



**ANNUAL NEWSLETTER OF THE
SCHOOL OF GLOBAL DEVELOPMENT**
NEWSLETTER 2023 - 2024

50 YEARS of DEV

#madein1973

2023 - 2024

WELCOME TO A YEAR IN DEV

*Below top: Nostalgic look
back at DEV Farm*

*Below bottom: Staff taking
part in the Future for
Everyone Campaign.
Find out more on page 10.*

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PROF LAURA CAMFIELD HEAD OF SCHOOL

This would have been my final year as Head of School, following five eventful years in which the four Horsemen of the Apocalypse have even been seen galloping around the Broad! Given the challenges UEA is currently facing, I've agreed to stay on for another year to support DEV in continuing to achieve in teaching, research, and impact, both globally and in degrees won and futures secured.

This year we welcomed our biggest postgraduate cohort ever – 210 students! These included students from sanctuary backgrounds who shared their experiences through student-led projects such as the Suitcase. Another first was that our biggest group of postgrads was from Nigeria, at least in part through the sterling work of Sophie Bremner, the Course Director of our Foundation Year, who had been meeting and greeting prospective students in Lagos and Abuja over the summer break.

Our forthcoming 50th anniversary has also given us an excuse to reach out to students from the early years of DEV. Some of them have shared their stories here, and we plan a longer DEV Histories publication for our anniversary celebrations in October (the month we admitted our first 80 undergraduates). Hearing about the original aims of DEV – to combine teaching and research with practical work on development and to look at these questions in a broader framework than supplied by a single academic subject – I feel proud that we continue to live up to these ideals.



Left: Prof Laura Camfield with Judy, a student, at one of our postgraduate socials.

This has been another challenging year, but it has brought rewarding moments, including the continued pleasure of seeing the generosity and positivity of our students, whether through participating in UEA Changemakers social entrepreneurship programme (this year DEV bagged both the overall winner and the People's Choice), raising money for disaster response through bake sales and henna painting, or supporting newer students during the disruption of the strikes. I hope you can take some time to experience 'DEVlove' by walking around the revived DEV farm (very much a work in progress), relaxing in our social space on the ground floor of ZICER, or enjoying the ever-changing participatory art and photography exhibitions on the top floor.



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SCHOOL STORIES

STAFF FAREWELL CECILE JACKSON

On some days I can't quite believe I have retired. But it was time. I was appointed to DEV as a 'new blood' appointment in the autumn of 1989, after a long period of no appointments in the School.

Arriving directly from extended field research in rural Zimbabwe, as a single parent with three small children, to join an institution I had always admired for its interdisciplinarity, radical politics and of course, the research of DEV mega stars – John Harriss, Ruth Pearson, Piers Blaikie, Rhys Jenkins, Tony Barnett, and others.

Ruth and I were to establish a new MA in gender analysis in development, and so began 34 deeply happy years in DEV. There were many changes over those years in the composition, focus and politics of the School, our teaching programmes, research and consultancy work, but here I want to remember a few of the extraordinary students and colleagues that made DEV so much more than a job to me.

Students

Decades of directing the gender MA, supervising dozens of research students and advising and teaching undergraduates in gender analysis and anthropology has been an extraordinary experience, and I am so proud to have been associated with the academic achievements of ex-students Nitya Rao (yes!), Emil Dauncey, Sophie Bremner, Frances Cleaver, Satish Agnihotri, Graeme Tolley, Louise Waite, Tim Bending, Ray Lang, Devanchi Chanchani, Nkechi Nkwankwo, to name but a few.

It would be invidious to pick out individuals from the generations of wonderful students on the gender

MA, but the photo of some of you in my garden in 2022 symbolises the camaraderie of those intense annual cycles of learning together that were the seasons of 34 years that I am so very thankful for.

Colleagues

And colleagues – where to start?! My partner in crime, the funny, warm and bracing Ruth Pearson, the stalwart friendship of Nitya Rao, my co-creator of DEV's gender analysis teaching, the joy of building anthropology in DEV with the always thought-provoking and sociable Ben Jones, and the MA in Social Analysis with super-colleague Steve Russell, the rigour and contrariness of Richard Palmer-Jones, my life partner too, the charisma and warmth of Piers Blaikie, the extended anthropological conversations with Arjan Vershoor, debates over epistemologies with Oliver, Mark, and Bereket. To have had such exciting, collegial and innovative colleagues who shared my feminist and social justice commitments and love of teaching, as well as being such good company, is blessing indeed.

