

CHANGEMAKERS  
YEAR-END BOOK

2024-25



CHANGEMAKERS YEAR-END BOOK

London College of Communication, University of The Arts  
London

TEXT

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**CHANGEMAKERS**  
YEAR-END BOOK  
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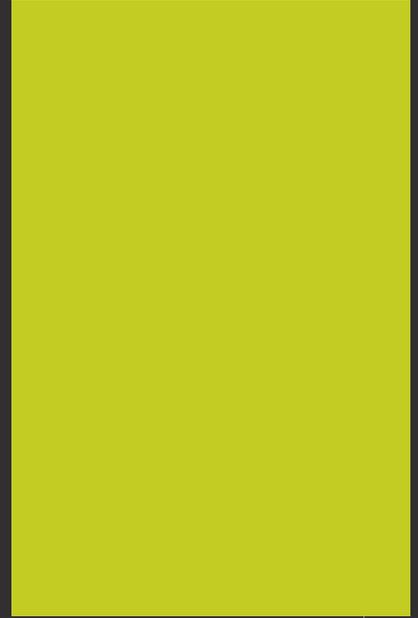
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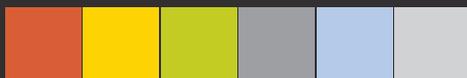
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# FOREWARD



**"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."**

(Mead, 2011)

I feel honoured to be asked to write a foreward to this Changemakers Yearbook. In the 30 years that I have worked with young people at FE and HE I have found this innovation uniquely powerful. It is all about the students and the changes they make. I have witnessed four years of different cohorts pass through this scheme and some have decided to stay to continue their work. It makes a difference and the Changemakers want to make a difference. Thanks to Lucy Panesar and Amita Nijahwan and Kevin Brazant for supporting the students over the years and for Zey Suka-Bill for bringing this

innovation to the college over 10 years ago. As Baldwin 1972 comments: **'Not everything that is faced can be changed, but nothing can be changed until it is faced'** (Baldwin, 1972).

I have been so impressed with the energy, commitment and innovation that the Changemakers 2024-25 have brought to their work, and I have made strong relationships with many of them. It is all about connection and respect. Each conversation that staff members have with them has helped both to develop pedagogic practice around racial and social justice in an art and design context. **'The pedagogy calls for a re-conceptualization of the knowledge base, linking theory to practice, student empowerment, multiculturalism, and incorporation of passion, to make learning more engaging and meaningful. Engaged pedagogy is a "transgressive" pedagogy'** (hooks, 1994). It is a place where students are listened to and have grown in confidence and use their creativity and enthusiasm to find new solutions to pedagogic challenges. I wish them all the very best in whatever careers they will pursue.

**Terry Finnigan**

Associate Dean Progression, Attainment and Support



# INTRODUCTION



## LCC Changemakers: Compassionate Co-Creation in Action

At London College of Communication (LCC), Changemakers are more than students, they are collaborators, disruptors, and co-creators of a more inclusive future. Each year, nine Changemakers are recruited and trained to work in partnership with academic staff, embedding anti-racist and decolonial approaches into the very heart of teaching, learning, and student experience.

With one Changemaker aligned to each of LCC's nine academic programmes, this initiative ensures that every corner of the college benefits from student insight, lived experience, and a commitment to equity. Changemakers undergo comprehensive training and receive ongoing supervision and peer support, equipping them with the confidence,

tools, and knowledge to drive meaningful change.

Working closely with the Progression and Attainment Project Manager, Deans, Associate Deans, and Programme Directors, Changemakers identify opportunities for transformation, from student induction to final assessment. They co-develop curricula, challenge embedded norms, and reimagine the educational journey with compassion and justice at the core.

Their impact stretches across key institutional processes, including reapproval, AE (Academic Enhancement), and committee evaluations, as well as wider collaboration with student reps, the Student Union, and peers across the university.

But their work doesn't stop there. Changemakers are vital contributors to UAL's broader anti-racism and decolonisation efforts, shaping a university culture that listens, reflects, and acts.

This is student partnership at its most powerful, courageous, collaborative, and compassionate. The Changemakers are not just improving education; they're rethinking what education can be.

