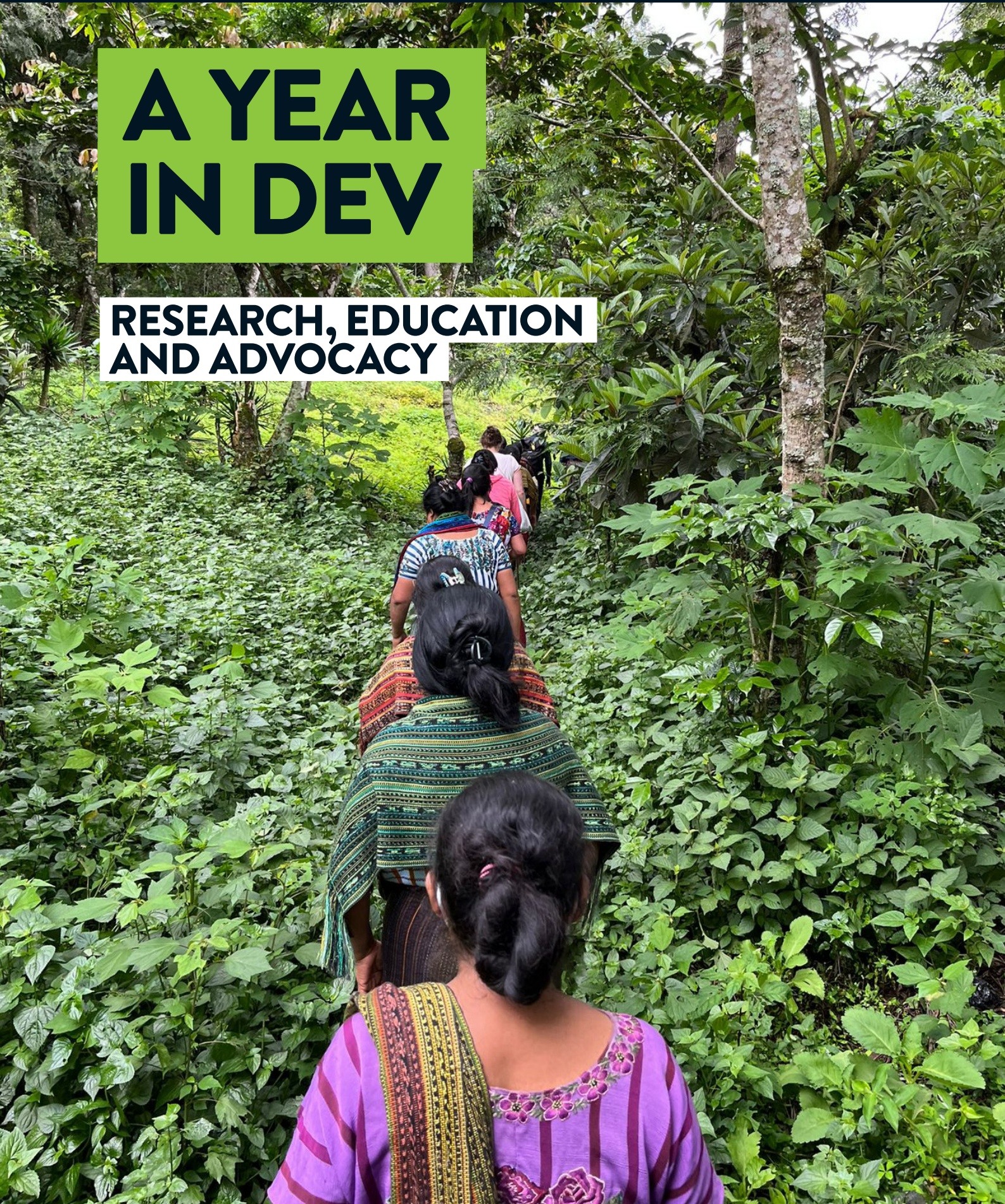


A YEAR IN DEV

**RESEARCH, EDUCATION
AND ADVOCACY**





WORLD TOP 20
FOR DEVELOPMENT
STUDIES

QS World University
Rankings by subject 2024

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Cover image: Dr Teresa Armijos, UEA working on Dialogues of Knowledge in Panabaj, Guatemala – Woman walking as part of a workshop to explore how the landscape, its rocks and changes are understood from scientific and local perspectives.

www.uea.ac.uk/dev

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2024 - 2025 WELCOME TO A YEAR IN DEV



Left: John McDonagh
Interim Head of School

Below left:
field course students in Bristol

Below middle:
field course students in Bristol

Below right:
field course students in Bristol

JOHN MCDONAGH INTERIM HEAD OF SCHOOL

For the last five and half years my colleague, Laura Camfield has led DEV, navigating some difficult times but somehow managing to keep us on track and thriving as a School. In April, Laura left DEV to join Kings College London as head of their Department of International Development, and so I am writing this as DEV's Interim Head of School. Together with my colleague Adrian Martin, we will lead the School until a new Head is recruited, most likely in the new year.

Looking back over the last year there have been some memorable moments. We welcomed a wonderful new cohort of undergraduate and postgraduate students in the Autumn, followed by around twenty Master's students in January. Additionally, an engaged and enthusiastic group of new students joined us to do their PhDs. Students are the lifeblood of the School: their energy, experience, creativity, and ambition contribute so much to the character and success of the DEV.

In addition to Laura Camfield, a number of other colleagues have moved on over the last year, either retiring from or leaving the School for their next adventure. All have contributed significantly to the School in many ways and are already greatly missed. We

haven't yet been able to replace these colleagues but have been extremely fortunate to be joined by two excellent teaching fellows for this year and next. Also, after a long period of understaffing, the DEV General Office now has a full complement of Faculty of Professional Services staff working with the School Manager.

See the box to the right for our Hello's and Goodbye's.

In the month and a half since taking on this role there have been some exciting initiatives in the School. The first ever student-led 'Innovation Summit' was held earlier this month and was by all accounts an amazing success; [you can find more on this event on Page 22 \(student story written by Success Areeveso\)](#). We also had our inaugural meeting of the DEV External Advisory Board: a mix of senior professionals working in the Development and related sectors. Some but not all Board members are DEV alumni and we have

been touched by the willingness of this impressive and busy group of people to work with DEV to develop our external profile and enhance the experience and success of the school, its staff and students.

[You can find more on this on Page 31 \(Advisory Board written by David Girling\)](#).

Finally, the School and UEA aren't immune to the dynamics and pressures of the external environment (politics, economic factors, competition etc.) but we are working through any new challenges, confident that we can continue to hold on to the things that matter most to the School: delivering a high quality student experience and world class impactful research in an environment that we all feel is welcoming, enabling and supportive.

HELLO'S AND GOODBYE'S

HELLOS

Emily Beck, School Coordinator /PA to the Head of School
Thi Bogossian, Teaching Fellow in Global Development
Chloe Poll, School Administrator
Dr Sarah Russell
Research Administrator
Dr Anuprita Shukla, Teaching Fellow in Global Development
Reetika Subramanian,
Senior Research Associate
Daisy Wyatt, School Administrator
Gisela Sonnenberg,
Senior Research Associate

GOODBYES

Julie Frith, Research Project & Finance Administrator
Dr Fariba Alamgir, Teaching Fellow in Geography and International Development
Dr Teresa Armijos Burneo, Lecturer in Natural Resources
Dr Lucio Esposito, Associate Professor
Prof Peter Lloyd-Sherlock, Professor of Social Policy & International Development
Dr Steven Russell, Associate Professor
Prof Mark Zeitoun, Professor of Water Security and Policy
Prof Laura Camfield, Professor of Development Research and Head of School 2018 to 2024
Dr David Brown, Senior Research Associate
Emma Rowles, School Support Assistant
Elizabeth Austin, School Administrator
Dr Cristina Sala Valdes, Senior Research Associate



UNESCO STORIES



Below left:
UNESCO Chair team in Malawi
Master's students last summer

In 2016, UEA was invited by UNESCO to join its prestigious Universities Network and established the UNESCO Chair in Adult Literacy and Learning for Social Transformation. Since then, the UNESCO Chair Team at UEA – based in the School of Global Development and the School of Education and Lifelong Learning – have successfully applied for renewal of the Chair programme – twice!

This UNESCO Chair programme aims to develop understanding about how adult learning – particularly for women and youth – can help address inequalities in the poorest communities of the world. In doing so, it seeks to strengthen links between formal, non-formal and informal learning across research, training, policy and practice. It is a partnership with university departments

specialising in adult literacy and community development in Ethiopia (Bahir Dar University, BDU), Nepal (Kathmandu University and Tribhuvan University), Malawi (University of Malawi), Egypt (Ain Shams University, ASU) and the Philippines (University of Santo Tomas).

Emeritus Professor Anna Robinson-Pant is the UNESCO Chairholder, supported by a faculty team of: Dr Sheila Aikman (DEV), Dr Harry Dyer (EDU), Dr Catherine Jere (DEV), Dr Ben Jones (DEV), Professor Yann Lebeau (EDU), Dr Esther Priyadharshini (EDU), and Professor Nitya Rao (DEV). We are delighted to have Dr Hannah Hoechner (DEV) join the team this year. The programme also benefits from a lively and dedicated group of PGR and PGT volunteers from across the Social Sciences Faculty, as well as colleagues and friends in the wider adult literacy community.



UEA UNESCO CHAIR RENEWED UNTIL 2028!

In February 2024, the UEA UNESCO Chair renewal application was approved by UNESCO, meaning that the programme will continue until 30th June 2028. The letter from UNESCO to the UEA Vice Chancellor stated that:

“The Chair’s work related to youth and adult literacy and learning for social transformation has contributed to UNESCO’s Strategy for Youth and Adult Literacy (2020-2025), and to the development of an effective model of South-South and triangular cooperation among partner universities ... and has added value to UNESCO’s work by sharing insights about the complex relations between literacy, education and development.”

For this third phase, an additional objective has been added: to find new ways of decentralising and democratising the leadership of the UNESCO Chair programme. Dr. Catherine (Kate) Jere (DEV), Prof. Sushan Acharya (Tribhuvan University CERID Nepal) and Dr. Ahmmardouh Mjaya (University of Malawi) have been appointed as Co-Chairs, with Prof. Anna Robinson-Pant continuing as Chair until 2028. At the Annual Review Group meeting in April 2024, the UK National Commission for UNESCO said they were happy to support the move to the Co-Chair model. They see this as a great opportunity to strengthen collaboration between countries, and the model has been held up by UNESCO as a means to encourage greater equity in the UNESCO Chair network overall.