Mentoring and support staff

My mentoring relationships have brought me closer to newer colleagues with their fresh commitments to the University of Sanctuary (Uli), and climate change politics (Hannah) and remind me constantly that DEV can have a differently radical future.



Finally, those amazing support staff that have been the life blood of DEV during my 34 years – especially Jane Bartlett, Steph Simpson, Jo Jones and Jane Cushan – who engaged with development through their support of international students, and causes, in myriad individual ways.

Beating heart

There was grit too, especially during my head of school years. Some overt (extended battles amongst economists), some covert (gender resistance) and latterly the dead hand of self-censorship. The clapping hand emoji in on-line seminars, came to symbolise the increasing absence of real debate in our intellectual life. But if this has saddened me, the engagements of students and colleagues with the mighty challenge of the Black Lives Matter events (Uli, Kavita and Sophie), was a welcome reminder that DEV, despite sometimes seeming less overtly political, still has a beating heart of social justice.

So farewell DEV. I am grateful for all that I have lost.

Prof Cecile Jackson

50TH NAME CHANGE

As part of our 50th anniversary celebrations, we have changed our name, following a visioning exercise with staff, students and alumni.

Taking into account our research strengths, teaching portfolio and global reputation, our renewed vision of 'A Future for Everyone' will be encapsulated in a new name from 1 August 2023 – the School of Global Development.

It has long been thought amongst our academic staff and students that the current term 'International Development' no longer represents the full scope of the School's activities. International Development originated from the idea that societies and countries have differing levels of economic or human development on an international scale, and that rigorous research was needed to help reduce global poverty and inequality in the Global South.

Joe Swainson, who is studying International Development with Anthropology said:

"My time in DEV has taken me from doing a foundation year to planning my PhD. Through the support, guidance, and experience of all the staff, I have grown not only academically but personally. My time in DEV has given me a degree and much more."

However, this is increasingly seen as archaic, as Dr Iokiñe Rodriguez Fernandez, Associate Professor in the School, explains:

"As a School, we feel it is necessary to overcome this colonial idea of the Global 'North' having the answers for fighting poverty in the 'South'. Firstly, because there are also many inequalities in the Global North, secondly, because many of the problems of inequality are derived in the Global North, and lastly, because in the Global South people have been putting into practice solutions to overcome inequality for a long time.

We feel the term Global Development allows us to recognise that the real challenge for a just and fair world is to delve into the complexities of global problems and discover opportunities for creating more sustainable and equitable futures for all."

Despite the name change, the School will retain the acronym DEV, as this is recognised and trusted by their global community of collaborators, researchers, employers, and alumni.

Undergraduate courses will change their titles from the September 2024 entry. Postgraduate courses will change their titles from the September 2023 entry, reflecting the shorter admissions cycle at this level.

DEV first admitted 75 undergraduates onto the Development Studies degree course in September 1973, the first British University to do so. The School's research strength was recognised in the Times Higher REF analysis in 2021 and it has gone on to be ranked as one of the top-10 institutions in the world for Development Studies (QS World University Rankings 2021).

DEV staff and students are committed to the use of critical analysis to create a fairer planet. The School has a close-knit community of academic staff and nearly 600 students who are driven to make a difference in the world. For 50 years, DEV has been at the forefront of interdisciplinary research into global issues such as economics, geography, environmental sciences, anthropology, media, politics, and development practice. Impact is high on the research agenda and is achieved by working with a range of international and national organisations operating at global to local scales.

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DEV 50TH PARTY!

Join us on Saturday 14th October to celebrate 50 years of Global Development at UEA!

Saturday 14th October 2023

7.30 pm till 11 pm

The Narthex, St John the Baptist Cathedral,
Unthank Road, Norwich, NR2 2PA, United Kingdom.

Tickets price £10 which includes a complimentary drink on arrival and vegetarian canapes.

50 YEARS of DEV

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Limited tickets available.
First come first served.

To book your place, register now at
bit.ly/DEV50thparty



CAN'T MAKE IT?

Don't worry, there are plenty of other ways you can get involved to celebrate our 50th Anniversary!

Why not grab a DEV 50th Hoodie? Follow our Instagram to find out how to buy yours!

Got a DEV Story to tell? Get involved in the DEV Histories project! It's our bumper edition of staff and alumni stories since 1973 and we want to hear from you.