**Kevin J Brazant**  
LCC Changemakers Coordinator





# VISION & MISSION

## VISION

To reimagine education as a transformative, inclusive, and socially just experience, where students and staff work in equal partnership to dismantle structural inequities and cultivate compassion, creativity, and criticality. The Changemakers initiative envisions a future where curriculum, pedagogy, and culture are co-created to reflect the diverse realities, aspirations, and potential of all learners, especially those historically marginalised within higher education.

## MISSION

The Changemakers initiative at LCC empowers students as scholar-activists and critical friends in the co-creation of equitable learning environments. By embedding decolonial and anti-racist principles into course design, teaching practices, and institutional strategy, Changemakers drive meaningful change across the university. Through collaboration with academic staff, student representatives, and professional services, they help close awarding and attainment gaps, improve graduate outcomes, and create inclusive spaces for dialogue and reflection. Grounded in storytelling, creativity, and critical pedagogy, the initiative fosters a community committed to social justice, where lived experiences become the foundation for institutional transformation. Together, we disrupt dominant discourses to reframe what education can be, and who it is for.







## OUR CHANGEMAKERS

### Slavi Kaloferov

Slavi Kaloferov is a digital communicator with an educational focus and an advocate for accessible content. As an LCC Changemaker, his mission is to equip students to understand themselves as individuals with power within broader social contexts. His work encourages critical engagement with and reimagining of the institutions one is part of.

Slavi champions personal storytelling online for diverse discourses, peer learning, connection and resistance to the erasure of individual and collective histories.

# OUR CHANGEMAKERS

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## Chiara Portinari

Chiara Portinari is a social innovation designer and consultant with a Master's in Design for Social Innovation and Sustainable Futures from London College of Communication (UAL).

They are interested in creative resistance and speculative repair. Through workshops, installations, and participatory projects, Chiara explores how collective imagination and knowledge sharing can challenge dominant narratives and pave the way for liberatory, sustainable futures.

Their work aims to empower communities to envision and create alternatives to the status quo, fostering transformative change through co-design.





## OUR CHANGEMAKERS

### Alejandra Sanchez

Alejandra is a UI/UX designer and researcher with a background in graphic and editorial design. She has collaborated with various NGOs, working alongside designers, data analysts, developers, and journalists to create technological tools, including platforms, dashboards, and editorial storytelling. Ale's work focuses on addressing gender violence, inequality, forced disappearances, and social accountability.

In her practice, she utilise research methods that prioritise people and their communities, integrating ethical frameworks, collaboration and reflective and critical thinking.

# OUR CHANGEMAKERS

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## Saranya Satheesh

Saranya is a design researcher with an interdisciplinary background in experience design and engineering. She reimagines research as a form of appreciation, drawing on anti-colonial and feminist approaches to explore lived experiences. Her work is grounded in examining how one's body and identity interact with systems of power.

As a Changemaker, Saranya channels her interests through participatory workshops, framework design, and creating spaces that enable relational, expressive, and transformative ways of being. Her vision is to design practices and experiences that center care, co-creation, and critical reflection as foundations for change.





## OUR CHANGEMAKERS

### Cassia Clarke

Cassia Clarke graduated with a bachelor's degree in Photojournalism and Documentary Photography (2020-2023) and was part of the second cohort of LCC Changemakers, and remained in the role for four years (2021-2025).

Outside of her Changemaker responsibilities, Cassia is an independent community archivist and artist educator whose work focuses on acquiring, critiquing, reconstructing, and sharing knowledge, with an emphasis on compassionate conservation and person-centred facilitation.

# OUR CHANGEMAKERS

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## Hanna Cox

Hanna Cox is a design strategist and founder with a BA in Design Management from the University of the Arts London (UAL). She works at the intersection of creativity, equity, and education to reimagine access to sustainable creative careers. Through ventures, platforms, and strategic design, Hanna challenges structural barriers and explores inclusive, future-facing pathways into industry.

Her work empowers students to build their own routes to success—because being unconventional is a superpower, and transforming systems takes courage, creativity, and the belief that nothing worth doing is ever easy.





## OUR CHANGEMAKERS

### Jiayi Wu

Jiayi is an interdisciplinary artist and designer working at the intersection of immersive media, sensor-based interaction, and social storytelling. Her practice explores how digital systems can reflect, challenge, and reframe emotional and bodily experience.

Drawing from motion capture, VR, and haptic feedback, she develops interactive environments that respond to gesture, presence, and memory. Jiayi's work is driven by a curiosity about how humans inhabit technological spaces—particularly in contexts shaped by constraint, disconnection, or resistance. Through each project, she asks how emerging media can expand our ways of sensing, sharing, and feeling together.