UNESCO CHAIR DAY

Activities at the University of Santo Tomas, the Philippines!

In April 2024, following the launch of the third phase of the UNESCO Chair in Adult Literacy and Learning for Social Transformation, we held our annual UNESCO Chair Review Group meeting, hosted by the University of Santo Tomas (UST) and chaired by Professor Camilla Vizconde. Eleven members from UST, Tribhuvan University, Nepal and UEA were able to attend in person, with a further nine members participating on Zoom. The University of Santo Tomas also hosted a UNESCO Chair Day training workshop on Participatory Research Approaches in Global Contexts. Led by Dr Catherine Jere (DEV) with Prof. Camilla Vizconde (UST), Prof. Sushan Acharya (Tribhuvan University Nepal) and Emeritus Prof. Anna Robinson-Pant (EDU), the workshop introduced participatory research methods and debates to 25 postgraduate students and early career researchers. Several researchers from the Medical School commented that the workshop had provided hands-on experience of participatory tools which they planned to use within their community outreach projects and teaching.

EDUCATION AND DEVELOPMENT RESEARCH SEMINARS

This 2023/4 academic year saw the UNESCO Chair in Adult Literacy and Learning for Social Transformation team hold another successful Education and Development Public Seminar series.

Hosting research and discussion under the theme of Education, Identity and Social Justice, with insightful contributions from UK and international experts. We learnt about identity construction in both Polish children and international students learning in the UK, as well as literacy practice and activism in Australia and New York, and the role of adult education in prison systems. A Literacy and Policy forum was held person in January 2024, with Professor Uta Papen leading a discussion on New Literacy Studies and the extent to which such work can influence policy. A blog based on the event is available on the [BALID website: Balid Blog](#) – Literacy in Development.

OTHER TRAINING ACTIVITIES

In January 2024, UNESCO Chair colleagues facilitated a writing workshop for female early career researchers from across the West Africa region. Participants came from Nigeria, Ghana, Senegal, Mali, Guinea Bissau and met in Moree on the Atlantic Coast, in a retreat venue managed by the Kwame Nkrumah University of Science and Technology (KNUST). Nitya Rao (DEV), Ben Jones (DEV) and Yann Lebeau (EDU) were part of a team of eight academics working with the sixteen early career researchers. The workshop was supported by a grant from the British Academy. For details see page 12 (link to the fuller article sent in by Ben & Nitya)

RECENT AND NEW RESEARCH

In 2023, the ‘Youth Participation, Intergenerational Learning and Sustainable Livelihoods’ project (UEA AHRC IAA Rapid Response grant) ran youth-led policy-focused workshops in the Philippines, Ethiopia and Nepal – building on our earlier project in Malawi in January that year. An international webinar was organised by UEA in December 2023 to explore how creative methodologies can be utilised for youth-focused policy work, drawing a large, international audience.

In early 2024, the School of Global Development, in partnership with UNESCO and Equimundo, received news that they have been awarded International Development Research Centre (IRDC) funding for a Knowledge and Innovation Exchange (KIX) project on boys’ and youth disengagement from education. The project, ‘Lifting barriers: educating boys for gender equality,’ aims to develop a gender-transformative, globally-relevant model for school-level interventions to address harmful masculine gender norms, promote gender equality and keep boys in school. The project will be conducting research in Cambodia, Lesotho and Malawi. Dr Catherine Jere will coordinate the research, which involves the UNESCO Chair team at the University of Malawi, as well as Prof. Sushan Acharya (Tribhuvan University), Dr Victoria Cann (IIH), Dr Ben Jones (DEV) and Thi Bogossian (DEV).

To find out more about these projects or further information about the UNESCO Chair programme, including how to get involved please contact c.jere@uea.ac.uk or go to the UNESCO Chair website: www.uea.ac.uk/about/school-of-education-and-lifelong-learning/research

STAFF RESEARCH

/ Early career researchers
/ The fight for Empowerment
/ Charity Advertising
/ Just Transformations
/ Climate change
/ Pathways
/ How to capture the media

SUPPORTING EARLY CAREER RESEARCHERS

In the last week of January 2024, DEV colleagues facilitated a writing workshop for female-identifying early career researchers from across the West Africa region. Participants came from Nigeria, Ghana, Senegal, Mali, Guinea Bissau and met in Moree on the Atlantic Coast, in a retreat venue managed by the Kwame Nkrumah University of Science and Technology (KNUST).

Nitya Rao (DEV), Ben Jones (DEV) and Yann Lebeau (EDU) were part of a team of eight academics working with the sixteen early career researchers. These researchers were selected from a pool of more than 500 applicants. The workshop was supported by a grant from the British Academy.

Alongside Nitya, Ben and Yann we were joined by George Bob-Milliar (KNUST), Aidas Sanogo (Centre Universitaire

de Manga, Burkina Faso), Paola Vargas Arana (Manchester) Rosemary Bosu (University of Cape Coast) and Mary Setrana (University of Ghana).

The writing workshop grew out of a discussion between colleagues from UEA, Manchester University and KNUST in Ghana. We were concerned with structural inequalities in global knowledge production and how these combined with gendered hierarchies in

West African universities to constrain women researchers in developing their research independence. In concrete terms the team is focused on helping early career researchers in publishing single-authored articles in leading journals.

Plenary sessions looked at topics such as the changing landscape of publishing, grant writing skills, and the gendered dynamics of academic life in West African Universities. There was also smaller group work, and opportunities for new writing.

To give an example of participants benefiting from this initiative. Fatima Iddrisu Abu is a lecturer at the University of Development Studies in Tamale and is being mentored by Ben. Her work focuses on young women and girls who work as porters in the city's markets. Fatima shows how this precarious work is, in many cases, also about raising money for staying in school. In other words, schooling itself is part of the precarious life of young women. Fatima is now drafting a full-length journal article where she documents and theorises this important work. She meets online with Ben every two months.

Critical to the success of the workshop has been the opportunity to reflect, socialise and share experiences. Nitya, Ben and Yann's work continues as we continue to mentor and meet with the early career researchers.

Written by
Dr Ben Jones



JOINING THE FIGHT FOR EMPOWERMENT?

Funded by a British Academy, CARA and Leverhulme research support grant, Dr Yevgeniia Gnatchenko has led the first in a series of three workshops on 'Gender and Security' in 2024.

Dr Gnatchenko is Associate Professor in Entrepreneurship and Business Administration at the O.M. Beketov National University of Urban Economy in Kharkiv, Ukraine, and Visiting Academic at the Norwich Business School under the Fellowship Scheme of the Council for At-Risk Academics (CARA).

The workshops are run in collaboration with Dr Iokiñe Rodríguez Fernandez, Dr Caitlin Scott and Dr Ulrike Theuerkauf at the School of Global Development, and Dr Juliet Colman, founder and director of SecurityWomen (an NGO advocating for greater gender equality in security sector institutions).

The workshops focus on the experiences and expectations of women in armed groups. Workshop discussions use a comparative lens, as they examine the diverse motivations, realities and consequences of women's participation in state as well as non-state armed forces across three contexts: Ukraine, which is subject to an ongoing interstate war; Colombia,

where multiple actors are trying to build peace after decades of civil war; and the UK, which has not experienced war within its borders since the Good Friday Agreement, but is still dealing with the legacy effects of 'the Troubles' in Northern Ireland.

While the history of violent conflict in each of the three countries is distinct, there are common denominators in the narratives by and about women in armed groups. Irrespective of their national background, women in armed groups have encountered: expectations to be strong as a fighter but also caring as a woman; incidents of sexism and sexual harassment; the power of unit leaders to influence an armed group's institutional culture (of what is seen to be acceptable or unacceptable behaviour); and feelings of empowerment from moments of solidarity within their group. The presentations about Ukraine highlighted the complex roles of patriotism and feminism in women's decision to join the state army, that is, the desire to protect their country but also to ensure – by joining armed forces – that women's rights will be guaranteed in the post-war period. These arguments have raised broader questions, across the three country examples, on the extent to which women in armed groups can act as 'fighters for empowerment'.



Gender and Security workshop 2024

The Gender and Security workshop 2024 series forms the basis for future research about women's roles as providers of security, the challenges and opportunities that they face in (different types of) armed groups, and how war affects gendered access to military and political power.

Yevgeniia Gnatchenko (NBS) and Ulrike Theuerkauf (DEV)

Written by
Ulrike Theuerkauf

CHARITY REPRESENTATION OF DISTANT OTHERS



Left to right:
Charity advertising images
captured during research

During Christian Aid Week, will you make a stand for better futures?

We have 7 days to make a huge stand with families like Rose's, and millions more people across Kenya whose lives are threatened daily by storms, flash floods and drought. Let's stand together against climate chaos. Let's work with communities to help build reliable water systems – and better futures.

Low cost dams save lives. And help people stand stronger. Every drop of water that falls is precious. So there needs to be a simple, sustainable and ingenious way to successfully collect it. Earth dams do just that. And your gift today can help build them.

These huge basins are dug in the ground to collect and store rain water. It's then piped into taps for people like Rose to draw from. You only have to look at Florence and her community in the image opposite to see the difference an earth dam can make.

Crops grow, land can be farmed, and families no longer go hungry. People stand strong and are better prepared for whatever life throws at them.



There is a continued predominance of images with African characters in charity adverts supporting international causes, but on the whole the images used in charity fundraising appeals are improving – according to new research by the University of East Anglia (UEA).

The study, conducted over a six-month period in 2021, examines 541 images found in 17 national weekend newspapers in the UK. All the adverts were characterised as supporting issues in countries overseas.

In the past charities have been criticised for their shock tactics and using images of suffering to generate emotions of compassion and pity. They have also been accused of dehumanising those depicted in the photographs and unnecessary use of stereotypes driven by unequal power dynamics. This criticism often warrants

questions such as: how should charities portray the people they are trying to support and what is the damage of these representations?

Several factors have accelerated charity strategies and policies to reconsider the potential damage of representation and the stories they tell. One of the main contributing factors is the need to decolonise narratives by reducing stereotypes and the 'white gaze' through which we see other countries.

The Black Lives Matter (BLM) protests in 2020 were a significant catalyst in charities rapidly adopting or updating their ethical imagery policies. The COVID-19 pandemic was also instrumental in charities being forced to employ locally based photographers and filmmakers in the countries where they deliver programmes.

