goes beyond seeing poor households as passive participants in development; rather, SL recognizes that the poor should be seen as active agents who require a range of elements to combat poverty and contribute to a household’s ability to ensure a living for themselves. This may include any or all of the following elements: assets, vulnerability context and institutions and processes.
SL identifies five sets of livelihood assets, also known as forms of capital, upon which livelihoods are built. First - human capital - which encompasses people’s health and ability to work, and the knowledge and skills they have acquired over generations of experience and observation. A second asset, financial capital may come from production, employment as well as formal and informal credit used to supplement other financial resources. Third - natural capital - which includes land, water, forest resources, livestock and other natural resources people have access to through ownership, rental or common resource. Access and resource rights may change over time, so too may the condition of natural capital. Fourth - physical capital - which may include infrastructure such as roads, market facilities, water supply and health care facilities, as well as tools and equipment. The final and fifth capital - social capital - is more difficult to define. It can be networks based on social ties, trust, reciprocity and community contacts. Social capital, therefore, can be considered to be the “way in which people work together, both within the households and in the wider community” (Messer & Townsley: 2003, 9). Each of these assets function in relation to each other. A person’s health, for instance, is an integral part of human capital and will likely suffer in a heavily polluted environment. It is important to remember that capital cannot be framed solely as a means through which people make a living; but also as a way to give meaning to life (Bebbington: 1999, 2022).

Capital is not only necessary to have, but it is also vital to manage as a coping strategy to reduce a household’s susceptibility to poverty and vulnerability. A brief sketch of some coping strategies include: increasing the number of workers in a household; improving human capital through infrastructure upgrading; renting out part of the home; setting up a home-based business; migration to cities for work or education; creating stronger social networks; partnerships with community-based organization, NGOs and local government; and community insurance schemes. Tourism is yet another increasingly useful coping strategy that some poor households are able to apply.

Assets can be seen as an important starting point for livelihood analysis, yet there are a number of other elements that must be taken into consideration. Therefore, livelihoods should not only be seen as a set of assets; rather, there are other elements such as level of vulnerability and institutional arrangements that contribute to a person’s ability to ensure a living for themselves. The following diagram illustrates the relationship between assets and the two other key elements in the SL framework: the vulnerability context and institutions and processes.

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1 For more extensive explanations of coping strategies, see Bebbington (1999), Hordijk (2002) and Krishna (2003)
Vulnerability can be defined as livelihood security, including exposure to risks and shocks and the processes of responsiveness and resilience to negative changes in livelihood conditions. Authors such as Moser (1998) differentiate vulnerability from more static notions of poverty. Messer and Townsley (2003) define vulnerability as a series of factors over which people have little control. The level of a person’s vulnerability may influence how one is able to use available assets. Vulnerability factors may include: i) seasonal changes, ii) external changes such as population levels or economic environment, and iii) shocks such as civil unrest or family illness.

Another element of the SL framework consists of a broadly based set of institutions and processes.

Although definitions of institutions and processes are open to various interpretations and debate, what can be said is that institutions comprise of a wide range of arrangements found in any given society which may influence both the choices that households make about using their assets, and the types and amount of assets that they are able to access (Messer & Townsley: 2003). While some institutions are more visible than others, for example, political parties versus accepted practices, all institutions and processes play significant roles in shaping peoples’ livelihoods. In the Namibian case for instance, traditional land tenure may be an important institutional arrangement. The land tenure systems to an outsider may appear relatively invisible or unstructured due to lack of codification, informally based regulations, or constantly adapting rules that change according to circumstance. Despite institutional attributes
of relative invisibility, land tenure is one of the fundamental institutions that govern household’s livelihoods.

Thus, a household’s assets, combined with policies, institutions and processes, as well as the vulnerability context may lead to more or less satisfactory livelihood outcomes. Poverty is a result of ‘unsatisfactory’ livelihood strategies, based on insufficient livelihood assets, vulnerabilities to shocks and changes and/or related institutions and processes which do not effectively support households (Messer & Townsley: 2003, 15). What is most important, in this case, is to investigate - so as to highlight - the range and combination of livelihood strategies people employ through activities and choices. It will be important to bear in mind that such strategies are part of a dynamic process in which people combine activities to meet their various needs at different times.