# OUR CHANGEMAKERS

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## Marryam Khan

Marryam Khan is a visual artist with a background in design and filmmaking. After graduating in animation, she discovered a passion for experimental storytelling, exploring innovative mediums and techniques to craft unique narratives.

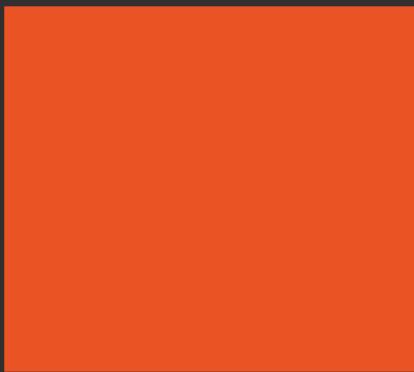
Her work focuses on addressing social issues, using unconventional approaches to provoke thought and evoke emotion.

Through her art, she strives to create meaningful stories that shed light on the human experience and the complexities of society.





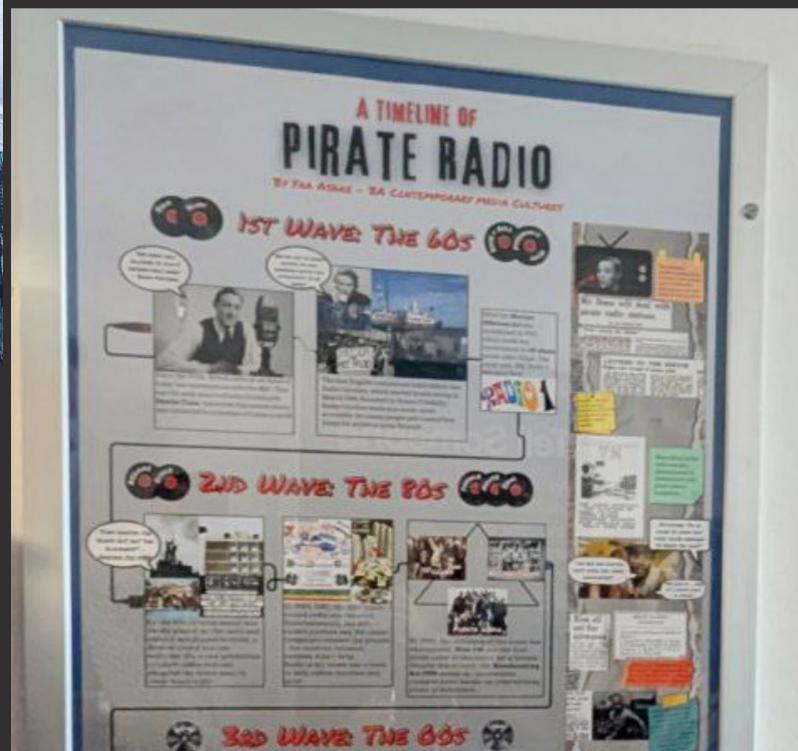
# PROJECTS & ACTIVITIES



## THE WALL PROJECT

An initiative to transform the 7<sup>th</sup>-floor walls of the Tower Block of LCC into vibrant displays showcasing student research on social justice.

The mission was to help reclaim space for student voices, affirm critical thinking as a form of resistance, and co-create education as a shared, liberatory practice



## PEOPLE INVOLVED

Project leader 23-25: Chiara Portinari

Project team 24-25: Nieves Mingueza, Alejandra Nava Sánchez, Hanna Cox

Project team 23-24: Nieves Mingueza, Lara Geary, Slavi Kaloferov, Zarifah  
Ahmadi Zamri, Cassia Clarke

Y2 Students – Communications & Media

Dr Jonathan Wright (Communications and Media Programme Director) and

Dr Sam Brooker (Course Leader)