In this study, the researchers aimed to explore whether charity adverts have changed in recent years and what kinds of characters are represented in their fundraising campaigns.

Key findings from the study, published in a report called Charity Representations of Distant Others online today, include:

- More than half of the charity adverts (52 per cent) in UK national newspapers focus on supporting international causes.
- More than half of the images (56 per cent) supporting international causes focussed on countries in Africa.
- 50 per cent of the characters depicted in the adverts are of women and children. Whole family units are grossly under-represented. Only one image out of 541 images included a mother, father and child.
- 21 per cent of the characters are of children. This is a significant shift from a previous study in 2005/6 where 42 per cent of all characters focused on children.
- 20 per cent of all the images were of people characterised as professionals/leaders from the Global South, for example doctors, nurses and other development workers.

– 11 per cent of images were deemed as 'pitiful' or using 'shock tactics'. The adverts were from two organisations and portray children who suffer from trachoma and a cleft condition respectively.

Associate professor David Girling said: "This research proves that charities are making significant efforts to improve the representation of people in countries overseas.

"It is good to see that there are more professionals involved in development work portrayed in the images used by charities. It is also positive to see the reduction in the use of children as helpless victims.

"Saying that, most of the images of children are still passive and often with their mothers. Charities and INGOs must strive to present a more diverse cast of characters and consider the negative impact of Afro-centric representations of people in need."

Co-Researcher Deborah Adesina, an MA Media and Global Development Media graduate and Commonwealth

Scholar who now works as a Communications and Development Consultant, said: "This study reveals how charities have reacted positively to previous studies and critiques of ethical storytelling.

"But the research leaves us with more questions on the silence/erasure of whole family units in charity adverts. The representation of 'Africa' seems to be perpetually frozen in rural times. These issues are topical and deserve more attention.

"Ethical storytelling is not a buzzword or some check-box exercise, it's an active pushback against the pervasive stereotypes and antiquated ideologies that continue in representations of distant others. It's a fight for inclusion of previously muted voices, and an attempt to bridge the yawning gap between Global North 'donors' and Global South 'beneficiaries'.

"There is much space for communications professionals to creatively reimagine and reconstruct the boundaries of geography in their representation of development work.

"The stories INGOs choose to tell and the images they use over time become deeply entrenched in the collective memories of supporters, donors, development partners, and the 'beneficiaries' themselves. These stories contribute to public knowledge of global poverty and of the Majority World. Everyone involved in both the construction and consumption of such representation is complicit."

As part of the research, a website (www.charity-advertising.co.uk) has been designed which includes a database of all the adverts collected during the six-month period. This resource will be a valuable tool for practitioners, researchers and students who are interested in improving ethical storytelling in the charity and development sectors.

The report, Charity Representations of Distant Others, is published online at www.charity-advertising.co.uk

Written by
David Girling

JUST TRANSFORMATIONS:

GRASSROOTS STRUGGLES FOR ALTERNATIVE FUTURES

The climate crisis is the greatest existential threat humanity faces today. The need for a radical societal transformation in the interests of social justice and ecological sustainability has never been greater. But where can we turn to find systemic alternatives?

From India, Turkey and Bolivia, to Venezuela, Canada and Lebanon, Just Transformations looks to local environmental struggles for the answers. With each case study grounded in the social movements and specific politics of the region in question, this volume investigates the role that resistance movements play in bringing about sustainable transformations, the strategies and tools they utilise to overcome barriers, and how academics and grassroots activists can collaborate effectively.

The book provides a toolkit for scholar-activists who want to build transformative visions with communities. Interrogating each case study for valuable lessons, the contributors develop a conceptualisation of a just transformation that focuses on the changes that communities themselves are trying to produce.

[Download free here](#)

Co-edited by
Iokiñe Rodríguez, Mariana Walter and Leah Temper, published by
Pluto Press.

JUST TRANSFORMATIONS

GRASSROOTS STRUGGLES & ALTERNATIVE FUTURES

EDITED BY
**IOKIÑE RODRIGUEZ,
MARIANA WALTER &
LEAH TEMPER**



CLIMATE CHANGE: MIGRATION, MOBILITY AND IMMOBILITY

Globally, migration has emerged as a critical adaptation strategy in the face of escalating climate change impacts. Yet, it remains neglected in most government planning and policy, resulting in fractured rural economies and haphazard urban development.

Key questions arise: How can communities evicted from their homes rebuild their lives? What challenges do women and girls face in the migration process? How can we ensure fair access to resources for migrants? What support systems are necessary for vulnerable populations unable to move? How do we guarantee their safety and well-being in their current locations?

These fundamental questions form the cornerstone of two interdisciplinary research initiatives at the School of Global Development, focused on ecologically vulnerable regions of South Asia—Successful Intervention Pathways for Migration as Adaptation (SUCCESS) and Climate Change Local Adaptation Pathways (CLAPS). The projects seek to advance our understanding of migration, mobility, and immobility as critical components of climate adaptation strategies, fostering evidence-based narratives and advocating for inclusive practices. Dr Mark Tebboth, the co-principal investigator on the projects, said: “In South Asia, migration is a vital

strategy and behaviour adopted by millions of people. These projects provide crucial insights to enable us to better understand and advocate for interventions to support migration and adaptation.”

Collaboration stands at the heart of both projects, uniting leading researchers and field practitioners from diverse backgrounds and geographies. The SUCCESS project, which is funded for three years by the Foreign and Commonwealth Development Office and Canadian development assistance through their International Development Research Centre under their Climate Adaptation and Resilience (CLARE) programme, is being undertaken in partnership with the University of Exeter, the International Centre for Integrated Mountain Development (ICIMOD) in Nepal, the Refugee and Migratory Movements Research Unit in Bangladesh, and the Royal Thimphu College in Bhutan. Highlighting the core objectives of the project, Amina Maharjan from ICIMOD said: “While most interventions either ignore or aim to halt migration, we will be looking into integrating migration and its implications in them with the objective of reducing precarity, increasing adaptive capacity and building overall wellbeing of the immobile and migrant families and communities.”

Meanwhile, CLAPS, a year-long endeavour, has received funding from

the UK Foreign, Commonwealth, and Development Office. The project has brought together research teams from the University of Exeter (UK) and the Indian Institute for Human Settlements (IIHS), along with civil society partners across India. Chandni Singh, senior researcher from IIHS said: “The present moment is animated by urbanisation and climate change. India sits at the cusp of these transitions, while it tries to address wider and unequal development deficits. I look forward to learning from our implementation partners who are testing solutions in urban and rural areas - this is critical if we are to think of climate-resilient futures.”

Both projects delve into the interlocking forces of gender and social differentiation to develop inclusive frameworks. Professor Nitya Rao, co-investigator on both projects, said: “I am really excited that we have an opportunity to develop a more nuanced analysis of experiences and outcomes, but also to explore how gender-sensitive interventions are, how far they address the needs of different groups of men and women.”

For more information and updates on the SUCCESS project, visit the project website.

Written by
Mark Tebboth



INDIGENOUS FOOD SYSTEMS:

PATHWAYS TO
NUTRITION, HEALTH
AND RESILIANCE

Reducing hunger and improving nutrition remain key developmental priorities in India, however, despite substantial economic prosperity, progress on the ground is slow. Poor nutrition levels are attributed to unhealthy diets which are calorie-dense, convenience-based and lacking in micronutrients.

The challenge is exacerbated manifold for the poor and marginalised, more so amongst the indigenous communities inhabiting remote and conflict-ridden rural areas. Though their traditional food and knowledge systems seem to foster nutrition, gradual alienation from their environment and the invisibility of traditional foods from the policy space has led to the stigmatization and gradual erosion of indigenous peoples' knowledges and practices. Climate change is further aggravating the

Right: Nitya Rao (DEV) presenting
The Santali Recipe Book

Below: Different recipes from
the Santal communities



situation by pushing people into states of vulnerability and inequity.

Approaches that focus on generating and co-producing localised contextual knowledge on healthy diets are largely absent. Beginning with a Global Research Translation Award on Sustainable Food Systems and followed up with smaller awards from the PVC Impact Fund, we have sought to address this gap.

Working with the indigenous Santal communities in Eastern India, we enabled a platform for documentation and exchange of knowledge on sustainable food systems using various creative and participatory tools. While local Santal youth visually documented traditional Santal foods and recipes, working with an interdisciplinary consortium of NGO partners, researchers, nutritionists, and Santal women, we investigated the nutritional components of these locally available and affordable foods and designed nutritionally adequate and seasonally appropriate menu templates to form a Santal recipe book.

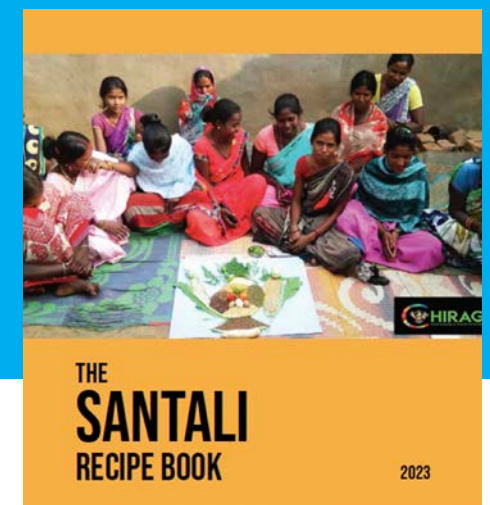
Translation of these recipes among the communities as cooking demonstration workshops by the Santal youth have created conversations around biodiversity loss, shown an improvement in nutrition related knowledge, attitudes and practices among participants, emphasising the importance of targeted interventions for nutrition literacy and healthier dietary practices.

Apart from working with the communities, we have also been reaching out to policy-makers and local academic institutions. In a day-long workshop at the Sidho Kanhu Murmu University in Dumka on April 6th 2024, not just was there enthusiasm from doctoral students to pursue research in areas related to local and sustainable food systems, but representatives from the State also identified potential areas for collaboration.

The local director of the Jharkhand State Livelihood Promotion Mission elaborated on their own approach, emphasizing initiatives such as 'nutri-gardens' in promoting traditional foods and bolstering community health. The Director of the Agricultural Research and Extension Service (Krishi Vigyan Kendra) noted overlaps in the realms of natural farming, seed production and the Nutrition Agriculture Research Innovation (NARI) programme.