1.2 Community Conservation

Underlying the conservancy model developed in Namibia is a broader concept of ‘community conservation’. Community conservation integrates forms of community development with innovative natural resource conservation, in the hopes of achieving long-term sustainable development. The strategy is a catalyst for the formation of community-based programs, in an attempt to empower local people to manage their own resources through training and participation. Barrow and Murphree (2001) define community conservation as a broad set of:

“new management arrangements and benefit sharing partnerships for the involvement in natural resource management by people who are not agents of the state, but who, by virtue of their collective location and activities are critically placed to enhance or degrade the present and future status of natural resources and their own well-being.”

Adams and Hulme (2001) argue that the two fundamental dimensions of community conservation are participation and economic welfare, creating a great variety of conservation initiatives, which draw on differing and even polarized ideas of conservation.

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2 By definition, community conservation encompasses the vagueness and ambiguity of the term ‘community’. Barrow and Murphree (2001, 25) construct a definition of community combining spatial, socio-cultural and economic aspects: “an entity socially bound by a common cultural identity, living within a defined spatial boundary and having a common economic interest in the resources of the area”. They recognize however, that this model is still static in nature, and will not be applicable for all cases in contemporary rural Africa.
There are a series of benefits associated with community conservation. The following chart illustrates the key benefits:

**Community Conservation**

- **Economic**
  - revenue sharing
  - populations
  - spin-off activities
  - employment

- **Socio-political**
  - capacity-building
  - training
  - empowerment
  - restoring historical rights

- **Environmental**
  - increases in wildlife
  - expanding protected areas
  - potential changes to attitudes
  - practices in conservation

However, it is important to remain critical of the mentioned benefits of community conservation. Aspects that must be assessed include the real socio-economic impact and the effectiveness of community conservation for biodiversity. One argument points out that while community conservation often involves some financial benefits, it does not provide a significant improvement to household income. The average total annual revenue of Namibian conservancies totaled a mere US$21,477³ and these financial benefits derived from communal resources may not benefit the entire community. Power dynamics and hierarchies within communities may result in uneven benefits spread among households. Another issue associated with community conservation is high opportunity costs. The CAMPFIRE program in Zimbabwe illustrates this problem. Direct benefits from the program for rural households tend to be limited; households may in fact earn a much larger livelihood benefit from other tasks such as agriculture (*ibid*). Thus, the opportunity cost of ‘lost’ agricultural time, or land-use changes for conservation measures figure into the increasingly high opportunity costs sometimes associated with community conservation. In the Ugandan case, local people were compensated for loss of their farmland; yet at 10% of the value and to the owner – who was not necessarily the occupier (Adams & Infield: 1998, 33). Other opportunity costs may include damage to crops and livestock, and loss of specialized resources such as medicinal plants.

There are also claims that community conservation is failing to protect biodiversity and ecosystems. A key issue for providing incentives for conservation may be to insure that financial benefits compensate for communities’ incurred costs of adopting community conservation.

³ There are however, much wider discrepancies in income generation between conservancies. The figure of US$ 21 477 averages the range of income generation between US$ 0 to 100 000 (Turner).
practices (Roe et al.: 2000, 45). If the net benefits are unsustainable, environmental concerns may not be deemed important. Thus, in some cases, weaknesses may include decreases in wildlife populations, introduction of exotic species and overgrazing (Roe et al.: 2000, 81). In an analysis of CBNRM in Botswana, Rozemeijer (2003) argues that the assumption that financial incentives spur greater conservation is overly optimistic. He asserts that while the benefits in community conservation develop collectively, most costs of conserving are borne individually, including the prohibition of hunting.

A number of case studies demonstrate challenges to community conservation in the social sphere. One of the fundamental problems that plague the strategy is the inclusion of the term 'community' – a debate which will be discussed further on. Lack of consultation proves to be another stumbling block. Transfrontier Conservation Areas (TFCAs) have developed common conservation strategies at the regional level, in part as recognition that ecosystems extend across national boundaries. However, TFCAs such as the Great Limpopo TFCA (straddling Mozambique, South Africa and Zimbabwe) exemplify the failure by states to adequately consult local communities. The establishment of the Mozambican initiative for Great Limpopo, 'Coutada 16', has been heavily criticized: 40% of those interviewed had never heard of Coutada 16, while of the remaining 60% who had, 83% claimed they had never been consulted about the park’s establishment (ibid). Other social obstacles to community conservation include high rates of displacement of local peoples, corruption and conflict.