Project reviewer: Kevin J Brazant



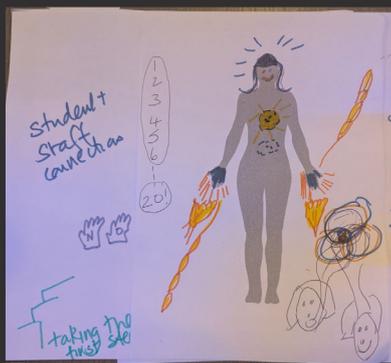
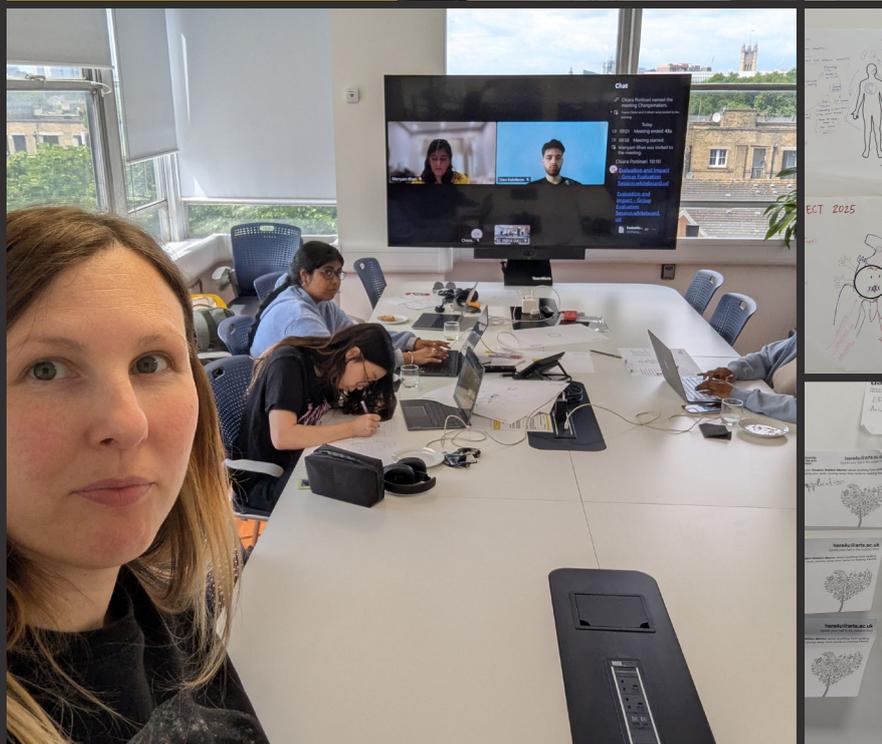
This project extended the learning experience beyond the classroom and beyond the teaching staff, enabled a sense of belonging and inspired reflection among participants.

# PROJECTS & ACTIVITIES

## EVALUATION AND IMPACT PROJECT

This initiative was in response to the need to effectively measure and articulate the impact of Changemaker projects and initiatives, ensuring they align with the Changemaker role in promoting social justice, anti-racist curricula, and an inclusive student experience.

The project involved a series of collaborative meetings, research, prototype development and testing sessions, to create a framework that includes methods for gathering quantitative and qualitative data, assessing emotional impact, and providing tools for continuous improvement and future development of Changemaker projects.

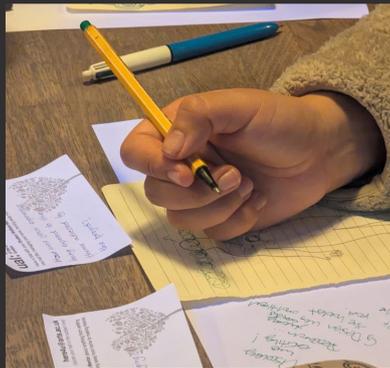
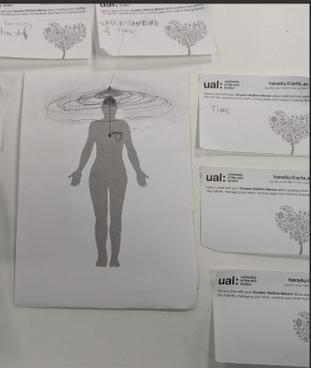
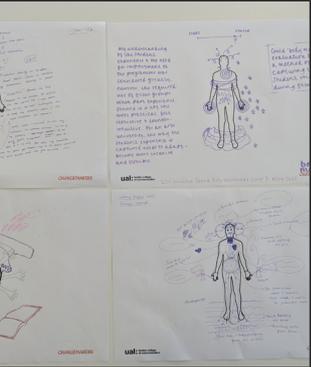
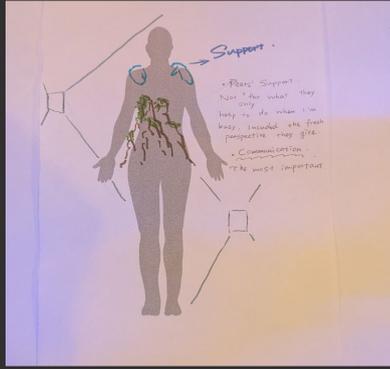