Several local NGOs were keen to use our nutrition awareness model for improving community health, fostering resilience and preserving indigenous culture. This real-life experiment in building an alternate pathway to food security and nutrition in India, in a context of climate change, goes beyond agriculture to focus on a holistic food system, ensuring resilience, sustainability and equity of the ecosystem.

Written by
Nitya Rao

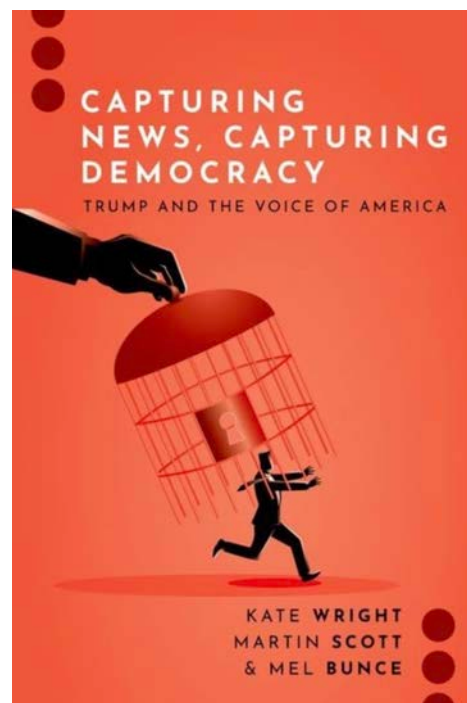


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- 1 **Quest for Identity: Gender, Land and Migration in Contemporary Jharkhand.** Rao, N. (2023). Cambridge University Press. Cambridge.
- 2 **The Santali Recipe book.** 2023. (hard and soft copies available)
- 3 **Cameras in the hands of indigenous youth: Participation, films, and nutrition in India.** Current Developments in Nutrition, 6(8), nzac114. Rao, N., Narain, N., & Sabir, G. (2022). .
- 4 **Aligning Santal Tribe Menu Templates with EAT-Lancet Commission's Dietary Guidelines for Sustainable and Healthy Diets: A Comparative Analysis.** Nutrients. 16(3), 447. Armes, S., Bhanjdeo, A., Chakraborty, D., Kaur, H., Ray, S., and N. Rao. (2024).
- 5 **A needs-based approach to promoting gender equity and inclusivity: insights from participatory research with farmer-producer organisations (FPOs).** J. Soc. Econ. Dev. Harrington, T., Narain, N., Rao, N. et al. (2023).
- 6 **Destinations Matter: Social Policy and Migrant workers in the times of Covid.** *European Journal of Development Research.* DOI: 10.1057/s41287-020-00326-4. Rao, N., Narain, N., Chakraborty, S., Bhanjdeo, A. and A. Pattnaik (2020)
- 7 **Participatory videos and blogs at Sustainable Food Systems - Groups and Centres** (uea.ac.uk)

NEW BOOK

HOW TO CAPTURE THE MEDIA



The Voice of America (VOA) is the oldest and largest US government-funded international media organization. In 2020, Donald Trump nominated Michael Pack, a right-wing documentarian and close friend of Steve Bannon, to lead the US Agency for Global Media – the independent federal agency overseeing US-funded international media.

During Pack's seven-month tenure, more than thirty whistleblowers filed complaints against him, and a judge ruled that he had infringed journalists' constitutional right to freedom of speech.

How did such a major international public service media network become intensely politicized by government allies in such a short time, despite having its editorial independence protected by law?

A new book – *Capturing News, Capturing Democracy* – co-authored by Martin Scott (DEV) – puts these events in historical and international context. In the process, it develops a new analytical framework for understanding government capture and its connection to broader processes of democratic backsliding. Drawing from in-depth interviews with network managers and journalists, and analysis of private correspondence and internal documents, Dr Scott and his co-authors – Dr Kate Wright and Prof Mel Bunce – analyze how political appointees, White House officials, and right-wing media influenced VOA – changing its reporting of the Black Lives Matter movement and the 2020 presidential election.

They stress that leaving the VOA unprotected leaves it and other public media open to targeting by authoritarian leadership and poses serious risks to US democracy. Further, they offer practical recommendations for how to protect the network and other international public service media better in the future.

Other DEV students used participatory mapping with the UEA Biodiversity and Climate Change Action Network (BCAN) and with people working on just transformation in the food sector in Norwich to facilitate discussions about the challenges and benefits of transformations to sustainability, participatory power analysis with Greenpeace Norwich and the UEA Palestinian solidarity group to explore institutional and structural power asymmetries in the making of radical transformations to sustainability, and future visioning with the Sustainable Living Initiative in Norwich to help develop their 5 year development plan. It has been very satisfying to hear the reflections of the lessons learned by students facilitating these discussions on the ground. Well done everyone!

[Read more here](#)

Written by
Martin Scott

FORTHCOMING BOOK ARTICLE

Capturing News, Capturing Democracy: Trump and the Voice of America (Journalism and Political Communication Unbound): Amazon.co.uk: Wright, Kate, Scott, Martin, Bunce, Mel: 9780197768495: Books.

STUDENT VOICES

Below left: Discover Japan event, The Forum, Norwich ©Moe Iijima

Below right: Derby Day ©Maggie Read (UEA Sport)

IMPACTFUL RESEARCH

Second year undergraduate students on the Ethnographic Methods module run by Dr Maria Abranches and Professor Emma Gilberthorpe have been conducting research on Equality, Diversity and Inclusion (EDI) within the UEA.

Students' case studies explored disability, international students and mental health, and gender in sports and societies. Ethnographic explorations of these topics over the course of one semester concluded that while there is growing recognition of the diversity of our university campus, and an increased attempt at inclusivity, there are still inequalities that generate forms of exclusion that need to be addressed.

DISABILITY AND SOCIAL EXCLUSION

Utilising interviews and group mapping, our study explored the extent of social exclusion for disabled UEA students and staff. Our results highlighted how a legacy of eugenic world building from 1960s architecture creates a hostile built environment, and revealed an understudied intersection between disability and gender.

For disabled communities, UEA is also a digital space, vital for forming connections. However, disability remains generalised and overlooked, with patchy support making it easy for individuals to slip through the system, and although UEA has improved its EDI, decision making does not yet include all voices within the disabled community.

Amy Patterson and Turaiya Lemard

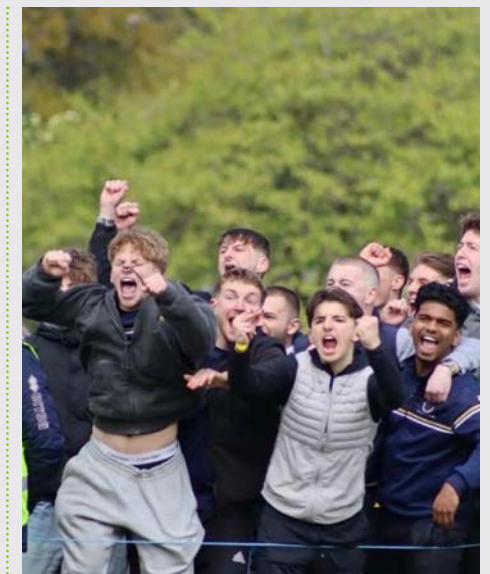


INTERNATIONAL STUDENTS AND MENTAL HEALTH

'It is what it is'. This is the voice of international students on inaccessibility to mental health services on campus. International students face multidimensional struggles through studying abroad, such as language barriers, cultural adaptation, and loneliness. Such difficulties cause anxiety and depression in many of them.

My research highlights that some international students are unable to seek help due to difficulties of expressing feelings in non-native speech, and negative expectations and stigmas about mental health services. Some international students are concerned that their unique and complicated experience of studying abroad cannot fully be understood by counsellors. Some also blame themselves and their lack of effort in learning English for having such unequal accessibility. For more inclusive and equitable university environment, the university must reconsider the mental health support systems on campus and the wellbeing of 'all' students.

Moe Iijima



GENDERISATION IN UNIVERSITY SPORT

Through observations, questionnaires and interviews, our study examined the intricacies of gender relations within university sport. The results highlighted how impactful gender norms can be on student's perceptions regarding their identity and choices within sport. There is a positive sense of community within UEA sport, with support networks spanning teammates to faculty. However, firsthand accounts and observations showed that negative language, comparisons, and judgments are still commonplace, highlighting that certain behaviours remain deeply ingrained in sports and are yet to be overcome. In order to make students feel more comfortable and encourage an increased involvement of all genders, sport needs to be rethought as an institution.

Mia Everitt and Joseph Hinton

Written by
Maria Abranches and Emma Gilberthorpe

A PERSONAL REFLECTION

Deciding to pursue a master's degree in the United Kingdom was not a decision I took lightly. Leaving behind a thriving career in television and radio as a broadcast journalist in Nigeria, I embarked on a new chapter of self-development.

With multiple offers, I followed my intuition and said 'yes' to UEA. This decision was not without uncertainties but reflecting on my time at the University of East Anglia (UEA), I can confidently say it has been an extraordinary and worthwhile experience.

Echoes of Development: First Tears

At a social evening in the vibrant ZICER building of the School of Global Development, lecturers and students gathered for an evening of dance and camaraderie. The air was filled with laughter and conversation. For me, this event marked a surreal moment, my rite of passage into the world of development. Amidst the celebration, I felt an unexpected emotion: loneliness. The classical melodies played by the band seemed to echo my longing for home, family, and the familiar, leading to tears. Then, Isaac, a fellow student, appeared and clasped my trembling hands, conveying solidarity. The tears subsided, replaced by laughter and dancing. Later, as I scrolled through the UEA DEV Instagram page, I saw a photo from that unforgettable night, capturing the joy I felt. It was an indelible mark on my journey toward becoming an agent of change.

Academia

In my academic journey I encountered modules that sparked my curiosity and reshaped my perspective. The exploration of media's role in global development became exhilarating. I delved into the significance of amplifying journalists' voices, the urgency of reporting on humanitarian crises, and the transformative power of media for social change.

My lecturers, Martin Scott and David Girling, played pivotal roles as mentors, guiding us with passion. Their unwavering support fueled my belief in the potential of media to drive global progress. We navigated practical challenges, solved complex problems, and nurtured innovative ideas. Working with course mates as part of an exceptional team, we celebrated our unique perspectives, recognizing that diversity fuels growth.