Thus, debating and evaluating the expediency of community conservation proves to be quite difficult. Indeed, in some cases, benefits outweigh costs; however, each example of community conservation reveals case-specific conclusions. What is clear is that there are a series of challenges facing community conservation theory and practice in a number of countries in Southern Africa.

In the Namibian case, conservancies represent an applicable avenue for community conservation. Conservancies are a relatively recent phenomenon in newly independent Namibia. The legacy of apartheid and colonization has provided an increased impetus to reform national laws concerning conservation, tourism and land tenure. Skyer (2003) outlines the past and current legislative environment in Namibia, and the major policy reforms the country has undergone. While still under South African administration, the Nature Conservation Ordinance of 1975 established ownership rights over huntable game to white commercial landowners; while all wildlife on communal land was declared state property (Skyer: 2003, 3). Under South African rule, black ‘homelands’ constituted 40.8% of the land, while 43% was allocated to mostly white
Afrikaans and German freehold farmers. This dual rights system created a relatively successful wildlife industry on white commercial lands; however the industry lacked sustainability. Commercial farming units, which were on average no larger than 5000 ha, fenced animals into small spaces. The new independent government, seeking to expand the wildlife industry, issued the 1992 “Establishment of Conservancies in Namibia” policy paper, allowing individual freehold farmers to combine their land and resources in a joint-management system (ibid, 4). Although this policy did open the possibility for use on communal lands, it was overly vague and ill defined (ibid).

However, successive policy amendments created more suitable institutional conditions for establishing conservancies on communal land. The “Wildlife Management, Utilisation and Tourism in Communal Areas” policy of 1995, along with the “Nature Conservation Amendment Act” of 1996 clearly made it possible for communal area residents to form legally registered conservancies, hold wildlife rights and undertake tourism ventures (ibid). Thus, they are able to continue existing livelihood activities and land uses, yet with additional wildlife and tourism opportunities.

The Namibian government defines a conservancy as:

“a group of commercial farms or areas of communal land on which neighboring land owners or members have pooled resources for the purpose of conserving and using wildlife sustainably. Members practice normal farming activities and operations in combination with wildlife use on a sustainable basis. The main objective is to promote greater sustainable use through co-operation and improved management. Conservancies are operated and managed by members through a Conservancy Committee.” (MET, undated)

For the purpose of this study, conservancy will refer to those areas of communal land, and will not focus on conservancies established by groups of commercial farm owners.

Legally speaking, communities who wish to establish communal area conservancies must define their registered member list (thought this list can be continuously changing). They must also define their geographical area and negotiate boundaries with neighbors. Finally, they are required to develop a constitution, outlining their objectives, structure, and their wildlife management plan (ibid, 5-6). Skyer points to a number of challenges created by the mentioned requirements, including boundary disputes and the lengthy nature of the establishment process.

The potentials and challenges associated with community conservation can loosely be seen as equivalent to the main issues for conservancies; though this is not to say that the conservancy system does not have particular benefits or challenges outside of the realm of community conservation strategies.

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4 The remaining land was divided into conservation areas (13.6%) and unallocated land. See: Roe, Grieg-Gran and Schalken (2001)
There are a number of conditions both conservancies and community conservation are dependent upon. One condition for success is effective governance. Although it is often challenging to develop supportive institutional frameworks that are recognized as legitimate, Namibian conservancies have demonstrated that putting effective governance structures in place is possible. Following independence, Namibia had weak government structures and lacked regional councils that could facilitate community-based natural resource management. However, it can be argued that the conservancy system has, over time, become an integral part of local government structures and has filled a governance gap in Namibia. This process has become an empowering way to bring people together.