## PEOPLE INVOLVED

Saranya Satheesh

Jiayi Wu

Chiara Portinari



# PROJECTS & ACTIVITIES

## GLOBAL SOUTH PHOTOBOOK COLLECTION

This project is exploring how decolonisation and social justice can be embedded in curatorial and collection development practices. The project aimed to challenge Eurocentric frameworks in visual culture and expand narratives represented in academic archives.

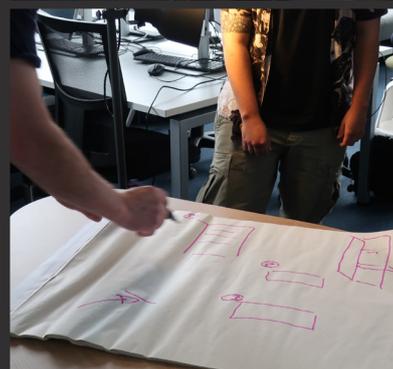




## PEOPLE INVOLVED

Gavin Clarke - Academic Support Librarian  
Saranya Satheesh  
Abhilasha Govindarajapuram Krishna  
Indranil Ujagare  
Srushti Hirde  
Minnie  
Winifred Ahupa  
Disha Gupta  
Cordelia Lewis

The project fostered cross-departmental collaboration and empowered students to see themselves as co-producers of institutional knowledge. It serves as a model for inclusive, student-led approaches to archive curation and decolonial practice.



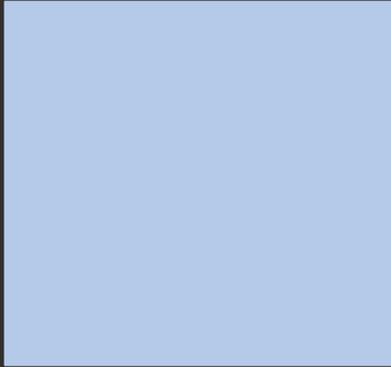
# PROJECTS & ACTIVITIES

## SUPPER CLUB

This initiative was developed in response to cost-of-living concerns highlighted in Arts SU research, in collaboration with Baxter Storey. Supper Club aims to support students, foster community, and improve access to nutritious meals.

Every Monday, the chef from the LCC Canteen prepares a fresh new recipe, giving students the opportunity to learn, share a meal, and even take home leftovers. At the Supper Club, students can watch the cooking process, pick up simple, practical recipes, and engage in conversations around food and culture. Whether you're a complete beginner or a passionate food lover, Supper Club offers the chance to build new skills and enjoy a free, freshly made meal in good company.