Leading the UEA Nigerian Society: A Journey of Service and Impact

Upon arriving at UEA, I found myself contesting to lead the Nigerian students' community. Barely two months on campus, I canvassed votes from fellow students, many of whom were strangers. The election was fiercely contested, and I emerged as the president of the Nigerian students' society. Drawing from my experience in students' union politics during my undergraduate days, I stepped into this leadership role with determination.

Leading Nigerian students on campus has been both exhilarating and overwhelming. We've forged connections, celebrated our culture, and supported one another. UEA's unwavering support has been instrumental—I've never been turned down when seeking information or assistance for our members. I extend my heartfelt gratitude to the UEA Career Central team, the Enterprise Centre team, the Students Union, and the international recruitment officers, especially Deby Okoh. Together, we've woven a vibrant tapestry of collaboration, resilience, and shared purpose.

My LiveWire 1350 Experience

With a background in radio and television, I constantly shared my desire to engage in practical work with my lecturer, Martin Scott. Following his advice, I explored opportunities within the LiveWire society, which led me to audition for a show host position. After an impressive demo, I was thrilled to be granted my own show: "My African UK Experience." Every Tuesday, my voice resonates across the LiveWire 1350 platform. My show became a bridge connecting African students on campus. I invited students from all corners of Africa to share their unique experiences, challenges, progress, and cultural insights. Through these conversations, they integrated more seamlessly into the university system.

The Event Host

Before arriving at UEA, I had accumulated years of experience hosting events. However, as a busy student, I hadn't fully explored this aspect until I received a call from Success, a fellow member of the Nigerian students' society. She invited me to join her team organising the first-ever student-led UEA DEV summit. Without hesitation, I accepted.

This opportunity was a highlight for me. Almost all my passions found an outlet for expression and further development. As the event host for the summit, I received positive feedback. The most thrilling moment was when I stumbled upon my picture on the UEA DEV Instagram page. Comparing the two photos of me, I realised how much I had grown, shaped by the vibrant community of DEV enthusiasts.

Written by
Sonia Ohwojoro
MA Media and Global Development

MY UNIQUE STORY

AN INTERNATIONAL STUDENT PERSPECTIVE

My story is one ChatGPT can't form, quillbot can't paraphrase, and only I can tell. I craved freedom like every typical African first-born daughter.

I craved freedom like every typical African first-born daughter. I have always fantasied how nice it would be moving out of the house, especially making life decisions on my own since I was 16. The truth is the reality is far different from the beautiful fantasy I had as a little girl. My first experience in UEA was the cold that hit me when I stepped out of the bus that transported students from London Heathrow airport to UEA. However, when I was guided to my room in the student accommodation, I immediately felt so welcomed.

A great privelage

I entered my room at exactly 12am and the first thing I did was fall flat on the floor and started to appreciate God. I didn't know when tears rolled down my cheeks because I'm not one to be emotional. It was my first time on a plane and first trip outside my home country, Nigeria. In my country, we consider it a great privilege to move abroad, safely. Applying for jobs was the most challenging experience moving to the UK. Rejection emails that come with 'Unfortunately' broke hearts, but with support from friends and perseverance, I overcame these hurdles.

I was excited for lectures and schoolwork to begin that I decided to make a vlog to document it. I am the type of person who documents life experiences through video recording or journaling. My first lecture was DEV-

7062A- Media, Communications and Development and it was where I met the most amazing lecturer ever who happens to smile a lot, David Girling. There was a difference in our accents, but we were able to communicate and relate. I always wondered why British people talk fast and why the 'T' in almost every word is silent. The first week of lectures confirmed that I made the right choice by choosing UEA and also the School of Global Development.

The lecturers and non-teaching staff were so nice, and I love how they were all intentional in making sure we were on track with academics and life in UEA. The welcome week was so fun, and I connected with people from different countries that I call friends now. My course advisors, Uli and Anna are wonderful. They made me feel comfortable reaching out to them with my problems and after reaching I always get solutions to those problems. I don't know how they do it, but their care and support are exceptional. I served as a course representative for the fall semester, I loved it.

A career in media

I recently discovered that I want to build a career in Media. I have had keen interest in Media and Communication and offering practical courses like Media and Development in Practice (MADIP) gave me the boldness to make it a career path worth following. MADIP brought out abilities, strength, tactical skills I thought I never had which made

it my best course at the moment. The lecturer made each lecture worth looking forward to.

Telling my experiences in 500 words is almost impossible because I have had so many best and so few bad experiences since I moved to the UK to study in UEA. I learned, loved and lived. I am grateful to everyone that has made this experience beautiful, thank you so much.

Written by
Deborah Oluwaseyi Akinsanya
Conflict, Governance
and Global Development



FEAR OF THE UNKNOWN!

Stepping out of academia into the professional world can be both exciting and intimidating for fresh graduates. The transition brings with it a new set of challenges and uncertainties that can often bring about a deep fear of the unknown. It is natural to feel anxious about the future, but it is crucial to recognise that these anxieties can be harnessed to fuel growth and success.

My Personal Journey

Graduating from my bachelor’s degree with very commendable grades was a moment of pride and accomplishment. However, it also marked the beginning of an overwhelming chapter in my life. The future seemed uncertain, and I found myself struggling with fear and confusion. What did I really want to do? How would I fit into the professional world? Was there a place for me at all?

The initial period after graduation was a time of soul-searching and experimentation. I transitioned from one career path to another, each time hoping to find my niche but instead feeling more disoriented. These experiences, though challenging, were crucial in helping me understand what I did not want, which gradually brought me closer to discovering what I truly desired.

Reflecting on past experiences, I found consistent fulfilment in volunteering for development projects. This discovery was pivotal, steering me towards a career in development. With newfound determination, I enrolled in a master’s program in Global Development at the University of East Anglia. This decision was both a continuation of my previous volunteering work and a strategic step to build a solid foundation for my career. The coursework, seminars and interactions with like-minded peers, lecturers and mentors have been instrumental in honing my skills and deepening my passion for development.

I have learned valuable lessons from my journey to date, which I offer here in the hope that they also help my peers.

Some Common Fears Fresh Graduates Face

Uncertainty About Career Paths: Many graduates struggle to decide on a career path, feeling overwhelmed by the variety of options, leading to anxiety and self-doubt.

Job responsibilities: Transitioning from theoretical knowledge to practical application can be scary. Graduates often worry about meeting job expectations and handling tasks efficiently.

Competitive market: The highly competitive job market can be paralyzing, with graduates feeling underprepared to compete with more experienced professionals.

Adopting Resilience

Embracing the unknown with resilience involves being flexible, learning from mistakes, and continuously moving forward. Developing resilience is crucial for fresh graduates to navigate professional challenges.

Embrace change: View change as an opportunity for growth rather than a threat.

Learn from failures: Treat mistakes as learning opportunities, adjust your approach, and keep moving forward.

Seek support: Surround yourself with a supportive network of mentors, peers, and professionals for guidance and encouragement.



The Power of Persistence

Persistence is essential when facing setbacks. It transforms dreams into reality and helps overcome fears.

Set clear goals: Define success and set clear, achievable goals for direction and motivation.

Stay committed: Remain steadfast in your goals, even during tough times. Remind yourself why you started.

Celebrate small wins: Recognize and celebrate small achievements to boost confidence and motivation.

As I conclude my master’s program, I find myself in a very different place than where I started. The initial fear and confusion have been replaced with clarity and determination. This journey has taught me that it is okay not to have all the answers right away. I have also learned to fortify my belief in the power of persistence and self-discovery, and I am ready to embrace the challenges and opportunities that lie ahead.

To all graduates, remember that fear of the unknown is common. Embrace it as a stimulus for growth, making resilience and persistence your guiding principles. Facing the unknown with courage and determination transforms challenges into opportunities for success.

Written by
Divine Uchekukwu Chinwero
Masters in Global Development



IDENTIFYING HOPES AND DREAMS

My placement year experience

Children in Street Situations – a term that refers to children that depend on the streets for their survival, whether this is through working on the streets, living on the streets, having support networks on the streets, or a combination of the three.

As a part of my Global Development Placement Year, I have had the opportunity to work with Toybox for six months. Toybox is a UK-based charity that works in partnership with local NGOs in Latin America, Africa and Asia with the vision of seeing a just and fair world with no street children. I have been able to work alongside a team of inspired staff with extensive experience and expertise in the development sector. This has not only given me an insight into development work but also highly enhanced my practical knowledge on the sector.

Identity cards

One of the key areas of focus for Toybox and its partners is improving children and young people in street situation’s access to their official identity documents, including their ID cards and birth certificates.

Imagine a life where you are considered nameless. Where you have no access to an education, health care or legal services. Where you are judged and disregarded because of your lack of documentation. The truth is that this does not have to be imagined by millions of unregistered children across the world, this is their reality, their story. Without an identity document their lives and opportunities are greatly limited, and accessing these documents is often more complex than may be perceived. Due to the support of Toybox and the hard work of their local partners, 2,335 children, youth and adults were able to gain their birth

certificate or legal identity documents in the past year alone. The positive effects of this can be endless.

Experiencing the reality

In April 2024, I joined some of the Toybox team on a trip to Bolivia, to visit their local partner there and see the projects in real time, rather than through a report. Seeing the impact and the emotion of some of the family’s that received their ID cards, within these projects, echoed the importance of this work. It is easy to get lost in numbers, but you cannot miss the impact when you meet the person, see their face and hear their story. I was able to meet a number of children who have started school for the first time because of this support to access their ID cards. Some of the children told us how they now dream of becoming teachers when they grow up. That’s what an ID card gives them access to, not only an education, health care or an identity, but it also gives access to a dream.

Real barriers

Unfortunately, the process of obtaining these documents is often not simple or fast. The key to unlocking access to an ID card is the possession of a birth certificate. This can be a complex process only made more challenging by the hardships of life on the street. When acquiring a replacement or retrospective birth certificate in Bolivia, you are required to present a range of different documents to confirm both your identity and that of your parents.



This is often combined with a fee for late registration. These children and young people in street situations may be estranged from their families or may have been connected to the streets through generations. These barriers are then heightened due to the stigma that surrounds street children in many public spheres.

Important work

The work of Toybox and their local partners gives vulnerable people in street situations support to access their birth certificates and identity documents and in turn, be given a legal identity. I got to see firsthand the complex nature of these processes and the tireless work of the local staff who really are the embodiment of hope and safety for many of the children and families they support. The visible joy of the children when they finally received their documents will be a memory I will never forget.