Conservancies and community conservation are also dependent upon clear resource rights. While the conservancy system has turned wildlife rights over to communities, land rights have been left out of the process. Moreover, resettlement of landless Namibians has also become a very contentious issue in Namibia. Almost 50 percent of Namibia’s arable land is owned by 4,000, mostly white, commercial farmers (Werner: 2000). The Agricultural (Commercial) Land Reform Act of 1995 provides for the acquisition of agricultural land by the national government, for redistribution to those “who do not own, or otherwise have the use of, agricultural land, or adequate agricultural land and, foremost, to those Namibian citizens who have been socially, economically or educationally disadvantaged by past discriminatory laws or practices” (IRIN: 2004). This land reform process is based on the ‘willing-seller, willing-buyer’ principle applied in neighboring South Africa and Zimbabwe during their own land reform. This principle acts as a system which allows the government to buy commercial farmland from willing owners. To date, this process has been very slow and has delivered few tangible benefits for the landless (ibid). Up until 2003, the government has purchased 118 farms for US $105 million, resettling only 30,720 people out of an estimated 243,000 landless citizens (ibid). To speed up the land reform process, the Namibian government has ‘invited’ almost a dozen large landowners to sell their property to the state (ibid). The national government has been preparing a Communal Land Reform Bill since the 1990s. The bill was passed in 2000 by the National Assembly, but was objected to by the National Council for a number of provisions including the enclosure of pastures (Werner: 2000, 5). The bill’s objective is to improve communal land administration and protect people’s land rights by improving customary tenure security of communal farmers (ibid). Regional Communal Land Boards will be introduced, consisting of civil servants, traditional authorities, and where they exist, conservancy representatives. The Land Boards primary focus will be on legalization and formalization of enclosed lands. Werner (2000, 7) argues that this new institutional framework appears to be

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5 Improving tenure will be carried out primarily by introducing a registration system of customary land rights.
designed for servicing long term leasehold and possibly title - a new form of land tenure on communal land. Progress on the bill has been slow, and many uncertainties still exist regarding the bill’s consequences for conservancies.

1.3 Community

Richards (2000) defines community as “the presence of a set of common social characteristics and goals held by a population residing in a local area.” People residing within the Conservancy who are directly or indirectly involved, as well as others not involved in the Tourism Development Plan, will be considered.

There are various interpretations and debate surrounding the use of the term ‘community’. Adams and Infield (1998) argue that using the term ‘community’ may be a risky approach because it inherently implies a shared vision. Rozenmeijer (2003, 4) further elucidates problems associated with the term ‘community’. He asserts that because community is often defined in a purely geographical sense, the term may not address intra-community interests. When considering livelihood activities and strategies, as this research aims to do, one must bear in mind that people compete (DFID: 1999, 23). Whether competition arises for jobs, land, markets or any other element of one’s livelihood, it is unrealistic to assume simultaneous livelihood improvements for everyone in the ‘community’.

In the case of Namibian conservancies, many authors refer to community as the entire conservancy, which depending on the case, may be a set of many communities. Ashley argues that “the concept of community is nevertheless relevant to Namibian tourism because common pool resources are involved and because community-level institutions are the ones to which tourism rights are being devolved” (1998, 325). In this research, it will be constructive to avoid oversimplifying interests, visions, concerns and challenges that each community faces, in an attempt to provide more general conclusions. Moreover, due to the mobile nature of financial resources, goods and people themselves, it may be important to avoid artificial boundaries that may not provide an accurate picture of livelihoods.

1.4 Ecotourism

Ecotourism has received a great deal of attention in the past fifteen years as an instrument for developing countries to employ to stimulate both economic growth and conservation efforts. Though the term has come under scrutiny for being too broad in definition, a generally agreed upon working definition of ecotourism is: “responsible travel to natural areas that conserves the environment and improves the well-being of local people” (TIES, undated). By maintaining a rough working definition,
however, ecotourism’s boundaries often become blurred. There are an infinite number of other definitions, of course, constructed from a variety of perspectives; some may even consider nature-based tourism, adventure tourism and cultural/heritage tourism to be incorporated into such definitions. Still, as Honey notes, a true definition of ecotourism must be viewed as distinct from other categories (1999, 6). The following principles are the seven values Honey outlines as essential elements of ecotourism:

1. Involving travel to natural destinations
2. Minimizing impact
3. Building environmental awareness
4. Contributing direct financial benefits for conservation
5. Providing financial benefits and empowerment for local people
6. Respecting local cultures
7. Supporting human rights and democratic movements

The framework incorporates economic benefit with ecological conservation, cultural sensitivity with peace and prosperity, and empowerment with environmental education, encouraging an excellent basis for positive and sustainable development through ecotourism. Practitioners and academics alike recognize the difficulty in achieving such a set of principles, though continue to actively promote the principles as the ultimate end-goal of ecotourism.