## PEOPLE INVOLVED

Terry Finnigan-Associate Dean Progression, Attainment and Support

Simon Hinde - Media School

Eric Wachira - Head Chef

Beatta Chormanska - LCC Canteen Manager

Emerson Naranja - Sous Chef

Saranya Satheesh

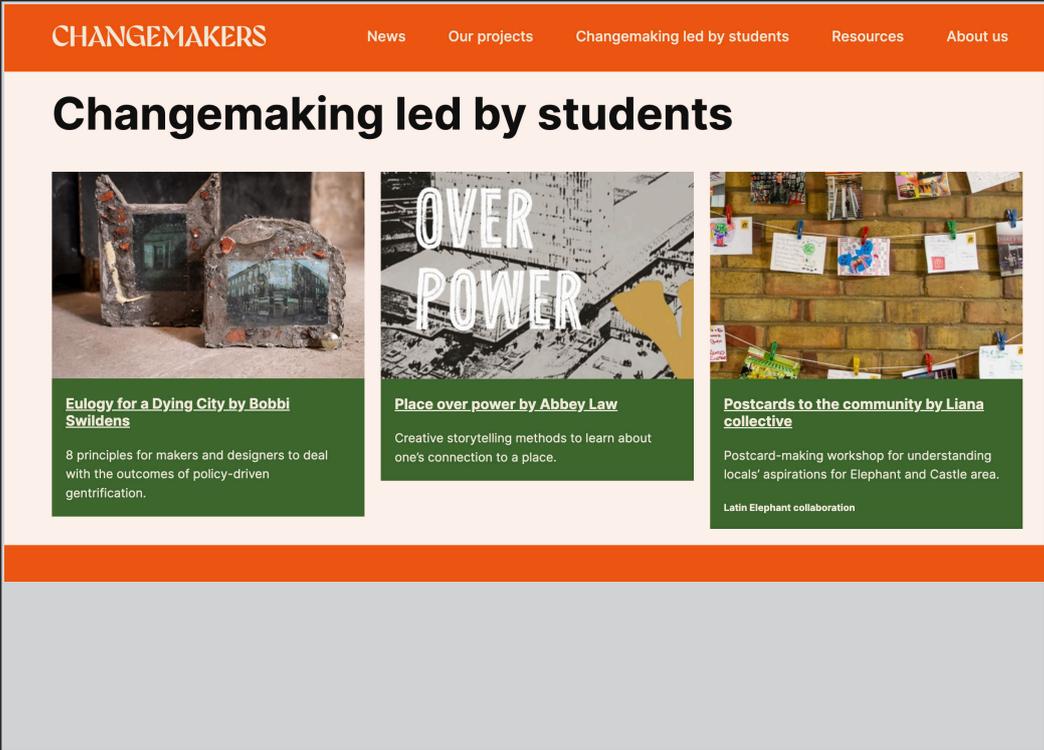
Srushti Hirde



# PROJECTS & ACTIVITIES

## CHANGEMAKING LED BY STUDENTS ARCHIVE

Development of a digital archive to showcase student and alumni work exploring gentrification in Elephant and Castle.



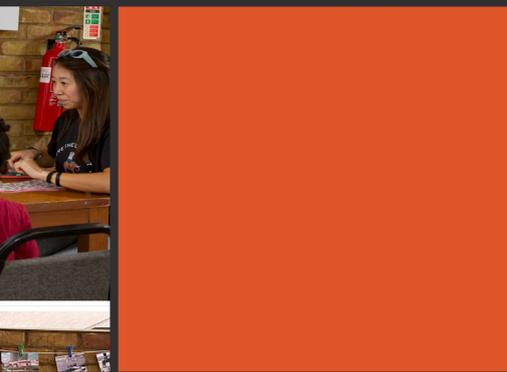
The screenshot shows a website with an orange header containing the text 'CHANGEMAKERS' and navigation links: 'News', 'Our projects', 'Changemaking led by students', 'Resources', and 'About us'. The main heading is 'Changemaking led by students'. Below this are three featured projects, each with a thumbnail image and a green text box:

- Eulogy for a Dying City by Bobbi Swildens**  
8 principles for makers and designers to deal with the outcomes of policy-driven gentrification.
- Place over power by Abbey Law**  
Creative storytelling methods to learn about one's connection to a place.
- Postcards to the community by Liana collective**  
Postcard-making workshop for understanding locals' aspirations for Elephant and Castle area.  
Latin Elephant collaboration



The mission was to support open dialogue and encourage the institution to critically reflect on its role in the area's urban changes and its impact on the community, while contributing work that supported local community action.





## PEOPLE INVOLVED

Chiara Portinari  
Slavi Kalofarov

This project supported the creation of interdependent learning spaces led by students, fostering collaboration and changemaking beyond the college environment.

# PROJECTS & ACTIVITIES

## EDI FILM AND TV STUDENT-LED PODCAST

The project seeks to explore the awarding gap and student attainment between the home White and home Black, Asian, and Minority Ethnic students from a student perspective. The student-led podcast is dedicated to fostering new and meaningful avenues to acquire the student voice beyond traditional methods, like university surveys, to actively improve the student experience.

Cassia will co-produce a focus group with Jiayi Wu (Changemaker colleague) and Prince Diafuana (the podcast lead) to evaluate the impact of the EDI-funded podcasts by giving space to and acting upon the student perspective, and to produce an equitable action research publication.