My six months at Toybox have undoubtedly been an invaluable and inspiring experience and I am grateful for the opportunity to graduate with the practical knowledge, memories, mentorship, and connections I have gained here.

Written by
Joanna Dove
Global Development with a Placement Year

DEV INNOVATION SUMMIT



An African proverb once said if you want to go fast, go alone, but if you want to go far, go together, and this statement is reflected at the centre of the Dev Innovation Summit.

I am deeply grateful for the success of the event and the immense support I received from my friends, colleagues and the incredible team and faculty at the School of Global Development at the University of East Anglia. This event was born out of my passion and desire to create a change and ignite conversations around innovation, the future of work and exploring possible and creative ways to solve global challenges.

The DEV Innovation Summit, led by students, was themed ‘Thrive- Igniting Sustainable Solutions’. It aimed to explore innovative solutions to global challenges through creativity and new learning approaches. The event was a showcase of how the next generation of leaders will pioneer and create ground-breaking solutions, addressing the United Nations’ sustainable goals through fostering collaboration, partnership, and research. It also served as a platform to celebrate the 50th anniversary of the School of Global Development, elevating

groundbreaking research, innovative students, and dedicated people who make the School unique and impactful.

It was incredible to see how an idea became a reality, and I will attribute that to embracing the power of collaboration. Working with my co-organiser, Samuel Abijuru, made the event planning more effortless. We talked with the with the School about structure and meeting the project goals. I learned about the partnership, engaging with vital stakeholders, and getting people to believe in your idea because the School of Global Development decided to fund the event entirely, and that boosted the overall impact of the DEV Innovation Summit.

Furthermore, the event structure was purely student-led, which meant we had a team of volunteers who were all postgraduate students at the School of Global Development. I am deeply grateful for their dedication and hard work. Engaging and leveraging the

strengths of each team member, publicising the event, and getting people to attend contributed to the event’s massive success, as the people who attended exceeded the team’s expectations.

I am profoundly grateful to the School of Global Development for their support and funding, which brought this idea to life. I have learned the importance of effective collaboration, communication, and partnership. I extend my heartfelt thanks to our keynote speakers and student panellists, including Hammed Kayode Alabi, Deborah Adesina, Adetokunbo Afolabi, Gustavo Rivero Ortiz, and Laura Casbolt, and our moderators and event MCs, Nicole Dangarembizi, Hana Syarifah, Deborah Akinsaya, and Sonia Ohwojero, for their valuable insights on innovation and global development.

There would be no DEV Innovation Summit without the support of Nicole Dangarembizi, Henry Esomchi, Shariff Hakeem, Ifetola Osadola, Chinaza Joy, Hana Syarifah, Deborah Akinsaya, Sonia Ohwojero, Sheila Murumba, Samuel Abijuru and Success Areeveso and the School of the Global Development Team, David Girling, Catherine Butcher, Emily Beck, and Chloe Poll. Each of you played a crucial role in making this event a success, and I am deeply grateful for your contributions.

This journey has taught me that together, we can achieve remarkable things. The Dev Innovation Summit was not just an event but a testament to the power of unity and shared purpose in creating sustainable solutions for our world.

Written by
Success Areeveso
*MA Education and Development,
Media & Global Development*

ALUMNI STORIES

MY BREAK INTO THE DEVELOPMENT SECTOR

A GROWING PROCESS

I completed my Master’s in 2022. It was a very challenging journey for an individual still navigating her way through the DEV sector.



AMY NWOB
MA in Global Development | 2022

The first job I got was as a front-of-house receptionist for a leading security firm, and that position eventually led to a promotion to customer service supervisor. It seemed things did not go as planned, but the 15-month growing process was essential to the journey.

God ultimately provided me the opportunity to begin my career in the development sector after two years and multiple rejections. When I received the call about the job offer, I couldn’t believe my ears. Every day is a reminder that although we all have unique faces and encounter various challenges, we can all find support if we look in the right place. We thrive at anticipating, understanding, and exceeding people’s needs; ultimately, we experience a sense of purpose. So far, it has been an incredible and insightful experience working with Debt Free Advice.

I am uncertain where this step will take me next, but I choose to remain hopeful and trust that everything happens for a reason.

To UEA, thank you for the knowledge and opportunity to pursue my passion. To CIS Security, thank you for the exposure and opportunity to build my skills. And everyday Toynbee Hall gives me is a blessing and opportunity to learn and grow.

Written by
Amy Nwobi

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It's certainly not every day that you tell your parents over breakfast, one morning in May 2023, that you'll be moving to South Sudan for a job six weeks later. But that's how it was for me...

LIFE AFTER UEA

In 2023, I was 26 years old, and graduated 6 months prior with a Master's Degree from the School of International Development (now referred to as Global Development). I still tell anyone who cares to know that it was 'the best academic decision I have ever made' and I had spent the most fulfilling year studying.

I had only just returned from Uganda after spending a week working in Rwamwanja Refugee Settlement in the west of the country; with a Paris based grassroots NGO I had been involved with on a voluntary basis since 2018. During that time, I had been heavily involved working with refugee and displaced populations across Serbia, Bosnia and Morocco, and knew I wanted to make a career advocating for those most marginalised but wasn't sure about my next steps.

I had returned from Uganda feeling a little deflated and questioning my path. I had studied for a degree to do work I felt was so rewarding and that I was passionate about. I knew I wanted to spend longer in countries I just wasn't quite sure how to do it or what that could look like.

I had remembered a national women-led organisation called Women Agency for Resilience and Transformation based in South Sudan had connected with the Paris based organisation I was connected to at the time on social media, wishing to partner. While that opportunity was a long way off, I decided to follow my mum's advice; "Some things won't come to you, you just have to make them happen for yourself". So, I contacted them to enquire about potential opportunities in South Sudan. I loved their approach

and their work, specifically regarding gender violence prevention and livelihood support; I knew that I wanted to spend time working in complex humanitarian emergencies.

Fast forward six weeks to July 2023, after what was essentially an informal interview with the team through Skype, I landed in Juba, South Sudan's capital, having accepted a stipend role as Programmes and Communications Specialist; later after the teams understood more of my passions, my role changed and became Advocacy and Communications Specialist – which is my current role.

I currently write this piece from England after spending some time remote working. I am returning to South Sudan in little under four weeks, working on a roving basis around the country, visiting our project locations and documenting our work. A huge part of my job, and the part which I love the most, is spending time with our beneficiaries, the women, girls, men and boys we assist in our projects; amplifying their voices and sharing about how our projects support them.

Currently, we have an upcoming health project with UNICEF in an area of the country prone to violence - I believe very strongly that it's in these areas where people's voices need to be amplified the most. South Sudan is the youngest country in the world, after gaining independence from Sudan in 2011. Yet not many people know very much about it.

Working for a small NGO is not always easy; there are factors which make the everyday challenging, from funding to logistics; but I know that at this point in my early humanitarian career, I would likely not have the same opportunity if I was working for a larger international organisation, let alone getting to work around the country, which can mean volatility and insecurity at times. My

everyday is varied; but it's often spent photographing, filming, interviewing our beneficiaries for impact stories, speaking with our partners or at embassies, advocating for those we support and for the work we do.

My team has also provided me with such freedom in my work. I have a lot of say in how I wish to do things to support the organisation, and why. Advocacy for me, is the heartbeat. It's in amplifying the voices of the people we serve, that brings me the deepest of joys. It is more than just a job.

My time at the School of Global Development prepared me in more ways than one for my job in South Sudan. My studies provided me with context; of displacement, of media and advocacy, and of working sensitively within emergency settings. Being a humanitarian worker is complicated at the best of times; it's messy, it can be emotional, it's fulfilling and rewarding, it's frustrating. But when you realise that you can't imagine doing anything else, you know you have found your calling.

Written by
Elizabeth Pennington



ELIZABETH PENNINGTON

MA International Development | 2021

GOING BANANAS FOR NEW OPPORTUNITIES

BRINGING TOGETHER SHARED EXPERIENCES



ISABELLA CHAVEZ

School of Global Development Alumni

As a DEV Alumni, I am interested in several issues such as education for all, gender equality, inclusive labour markets, environmental justice, amongst others.

I have supported the causes I am passionate about by volunteering alongside my studies or work, as I am very grateful for the opportunities I have had so far that have allowed me to grow as a person, and I am aware that this is not the case for so many people whose lives are affected by poverty and inequality.

In the final year of my DEV undergraduate degree, I registered to help as a Spanish-English volunteer translator at the Norwich-based not-for-profit cooperative Banana Link, hoping that my native Spanish speaking skills could be of use to someone. Banana Link works for fair and sustainable banana trade by liaising with key actors involved in different stages of the global banana value chain. A personal motivation to support Banana Link was not only their mission as an organisation but the fact that they closely work with small farmers and union trade members from Latin America, including Peru, my home country.

I felt honoured to be able to hear first-hand from the small farmers and trade union members about the problems and challenges they faced on social, environmental and economic levels. Even though they came from different places and some of them from different continents, I saw how their shared experiences brought them together and understood that the issues that affect them are very similar and had in many cases little to do with where they lived or what language they spoke.

During the trip I was able to recall what I had learned in my module, and I used this to engage in conversations with different people. I realised that fair trade certifications were a key component of the discussions, and I was so excited and thankful that I had knowledge that meant I understood what people were talking about. I am confident that I was an asset to Banana Link and I was able to make the most out of this amazing learning experience because of the holistic teaching and excellent course material provided not only in the 'Globalisation and Economic Development module', but more widely throughout my time in DEV. Thank you DEV!

Written by
Isabella Chavez

At the same time, I had enrolled on a module called 'Globalisation and Economic Development' where I learnt about the debates around globalisation as well as its effects on the environment and on poverty and inequality. A couple of lectures were on global value chains and global trade, and I remember reading about fair trade certifications and discussing in seminars whether they were beneficial for small farmers or not.

One month after I graduated, I received an invitation from Banana Link asking me if I could join them in high-profile meetings taking place during the World Banana Forum organised by the Food and Agriculture Organisation as a Spanish-English interpreter. I was going to travel and support a delegation of 15 small banana farmers and trade union members from Latin America, Asia and Africa. I was so excited about this opportunity as I was going to be able to link what I had learned during my course to practice. The trip was two weeks long and we went to Spain and Germany where I had the chance to speak to and learn from the different stakeholders involved in the global banana supply chain, including government authorities, producer associations and cooperatives, logistical service suppliers, certification firms, wholesalers, retailers, and others.