2. Rationale/ Background to Study

The Namibian Tourism Industry

Assessing the state of tourism in Namibia, Roe, Grieg-Gran and Schalken (2001) argue that the industry is relatively new to the country as a result of colonial South Africa’s apartheid regime and delayed independence among other factors. The tourism industry has had a very short history as an independent, business-oriented industry. During the apartheid regime, Namibia’s tourism was a tightly controlled government industry modeled after South African tourism: national parks, game reserves, combined with a handful of private lodges. Thus, the industry was unable to experiment and develop new sources for tourism, nor could it try to be internationally competitive; two problems which severely hindered the country’s tourism growth. Furthermore, the tourism industry suffered considerable isolation during the South African apartheid regime, as many
countries boycotted the country. Not surprisingly then, there is less scholarship evaluating the importance of tourism in Namibia than other African countries.

Despite the country’s late entry into the tourism market, Namibia has experienced a dramatic growth in revenues and number of tourists since independence. On average Namibia experienced a 12 percent annual growth rate in tourism from 1995 to 1998 (WTO, 2000). Ashley (2000) observed that the majority of tourists still visit Namibia’s national parks, while smaller groups of tourists (trophy and sports hunters) visit commercial freehold areas. The largest area of growth, though, is in communal areas, particularly in Kunene and Caprivi regions in northern Namibia (Ashley: 2000, 8). As previously mentioned, tourism in communal areas has been energetically promoted by the national government. Namibia’s drafted Tourism Policy will further position tourism as one of the four pillars of the Namibian economy (Namibia Tourism 2000 cited in Roe, Grieg-Gran & Schalken: 2001, 4). The MET’s statistics conclude that during 1999, there were 100,000 international arrivals, with the average length of stay being 12.6 nights (ibid). New tourism ventures are generally comprised of safari camps, lodges and campsites.

Multi-destination tours are increasingly popular with tourists who wish to visit neighboring countries. Other indicators signal a heightened demand for ‘cultural product’. Both indicators suggest that conservancies in more remote areas may absorb a large bulk of the growth in tourism (Ashley: 2000). Furthermore, some of the former black ‘homelands’ hold the largest percentages of game animals including elephants, lions, black rhinos and leopards; while many freehold land areas have undergone dramatic reductions in game populations because of farming practices (Roe, Grieg-Gran & Schalken: 2001, 3). Thus, new-founded conservancies have comparative advantage in a number of areas for tourism-related activities and untapped potential. The government has provided a policy framework for the expansion of tourism in communal areas, most notably through the 1995 Community-Based Tourism Policy. This policy has been important in encouraging the involvement of rural communities in tourism enterprises, as a way to give communities access to development opportunities and to provide increased incentives for community conservation (particularly of wildlife) (MET: 1995).

The Nja Jaqna Conservancy, which will be the focus of this study, was gazetted by the Namibian government in July 2003 and is currently the largest conservancy in the country (some 10800 km²). There are 5000 mostly !Kung San people living in the Conservancy, but there is also a small minority of Herero cattle farmers. The Nja Jaqna is one of only two conservancies in the country that have a majority San population, the other one being the Nyae Nyae Conservancy (which borders Nja Jaqna to the east in the North Eastern part of the country in an area now known as the Tsumkwe district, formerly Bushmanland).
Tourism is sparse at the moment with only one campsite operating as an income-generating project. Moreover, there are no solid plans yet. There is potential for tourism, however, it is unknown at this time to what degree and how long it could take to develop. Several people travel through Nja Jaqna on the way to the more established Nyae Nyae Conservancy; which has multiple campsites, trophy hunting and a lodge, as they were the first conservancy gazetted in the 1990s.

The Nja Jaqna Conservancy is currently designing a Land Use Development Plan with the assistance of WIMSA. A second plan, namely, the Tourism Development Plan (TDP) will accompany the Land Use Development Plan. WIMSA will also support the design of the TDP. It is hoped that this study will be a significant starting point for TDP plans for the Nja Jaqna Conservancy and will initiate successive planning activities.

The San

Addressing the socio-economic history of the indigenous San, formerly referred to as ‘Bushmen’, will be central in the fieldwork research. The !Kung, who make up the majority of the people within the Nja Jaqna Conservancy compromise one of six broadly defined Namibian San groups (Geingos: 2002). As a traditionally semi-nomadic group, the San have experienced severe exploitation and discrimination, in particular in the past two centuries of colonization and apartheid (Lee: 1986). As Haring and Odendaal (2002: 39) explain, this included, “the exploitation by colonial forces who used them as trackers and later left them helpless in former military camps. At present the San people are in the hands of farmers in both the communal and commercial areas as well as other sorts of employers where they are marginalised and subjected to unfair labour practices and inadequate shelter.” (as quoted in Geingos, 2).