This project is split into two parts:

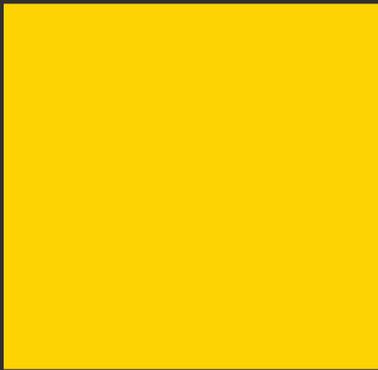
### PHASE 1

To facilitate the creation of student-led podcasts aimed at gathering student perspectives on their experiences regarding the awarding gap and unit/course attainment.

### PHASE 2

To use evidence from the project to propose actionable strategies for reducing the awarding gap and improving student attainment.





## PEOPLE INVOLVED

Cassia Clarke

Jiayi Wu

Prince Diafuana

Berekhet Berakhy - EDI Facilitator

David Knight - Course Leader BA Film and Television),

Fotis Begklis - Senior Lecturer in Film and Television

Mallika Kanyal - Educational Developer Academic Enhancement

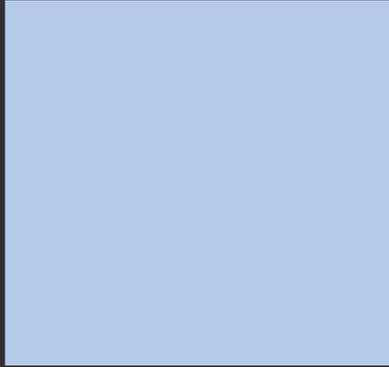


# PROJECTS & ACTIVITIES

## WORLD CONVERSATIONS

This had been developed in partnership with a member of Academic Support and the Student Experience Co-ordinator over 9 years ago. World Conversations is LCC's cross cultural discussion group. This is a friendly and informal space where students can network with their peers and make new friends. Everyone is welcome- Home and International students across all levels. Discussion topics might include: social media, human rights, films, London or cultural taboos and stereotypes. Students are always welcome to suggest topics. Free food & drink is provided.





## PEOPLE INVOLVED

Saranya Satheesh

Jiayi Wu

Sarah MacDonald

Chris Bryant

# PROJECTS & ACTIVITIES

## EDI Sound and Music Inclusive Sound Arts Workshop series

Three industry guests - Ain Bailey, Mariam Rezaei, and Antonio Roberts - were invited to run extra-curricular, long-form workshops between March and May 2025 for Sound and Music students. These sessions were implemented to engage more explicitly with inclusive pedagogies to diversify the Sound and Music curriculum and teaching methods.

Cassia has been working with Annie Goh to evaluate the impact of the workshops. The three-part evaluation process is as follows - Firstly, participants are asked to fill out a short post-workshop questionnaire. It asks a diverse range of questions about the workshops the students have participated in as well as asking for their feedback about their course and programme. For example, how important is it that inclusive teaching practices are embedded in your course? We included a definition of what inclusive teaching practices mean, which is aligned with UAL's understanding and commitment to it. Secondly, off the back of the questionnaire, students will be invited to participate in a focus group led by Cassia to expand upon their experience and opinions. The outcome of the focus group is anonymous, no audio recording will be made; and it will

inform the third evaluation protocol: a critical case study report. We constantly have student input as we want the final report to be informed primarily by their experience.

Ain Bailey  
Sonic Stories  
5 hours

Mariam Rezaei  
Improvising with Turntables  
4 hours

Antonio Roberts  
Live Coding  
5 hours





# A YEAR OF IMPACT CHANGEMAKERS 2024-25



## JUNE,25

Inclusive Sound Arts Workshop series.

Animating Justice Inclusive Workshop

Changemakers Digital Showcase

Storytelling Through Art and Design: Visualising Racial and Social Justice

## APRIL,25

Changemakers: Using Creativity to Drive Inclusion and Social Justice in the Arts. Presented by Kevin J Brazant.

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## MAY,25

Online Accessibility with Sheila Smith from the Digital Learning Team

Wall Project Launch

Photobooks Project with the Library

Film and TV Podcast Project.

Radical Pedagogies Project Focus Groups.

# CHANGEMAKER REFLECTIONS



Starting 2 years ago as an LCC Changemaker, I was intimidated by the passion and knowledge around me. The conversations and interactions in the space, developed in me a deeper connection to social advocacy. Being part of a group that embraces bold, forward-thinking ideas challenged me to keep rethinking my values and worldview.