NAVIGATING CRISIS:

A JOURNEY IN EDUCATION IN EMERGENCIES (EIE)



My journey in the field of Education in Emergencies is rooted in humanitarian work, including valuable experience with the Red Cross across Asia.

While there, I was deeply involved in disaster relief and recovery programs, specifically focusing on psychosocial support. A formative period in my career that instilled a passion for aiding those affected by crises. Subsequently, I pursued a master’s degree. I embarked on a path that has become a tapestry of critical roles and responsibilities in Education in Emergencies.

In 2009, I stood on the threshold of my postgraduate life, freshly graduated from the University of East Anglia (School of Global Development) with an MA in International Social Development. Hailing from India, I was eager to venture into the world, armed with knowledge and a profound desire to make a positive impact. This academic journey would be the steppingstone to a lifelong quest in the humanitarian and development field.

My initial steps led me to the National Mental Health Charity, MIND in the UK, where I spent two and a half years. It was a unique experience that taught me the importance of mental health, well-being, and social services.

The journey into Education in Emergencies (EiE) began when I joined the ranks of renowned organisations such as UNICEF, Save The Children, and Education Cannot Wait (ECW). My role took me to diverse regions, from the bustling cities of Asia to the remote corners of Africa and the tumultuous landscapes of the Middle East. Each place brought its own set of challenges and opportunities, shaping my perspective and adding layers to my professional experience.

My portfolio is a tapestry of critical roles and responsibilities: each thread represents a vital chapter in my work. These experiences have shaped me into a dedicated advocate for Education in Emergencies (EiE), and I continue to be driven by the belief that education is a fundamental right that must be preserved even in the face of the most challenging circumstances.

Today, I find myself at the heart of my journey, as an Education Specialist (Emergencies) at UNICEF Ukraine. This role is defined by strategic planning, program management, and overseeing the implementation of EiE initiatives in the midst of crisis. It’s in this context that I’ve truly understood the challenges faced by marginalized and displaced children.

My work has taken me to various corners of the globe, from Ukraine and Greece to Afghanistan, Sierra Leone, Ethiopia, Iraq, and the Philippines. It’s about having plans, strategies, and actions to ensure that education remains a beacon of hope, even in the darkest times.

In each of these places, I’ve worked closely with local authorities, UN agencies, and civil society organisations. As a co-leader, I’ve been integral to coordination efforts, collaborating closely with government counterparts to implement initiatives like Back-to-Learning, Education Cluster strategies, and emergency implementation. My journey has been an evolving experience, each chapter contributing to my personal and professional growth. A path filled with challenges and opportunities, but one that I wouldn’t trade for anything. The desire to ensure that education remains a fundamental right, even in the direst circumstances has driven my journey.

In a world where crisis and conflict often threaten to shatter the hopes and dreams of children, I am honoured to be a part of a collective effort to provide them with the tools to rebuild their lives. The journey continues, and with each step, I am reminded of the power of education to transcend adversity and provide a beacon of hope for those who need it most.

Written by
Manan Kotak

THE EPILOGUE EVENT

SOMETHING MAGICAL HAPPENED TO ME

I began in DEV in 1978, scraping in on shakily poor ‘A’ level results as a mature student. It was one of the best things I ever did.

Something magical happened to me in DEV, an emergent property from the fusion of multidisciplinary studies, mind-mapping and the expansive form of teaching. Suddenly, thinking and critically exploring global contemporary issues was exciting. Worrying at times but also fun. It sounds pompous but it was like DEV gave me permission to think in a way which I had never experienced before.

After graduation, I hung around DEV. I stayed long enough to work for the Overseas Development Group and to teach at UEA, and later with the Open University. My work allowed me to travel the world. It concerned issues with information technology and international development, from the measurement of sustainability to assessing group dynamics to the mechanics of fear and the value of mindfulness. I was restless which is evidence of a problem that I have trouble controlling my curiosity for which I still blame DEV.

By 2002 I was suffering a degree of burnout and, as respite from work and travel, I started writing fiction. I wanted to explore the things that occupied my professional and academic life but beyond the boundaries or agreed facts. I was fascinated by ideas of dystopia and aftermath and wanted to see where the fictional trail would lead. Without a plan, I started to write, and was surprised to find that I loved the habit. Dystopian stories emerged from nowhere. I would wake to find that my characters had adventures, fallen in



love, or died during the night as I slept. On many mornings I would sit, groggy and tired in half light, typing frantically, trying to recall the self-writing story before my day job began. When Covid came and ended one version of the world, I handed in my notice as CEO, and dedicated myself to writing.

This is when the Epilogue Event emerged.
The central act of the book concerns the cynosure or performance of Gordon Langley. He triggers an AI virus which will infect the world. Transmission is achieved by exploiting the receptive mindset encouraged by social media. Stealthily the virus transfers from digital to human, gradually building up an army of followers. The story

introduces important characters, describes the first of what will be many terrifying acts of group-madness, and is organised as a thriller. But the narrative is centred around four ordinary people, three love affairs, two acts of betrayal and one attempt at redemption.

The Epilogue Event stands alone but is intended as a prequel to a quartet which begins ten years later: *Baptised and Newly Born*, *the Woman and the Light*, *Lost Tunnels of London* and *Beneath the Graves*. These are the books of the AI Aftermath Series.

Written by
Simon Bell

“Before I was a novelist, I was an academic and the CEO of the Bayswater Institute in London. And before all of that, I was a DEV student.”

SCHOOL STORIES



DEV 50TH PARTY!

Our 50th anniversary party was an opportunity to celebrate the things that are best about DEV – our resilience, our sense of community, and our people, past, present, and future.

We linked it to a research event in the afternoon where three of our research groups covering critical development practice, sustainable agriculture and global environmental justice shared what they were working on. We also had a fantastic film from one of our alumni, Ayoola Jolayemi, who searched our archive and spoke to DEV Heads of School past and present, topping and tailing it with messages from our students. Oliver Springate-Baginski organised an event at the DEV farm where he had speeches from the colleagues responsible for launching it; David Gibbon – who gave a wonderful talk about the idea and purpose of the farm, and the stages of its evolution.

Many illustrious now retired DEV colleagues also shared their fond memories. Oliver as the new farm manager endeavoured to be a good host – after a guided tour around the reborn DEV farm with its student planted agroforestry scheme growing

up and talked about what he'd achieved so far and his vision for the future. While roasting some meat in a DEV BBQ pit wouldn't have fitted with our commitment to planet-friendly eating, some mushrooms were barbecued in memoriam!

In the evening, we hired the Narthex at Norwich Catholic Cathedral as a suitably retro space and with help from our students and a great deal of bling, turned it into a 1970s disco palace. Over 120 people attended

and enjoyed meeting old friends, listening to speeches from alumni and colleagues from different periods (Will Nutland, Heidi Mirza, Piers Blaikie, Rhys Jenkins, Jane Bartlett, Sharon Truelove, Rohullah Hashimi), and dancing to our DJ Michael Gyapong. We also launched the digital DEV Histories/Herstories, expertly compiled by Emma Rowles and DEV student Harriet Foote.

Everybody was smiling, the prosecco was only slightly warm, and the event felt like a big, warm hug. Thanks to all the colleagues who helped organise it, to David Girling, for his vision, and Catherine Butcher, who held it all together. Weaving back home on my bike with a bin bag full of gold tinsel, I was glad to have experienced it, and hope we don't wait another 50 years!

Written by
Laura Camfield

50 YEARS
of DEV

DEV STUDENT WORK

PEOPLE AND CULTURE:



Explore some outstanding student projects from our People and Culture, and Culture, Society, and Development modules.

First-year students all came together in the final session to make a collage poster of what they've learnt on the module. The poster has images and quotes that represent their learning about witchcraft and magic, social stratification, global inequalities and coloniality, the life cycle and rites of passage, ceremony and ritual, kinship, social and economic diversity. The poster even has a poem about David Mosse in the bottom left-hand corner!

DECOLONISING PEDAGOGIES IN DEV:

Engaging with just transformations to sustainability through drama, power analysis, mapping and visioning methods.

Third year undergraduate students from the 'Just Transformations to Sustainability' (JT2S) module have done amazing work this term. JT2S is a very hands-on module, where students learn about Just Transformations to Sustainability by applying dialogue facilitation methods in real case studies. One of the highlights of this module is an ongoing collaboration between DEV

and the Literature, Drama and Creative Writing School, whereby students from both schools are tasked with putting together an applied theatre play for the whole class that explores issues of (in)justice in the search for sustainable socio-environmental transformations. During the term, a group of ten DEV students and four drama students worked with Hilary Thompson, Ralph Yarrow and Tom Francis from the drama school designing the performance. The theme of this year's applied theatre play was Climate Change, and on May 7th, 2024, students reproduced a two-hour UEA Climate Change COOP which help students experience first-hand the barriers for moving forward fair, equitable

CULTURE, SOCIETY DEVELOPMENT:



Final-year students on the Culture, Society and Development module made this collage poster in the last session to reflect their learning on the module. This includes the group discussions we had on 'just transitions', youth, concepts of 'waithood' and 'educated', diverse perspectives on climate change, processes of racialised othering, global inequalities and the value of diverse sciences and knowledges.

Written by
Emma Gilberthorpe

and applicable global climate change policies. The Climate Change COOP was presided by a series of 'games' that help up-packed power asymmetries in climate change policymaking.

Written by
Iokine Rodriguez Fernandez



DEV ADVISORY BOARD

We were delighted to hold the first DEV Advisory Board on 23rd May. The Board has been set up to ensure that DEV's teaching, research and employability prepare students to make strong positive contributions to global development.

The Board will advise across issues relating to students' preparation for their working lives such as acquiring relevant skills and understanding of the wider sector and trends. They will also review research themes and strategy, including how these are communicated and translated into impact.

At the first Board meeting there was a strong focus on employability and how we can engage with employers and provide more placement opportunities for students. After the meeting Fergus Auld, Robert Fulton and Joe Manuel Rocha kindly joined a panel discussion with staff on students on the theme of 'What will be the major themes in Global Development over the next 50 years.'