Following Namibian independence, many San were resettled in areas outside of ancestral lands, resulting in remote and dispersed communities across Southern Africa. Geingos argues that today strengthened land rights is the crucial priority for the San (ibid). Due to historical portrayal of San ‘nomadism’, which Geingos asserts is simply seasonal movement to the same locations each year, governments have been able to use this portrayal as a reason to not allocate land or services to San communities (ibid, 4).

The San in Tsumkwe District West used to have subsistence rights over land in the area (a MET policy). These rights have been retained with the establishment of conservancies. Likewise, the !Kung and Ju/'hoansi San of Tsumkwe District West are the only two groups with officially recognized (by the Namibian government) Traditional Authorities (TA). Other groups, namely the Hai||om near the Etosha National Park, the Khwe of West Caprivi, and the !Xõó and Ju/'hoansi of the Omaheke Region do not have officially recognized TAs.

6 The campsite has been developed as part of the Working Group of Indigenous Minorities of Southern Africa’s (WIMSA) activities in the conservancy.
7 There is little game in the area although there are plans supported by the government for game re-introduction and rehabilitation of old water points destroyed during South African occupation.
Land Use in Tsumkwe District West

Of the six broadly defined Namibian San communities, only two groups, the !Kung and the Ju hoansi of Tsumkwe District West, have control over their ancestral land, as state-owned communal land. Other groups, such as the Haillom may still live on their ancestral land, but have lost control over it. In this case, the Haiom land area was absorbed into the Etosha national park and some commercial farms (ibid, 4).

The lengthy delay of officially awarding conservancy status to the Njâ Jaqna Conservancy, has resulted in major land degradation, water conflicts and damage to bush-food resources (WIMSA: 2003). While awaiting conservancy status, the region experienced an influx of non-San settlers who were primarily Herero, Kavango and Owambo cattle farmers. The !Kung TA requested assistance from WIMSA in April 2002, to investigate land use problems in the area. Conclusions from investigation noted that non-San individuals had settled in ten villages without the TA’s permission. Settlers arrived with cattle herds as large as 200 head, along with a considerable amount of goats, sheep and donkeys. In a second consultancy three months after the first investigation, land degradation and overgrazing had increased, and settlers had expanded their cattle herds (ibid). The TA decided that a land-use plan for Tsumkwe West could serve as a negotiation tool with settlers, as well as an important part of plans for the Njâ Jaqna Conservancy. The land use plan is currently being drawn up with the assistance of WIMSA. The granting of conservancy status in 2003 has positively boosted hopes to enhance community conservation practices and resist settling pressures from cattle farmers. A halt to overgrazing has been one of the key actions promoted since the conservancy was granted.

3. Research Question

In a comprehensive review of the impacts of tourism on rural livelihoods in Namibia, Ashley (2000) stressed that most households depend on a range of activities to meet household needs. She observed that tourism is one such activity, adopted by only a minority of rural households. Thus, tourism has varying contributions to each household’s needs. As the popularity of tourism grows as a new development strategy for the Conservancy, it will be important to address how tourism plans complement livelihood strategies, and to assess how expectations for the future differ from current livelihoods. I would like to apply these two objectives as a way to enhance tourism’s contribution to both San and non-San livelihoods in the Njâ Jaqna Conservancy. As Ashley (1998) has argued in her analysis of community involvement in tourism in Namibia, participatory planning and livelihood analysis are integral processes in tourism development in rural areas.
To what extent do likely elements of tourism development plans complement current and anticipated local livelihood strategies in the N'ja Jaqna Conservancy?

→ Sub-questions which will be used to answer this question are:

i) What are the likely elements of the tourism plan for the conservancy?
ii) Which livelihood strategies do households use and anticipate?
iii) What are peoples’ expectations for the future involving tourism as a livelihood strategy and how do these expectations compare with perspectives of current livelihoods?
iv) Whose expectations of the future are realistic?