It opened my eyes to the emotional and relational dimensions of meaningful work that I had previously overlooked. The values and insights I've gained will stay with me, shaping how I engage with the communities I'm part of and what it means to belong within them. Real change takes time and happens in community.

## Slavi Kaloferov



Being part of the Changemaker community has been a transformative experience, both professionally and personally. Through the two cohorts I've been a part of, I've witnessed what collectivity can look like. This experience has not only expanded my skill set but has also introduced

me to a network of passionate, like-minded individuals who have become both colleagues and friends. I feel lucky to have had the opportunity to contribute to and grow within this community.

## Chiara Portinari



Being a Changemaker has been an incredibly empowering experience. It gave me the space to explore my voice, collaborate with others, and contribute meaningfully to a community built on inclusion, creativity, and justice. Through workshops, conversations, and hands-on projects, I learned the value of listening deeply, thinking critically, and leading

with empathy. This journey wasn't just about making change, it was about growing through it.

## Marryam Khan



I entered into the position ready and optimistic, with limited knowledge of what looking behind the curtain truly entailed. I had a hand in many things – from programme work, to contributing to staff briefings and conferences, to co-hosting talks with UAL's international and national

contacts, such as Senac University in São Paulo. Between 2022 and 2024, the doubt and the constant headbutting started to take its toll on my enthusiasm and drive. I found myself for the first time questioning my position in all of this – Is this what I signed up for? There were many moments of being lost in the 'behind the curtain' maze. There is no denying how this role has shaped me – my colleagues held me together in a space I felt I did not belong in. The trust required to be here has been such an uplifting feeling. I chose to stay on this academic year (2024-2025) because I trust that my younger self entered into this position for a reason and with so much hope, and I would hate to leave with less.

## Cassia Clarke

# CHANGEMAKER REFLECTIONS



The Changemaker gave me the platform and support to explore advocacy and activism on my own terms, without being confined by predefined notions of what these practices should look like. I was able to bring my research practice into this space, using creativity to advocate for inclusive approaches to teaching and learning. The journey was both enriching and exhausting, pushing me to reflect deeply on

myself, my community, and the ways I relate to my work.

It gave me a new lens through which to view research and activism, not as separate spheres, but as interconnected practices grounded in care, creativity, and criticality. Through this process, I grew both personally and professionally, and found a community of people who care deeply and act with intention.

## Saranya Satheesh



This role has helped me to understand and become more aware of the profound changes needed in educational institutions. Above all, it has allowed me to connect with people, build community within LCC, and taught me to approach social justice issues from a creative and collaborative perspective, which has been invaluable for my

personal and professional growth.

## Alejandra Sanchez



Changemaker gave me the space to contribute differently, through feeling, design, and creative intuition. I entered unsure how immersive media could speak to justice work. But as the project evolved, I realised that reflection is not only verbal or intellectual—it can be sensory, silent, and embodied.

I brought my practice into the process not to make things clearer, but to make space for what's harder to say. Designing a VR reflection experience let me ask: what does emotional access look like when justice is the goal? This role helped me redefine reflection not just as a personal act, but as a relational one—something built slowly, with care, between people who might not think the same, but are listening.

## Jiayi Wu



Working alongside passionate staff and experienced changemakers at LCC who are driving efforts to improve the university experience for underrepresented groups has shown me the impact of collective, values-led work. Supporting behind the scenes has challenged me to rethink what it

means to create change—not through ego or personal agendas, but by listening, collaborating, and contributing to important and often difficult conversations and projects that centre community and shared ownership. I've been taught that even more important than visibility is consistency, care, and making sure projects are seen to completion. I feel proud to be part of UAL's journey of change—one that is becoming more representative of the strong values held by the students who make this community so exciting.

## Hanna Cox



LCC Changemakers and Equity Ambassadors from the University of Salford at the Changemakers Making an Impact event.

SPECIAL THANKS

Zey Suka Bill  
Amita Nijhawan  
Lucy Panesar  
Christie Johnson  
Chris Bryant  
Sarah Macdonald  
Kevin Brazant  
Terry Finnigan

Jonathon Wright  
Alice Harvey  
Gavin Clarke  
Annie Goh  
Joy Baek  
Hilary Jimenez

Berekhet Berakhy  
Josephine Collins  
Beatta Choromanska-Head Chef  
Sous Chef  
Jason Copely

Kene Igweonu (Head of College)  
Siobhan Clay

**ual** ■ london college  
■ of communication