Written by
David Girling

THE BOARD MEMBERS ARE:

Ngele Ali
UNDP Regional Communications
Advisor for Africa

Fergus Auld
British Ambassador to Azerbaijan

Amara Bangura
Director of Operations for
Journalists for Human Rights

Robert Fulton
CEO Global Leadership Foundation

Erica Gateka
CEO Love and Hands

Aurelie Gerbier
Research Officer, EDI Global

Irene Guijt
Head of Evidence and
Strategic Learning, Oxfam

Monika O'Neilsen
Deputy Representative
of Programmes, UNICEF Iran

Jose Manuel Rocha
Research Associate, Oxford
Department for International
Development



STUDENT RECRUITMENT ACTIVITIES IN JAPAN

Maren Duvendack (DEV) and Tim Hubbard (International Office) went to Japan for student recruitment activities in March 2024. This is an annual event where we as DEV have a chance to engage with prospective students.

We have been travelling to Japan for more than a decade where traditionally we have been very popular with students. This has been Maren's first trip to Tokyo and Kobe since COVID-19 struck and she was very excited to be back. Apart from busy recruitment fairs organised by SIUK and BEO where Maren and Tim spoke to many excited students, they also went to local colleges to better get to know the global and local issues Japanese High School students are concerned with.

Rising inequalities are not just a concern in the Global South but in the Global North too in countries such as Japan and the students wanted to know what we can do to combat poverty and inequalities. Maren also went to Kobe University for a guest lecture and to re-connect with former UEA students who are part of the double degree programme that UEA and Kobe universities are offering.

Finally, Maren also had several meetings with JICA representatives to present her work but also to explore future internship opportunities for our Japanese students. For several years now, DEV has been organising employability events with JICA which led to some successful outcomes for many of our Japanese students. It has been a busy trip to Japan but also a successful one!



MOBILE FILMAKING

Do you know how much power the smartphone in your hand wields? While some may use it to snap the occasional selfie or browse through the ever-increasing social media platforms, these devices can serve even greater purpose.

Impactful media can be created with these 'everyday' devices for research, storytelling and social change to foster development.

From 15th to 19th April, I took part in the mobile filmmaking and participatory photography workshops; two intensive but enlightening professional courses organised by the School of Global Development (DEV). Each of these two-day workshops are part of a bigger pool of professional courses heavily subsidised by DEV to equip students with practical skills to thrive in the job market.

The Mobile filmmaking workshop was facilitated by Benjamin Chesterton from DuckRabbit, an award-winning film production and training company focused on telling heartfelt stories in film for commercial, charity and broadcast clients. Often used by charities in their fundraising efforts, film has the power to advance the development agenda through advocacy and awareness promotion.

I was one of five students who bagged practical skills in video shooting, interviewing, storytelling and editing techniques using our smartphones. The most exciting part of this course was the practical application of these skills we acquired during the different sessions. We were each tasked with creating a short film in groups according to a brief. Impressive individual creations then emerged from the editing task using the raw footage collected in groups in a matter of hours, bringing us to a bittersweet end of this enlightening workshop.

As noted by Benjamin during the session, my key take-away was that one doesn't necessarily need to have specialist equipment to make an impactful film. Even a simple device such as a smart phone has the potential to create films for the greater good.

The second course facilitated by Tiffany Fairey, a participatory photography and photovoice practitioner for over 20 years, offered us insights on how photography can be used for social change. It involved interactive



Above: Benjamin Chesterton from DuckRabbit leads a discussion on storytelling.

Left: Immanuel Shovon Mondol, Itabaza Sabiti Nsiimenta, Josie James, Sonia Ohwojero and Zoe Rickards.

practical sessions on the effective design, facilitation and incorporation of participatory photography in development projects as well as associated ethical considerations. Both participatory photography and photo voice methods are used in research to identify, document and communicate issues crucial to specific communities. Here, we also had the opportunity to carry out a participatory project using our smartphones which was revealing of students' experiences at UEA thus far.

As a master's student about to launch back into the world of work, I believe that these exceptional courses have equipped me with skills to stand out to employers in the field of Global Development. I'm grateful to DEV for affording students such unique opportunities to learn in addition to our main courses of study at UEA.

Written by
Itabaza Sabiti Nsiimenta

DEV NEWS



SAILING FROM AFRICA TO AUSTRALIA FOR UNICEF

Prof Maren Duvendack, an intrepid academic from the School of Global Development at the University of East Anglia (UEA), has returned to England after sailing more than 10,000 km from South Africa to Australia to raise money for UNICEF.

The Clipper Round the World race is held every two years, with 11 identical yachts owned by Clipper Adventures racing to circumnavigate the globe over a 10-month period. The race differs from many other round-the-world races in that it teams professional crew with amateurs – according to Clipper Ventures, around 40% of participants are novices.

Maren, who is Professor of Evaluation in Economics at UEA, completed one of eight legs of the race aboard Yacht Club Punta Del Este, taking her from South Africa to Australia, a journey of more than 10,000 km.

Explaining her reasons for embarking on this adventure, Maren said: “After years of thinking about this adventure, the decision to actually embark on this race was triggered by a terrible car accident a close friend of mine had which left her severely paralysed. This was a wakeup call reminding me that life is short, live it before it is too late, and if you can combine this with fund raising, even better.”

Maren’s leg of the journey crossed an area known as the ‘roaring forties’ due to the extremely strong westerly winds that occur between 40° and

50° south. During the journey, the yacht traversed parts of both the Indian and Southern Oceans – bodies of water known for unpredictable and extreme weather conditions.

Maren said: “The conditions were rough and the weather was very dynamic; we were in one particular storm where we had up to 65 knots of wind and 12-15 metre waves. It was cold, wet and uncomfortable, akin to living in a washing machine for a month but it was exciting and challenging and I absolutely loved it.”

Maren departed from Cape Town, South Africa on 18 November, arriving in Fremantle, Australia on 14 December. Across the thousands of kilometres, she experienced plenty of ups and downs, saying: “The high points were the boat flying along in 30-35 knots of wind, surfing down big waves with a boat speed of up to 24 knots, truly exhilarating. We also saw some wildlife – dolphins, albatross, whales – which was absolutely fantastic. I will miss the camaraderie of the crew, I formed some great friendships.

“The low points were the various repairs we had to embark on, for example, we had some issues with the mast track and a fire in the navigation station. These things slowed us down.”

UNICEF has been a charity partner of the race since the 2015-16 event, a partnership that has helped to raise more than £1.2m. This year, the race has set a fundraising target of £365,000. Maren’s own fundraising page can be found on JustGiving, alongside those of her crew mates,

where they have a combined target of £70,000.

UNICEF’s work in providing humanitarian and developmental aid to children worldwide is a natural fit for Maren’s own beliefs and experiences. She said: “UNICEF was chosen as a charity by the race organisers, and we all have team fund raising targets and our own individual fundraising pages on JustGiving. As I work in the field of Global Development, what UNICEF stands for is close to my heart. I worked with UNICEF in India a few years ago and it is a pleasure to now be able to fundraise for them.”

After 27 days of sailing, the sight of Fremantle Harbour was a welcome one for Maren, who said: “It was wonderful, the Southern Ocean is remote and it can be a very hostile place, so seeing and smelling land brought tears to my eyes. A cold beer, an Australian BBQ and a long shower – in that order – were the things to look forward to upon disembarking the boat!”

Completing the arduous journey has not affected Maren’s desire to seek out other challenges in the future, reflecting on her experience she said:

“I am an adventurer by nature, this trip was truly amazing, unlike anything I have ever done before. It taught me a lot, not just about sailing, race tactics and boat management but also about human resilience in the face of adversity and survival in hostile environments. I am sure I will find another adventure to embark on after this one!”

Written by
Maren Duvendack

DEV REUNION IN KAMPALA, UGANDA!

In September, DEV lecturer Sophie Bremner hosted a small gathering in Kampala, Uganda, bringing together UEA alumni and new students who were going to be joining us on campus later that month!

It was wonderful to reminisce with former students and hear about the fantastic work they are now involved with, including development consulting, working with children’s rights, managing local NGOs working on energy and forestries, and working in post-conflict education. At the same time, the get-together was a lovely opportunity for our alumni to share some helpful tips with our new students about living in Norwich and studying at UEA!

We were joined by Andrew Omara (MA International Social Development), Laura Ewok (MA Globalisation, Business

and Sustainable Development), Jake Anderson (BA International Development with Overseas Experience), James Kyewalabye (MA Agriculture and Rural Development) and Cathy Ajiambo (MA The Arts of Africa, Oceania and the Americas), as well as new students Itabaza Nsiimenta (MA Media and Global Development) and Priscilla Rukundo (MSc Global Development Management).

Written by
Sophie Bremner

Sophie Bremner (DEV) joined by both UEA alumni and new students!



PUBLICATIONS FROM UNESCO CHAIR COLLEAGUES

The Bloomsbury book series on Adult Learning, Literacy and Social Change (edited by Prof. Anna Robinson-Pant) recently launched a volume by Dr. Stephen Black: *Literacy in the lives of working-class adults in Australia*. Steve presented at book launch held within the EDU-DEV seminar series. Abigail Martinez Renteria acted as respondent.

Forthcoming books and book chapters include:

- Chris Millora, *Volunteerism, Adult Learning and Social Change: a comparative ethnographic study in the Philippines*.
- Anna Robinson-Pant and Cathy Kell, *Theory and Practice in Adult Learning, Literacy and Social Change: International perspectives and case studies*.
- Malini Ghose, *What Inclusion Leaves Out: Trajectories of Gender and Adult Literacy in Contemporary India*.

Another Bloomsbury publication, *The Bloomsbury Handbook of Research Methods in Comparative and International Education*, Thomas, M. and Schweisfurth, M. (eds) has a chapter by Catherine Jere and Anna Robinson-Pant, ‘Participatory Action Research.’

A technical note based on participatory research developed from training provided by Catherine Jere (DEV) is now available on the Girls Education Challenge website: Zubairi, A., Rose, P. Aslam, M., Rawal, S., Gupta, R and C.M. Jere (2024) ‘Experience of using the River of Life participatory approach for FCDO evaluation of Girls’ Education Challenge – Education Pathways for Marginalised Adolescent Girls beyond Formal Schooling’.

A research brief ‘Education, Islamic Learning, and Northeast Nigeria’s Boko Haram Conflict’ based on British Academy – funded research by Prof Yagana Bakar, University of Maiduguri and Dr Hannah Hoechner (DEV) has recently been published.

Written by
Catherine Jere



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DEVELOPMENT STUDIES

Times Higher Education
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