4. Methodology

4.1 Research Procedure

The proposed fieldwork will have a direct and applied purpose. It will serve as preliminary research for the future Tourism Development Plan for the Conservancy. For this reason, it will be essential to base research on a set of techniques inspired by Participatory Rural Appraisal (PRA) as a way to promote community participation in the creation of the Tourism Development Plan.

PRA may be seen as a style rather than a concrete method of research collection. It seeks to facilitate community-based research and representation. In turn, PRA is a valuable tool for promoting the legitimization of local knowledge and empowerment. Chambers (2002) believes that “appraisal is hopelessly inappropriate now”; instead, PRA should be seen as a process rather than an assessment.

Since the study centers on how people view the potential for tourism and how it will affect their livelihoods, it will be important to use a number of PRA strategies, including timelines, Venn diagrams, oral histories, transect walks and ranking activities. These techniques will be employed during focus group discussions and semi-structured interviews. Focus groups will attempt to draw together people from all geographical, social, economic and ethnic circumstances within the conservancy, ensuring an adequate sample of reliable and valid findings for data analysis. Interviews will be conducted with selected participants of focus groups and will use a hierarchy of questioning on topics that are relevant to the research question.

It will be useful to begin with preliminary inquiry, by initiating general discussions and activities that may illustrate what institutions and livelihood strategies are most important to people. These introductory discussions will be useful in observing the relative importance of tourism (unprompted by questions concerning tourism). Following preliminary inquiries at a
group level, individual and group timelines will be conducted to identify various emphases people attribute to certain topics. Timelines that extend into the future will also be valuable for observing how tourism is placed within people’s expectations for the future.

Another PRA technique - the Venn diagram - will also be employed. Venn diagrams, also known as institutional mapping, provide visual representation of institutional influences on people’s lives. Similar activities may include ranking central livelihoods strategies by importance. Oral histories will also be constructive for observing social structures and community history. Oral histories concerning the establishment of other conservancies, as a way to reveal perceptions and attitudes regarding the process of tourism development, may also be a useful technique. For example, it may be worthwhile to ask a member of the N‡a Jaqna Conservancy to tell the story of the development of neighboring Nyae Nyae Conservancy, which has a much longer history and also has established relatively successful tourism projects. Such a description would provide an understanding into people’s own perceptions regarding development and tourism plans within their own conservancy. Finally, informal transect walks highlighting key tourism resources will be valuable to observe what community members identify as useful for future tourism and livelihood activities.

It is worthy to note possible risks or challenges to applying PRA techniques. Outside researchers must be aware of ‘hijacking’ and formalism of PRA agendas, often based on external demands and deadlines (Chambers: 2002). Mosse also stresses the influence outsiders may have. He argues that PRA may result in a ‘conspiracy of courtesy’ by community members that would rather be polite than share certain information (Mosse: 1994). Accordingly, researchers must be aware of misrepresentation of information. Another risk of PRA is disappointment and raised expectations. After taking part in PRA activities, local communities may be disappointed by the lack of tangible outcomes. Chambers (2002) also warns that researchers may face ‘PRA fatigue’, noting that such overuse of PRA exists in some communities.

### 4.2 Data Analysis

Data analysis will be both quantitative and qualitative and will primarily draw on PRA findings. If time permits, the study would benefit greatly from analysis and conclusions generated by the community. The philosophy of PRA techniques points to the significance of local participation in analysis, rather than solely basing data analysis externally. During focus group discussions, attempt will be made to collectively find conclusions on Venn diagrams, observations from timelines, transect walks and other PRA-based techniques. Data analysis will also occur while interviewing is still underway. This will help to focus on central themes addressed in interviews.
Quantitative data analysis of PRA exercises such as ranking activities, will complement qualitative analysis. While in Namibia, it will also be useful to find secondary sources of information for triangulation of data results. Secondary sources to be explored while in Namibia may include: the Ministry of Environment and Tourism, the Namibia Community Based Tourism Association and WIMSA. Following the fieldwork segment of the research, I will carry out more formal, ‘fine-grained’ analysis as a way to connect themes and to look for nuances within previous analysis. Final analysis will be presented to WIMSA and to the Nǁa Jaqna Conservancy in the form of the written thesis and other useful data. It is hoped that findings will have direct relation to the future tourism planning process.

5. **Planning**

5.1 **Tentative Schedule**

Although it is impossible at this time to anticipate all potential stumbling blocks that may be associated with qualitative research, the tentative schedule that follows makes allowances for unexpected time delays:

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<th>Dates (flexible)</th>
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<tr>
<td><strong>July-August</strong></td>
<td>- final preparations, writing of theoretical and literature-based chapters of thesis</td>
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<tr>
<td><strong>September 6</strong></td>
<td>- arrive in Namibia</td>
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<tr>
<td><strong>September 6 – 13</strong> (1 week)</td>
<td>- on with key people and dhoek, preparation for fieldwork</td>
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<tr>
<td><strong>Mid-September – beginning of November</strong> (8 – 9 weeks)</td>
<td>- carry out research in Nǁa Jaqna Conservancy, Tsumkwe West, and preliminary analysis</td>
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<tr>
<td><strong>November 15</strong></td>
<td>- return to the Netherlands</td>
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<tr>
<td><strong>November 16 – January 15</strong> (8-9 weeks)</td>
<td>- final data analysis and integration of results into report discussions with thesis supervisor</td>
</tr>
<tr>
<td><strong>January 15</strong></td>
<td>- submission of thesis to ISHSS and supervisor</td>
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5.2 **Possible fieldwork challenges**

There are a number of challenges that the fieldwork research may present that are worthy of acknowledgement. Firstly, there will be significant language barriers between the researcher and indigenous community groups. While this problem may hinder the collection of useful and applicable data, the use of a WIMSA translator will be beneficial. However, one must acknowledge problems associated with using a translator as an intermediary in research. Maintaining a good working relationship with the translator and ensuring familiarity of PRA techniques will both be important assurances to minimize communication barriers.
Another challenge may be geographical distances. Systematic research covering the whole of the nation’s largest conservancy (10800 km²) will be impossible in the time allocated. Furthermore, I do not know at this time if the conservancy’s population is spread out in remote areas, or if there are more largely populated clusters of people. For this reason, specific communities will be chosen, with the assistance of WIMSA and local supervision, to ensure the optimum scale of the research and to provide in depth case studies.

Lastly, the receptiveness of certain groups within the conservancy to the research may vary. It will be important to address receptivity and find a balance between groups with more interest and participation in tourism plans and groups that have less participation.

5.3 Ethical Issues

Fieldwork in developing countries may present ethical issues depending on the nature of the research. At this time, there a number of issues I feel must be noted for this study. Firstly, researchers coming from abroad must recognize the unequal power dynamics that research in developing countries often presents. Though this point has already been addressed in discussing the risks of PRA, it is worthwhile to stress again the problems that may be associated with power imbalances during research. Secondly, while empirically collecting data, it is essential to initiate all interviews, focus groups and discussions with informed consent. Informed consent may take shape in the form of written consent forms for interviewees to sign, or a verbal understanding between researcher and those who will be participating in discussions. WIMSA’s guidance and bona fides, and in turn, the organization’s working relationship with the !Kung San will ensure consent. Furthermore, I have signed the “Media and Research Contract of the San of Southern Africa” WIMSA form for approval.

Although there are many other ethical issues that may be raised, at this time, I will conclude with the issue of reciprocity. During time in the field, researchers create formal and informal relationships with informants. Likewise, informants spend time with researchers, by sharing their opinions, feelings and histories. However, in many research scenarios, the researcher gains much more (in the form of data, recognition after study, etc.) than those who are studied. Thus, it is integral that this study seeks to create a more just level of reciprocity. By being associated with WIMSA, which was established as a representative body for the San and is committed to act on San concerns, the proposed study hopes to provide a heightened reciprocal relationship.

5.4 Rough Outline of Final Thesis Structure
Chapter 1 – Introduction
Experiences of Underdevelopment and Development in Southern Africa & the Apartheid Regime

Chapter 2 – Theoretical Framework, Methodologies

Chapter 3 – Conservancies, Community Conservation & Tourism in Southern Africa

Chapter 4 – Overview of Nja Jaqna Conservancy (history, land use, current status)

Chapter 5 – Research data analysis

Chapter 6 – Conclusions

References


FIELDWORK PREFERENCE

This form has to be submitted to Niels Beerepoot on October 22 at the latest. Forms handed in later cannot be processed, and the ISHSS and GPIO Institute can consequently not guarantee to provide adequate thesis supervision.

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Previous Studies………………………………………………………………………

Current Elective ………………………………………………………………………

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