Email Emma Rowles, DEV Histories editor, at dev.general@uea.ac.uk to find out more.

Get involved in 'A Future for everyone', see [page 10](#) to find out more.

Join our 50th mailing list to get updates about upcoming events and news.
bit.ly/DEV50thmailinglist

Follow us on Instagram and LinkedIn.

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UEA DEV

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THE SUITCASE

*Below: Anastassia Petrenko
©Rebecca Aguilera Busselle*

*Right: Refugee Week
Exhibition of 'The Suitcase.'*

The Suitcase is an innovative and original community art exhibition which explores the concepts of loss and belonging through the eyes of sanctuary seekers from Ukraine, Afghanistan, Syria, Türkiye and Egypt.

The exhibition ran in March 2023 with visitors invited to connect with six stories of displacement through five suitcases located on plinths around the campus. Each suitcase tells the story of a sanctuary seeker through the objects they had to leave behind, alongside those precious things that could be saved, like a small bag of soil from Afghanistan – one person's tangible connection to a lost homeland.

Each suitcase also displayed a QR code which can be scanned to access further information, as well as a short film, produced by Red 7, which details the sanctuary seekers' lived experiences, their journeys to Norwich, and the emotive reasons for the objects they chose to share.

The Suitcase is the brainchild of Anastasiia Petrenko (Ana), a Ukrainian student studying MA International Development. Ana is one of the 2022-23 cohort of Sanctuary Scholars, who receive a scholarship as part of the university's commitment to helping reduce the barriers to participation in higher education faced by those seeking sanctuary in the UK. The Suitcase was developed alongside other Sanctuary Scholars from a range of other countries, including Afghanistan, Syria and Türkiye.



Ana said:

"The Suitcase is a representation of what we have had to leave behind, all the sacrifices we have made while trying to survive. A breath-taking mixture of hope and despair. I want people to think what they would do if they needed to pack the whole of their life in a suitcase, what are they going to put inside, I want them to think at some point what are the most important things. Your family, your friends, or a scarf you bought for £300?"

On 3 March 2022, the UN announced that one million people had been forced to flee Ukraine in just seven days. Ana was one in this million. She had left her home on the 24 February as Russian forces approached. Just over a week later and after a harrowing journey across Ukraine during which she was forced to abandon her suitcase, Ana made it on to her final train ride in Ukraine. As the train moved towards a safer country, Ana looked back at a line of abandoned luggage on the station platform and contemplated how there is no space for belongings when a million people are moving. Ana made a silent promise to herself that she would not let this image pass, and that when she reached safety, she would work to raise awareness about the harsh reality of war.

She said: **"We tried to pack our life in a suitcase. We tried to pack everything inside, but you just can't. You're leaving your whole life behind. When you're on the road, every single day you're thinking, was it the right decision, maybe I should have stayed, maybe I'm completely insane with what I'm doing. Maybe the next day will be even worse, and it turns out every single day while you're on the road is worse because you're tired, you've left everything behind and you're questioning your sanity and questioning who you are."**

For Ana, working on this project alongside other Sanctuary Scholars represented both an opportunity to come to terms with the trauma of her past, and to highlight the intrinsically personal experiences that exist behind the headlines and statistics we're all so familiar with.

"I would say personally, for me, sharing my story is the way to heal myself. Sharing my story is my way to explain that I'm a human being. This could happen to anyone. I had a good job. I enjoyed my life. Every Saturday I had pizza night with my friends and we would just watch Big Bang Theory, Friends or something else. I had a good life. I had a hairdresser, got my nails done, everything like that. I flew to Amsterdam just a few weeks before having to flee. Like just hanging around in Amsterdam, just to have fun, so I had an amazing life, and the thing is, this kind of experience could happen to anyone."

Ana sees the benefits of being a part of a cohort with shared experiences, with the scholars meeting on at least a monthly basis, both to work on projects such as The Suitcase (which is just one part of our Refugee Week events), and also to support each other as international students. Ana said:

"We're all traumatised, but it's good to know that you are not alone, we're all getting through that. With other students, I'm sorry, but they will never be able to understand that, maybe feel compassionate about the pain, but to actually understand that? No. This is a whole other level of experience which no one should go through. So yes, I have found it really helpful."

Ana hopes that this iteration of The Suitcase is just the start of a longer-term project, she said:

"I would really love to do this same event for national Refugee Week in the summer but make it bigger and expand it into Norwich, not just UEA, putting suitcases in places like The Forum, maybe the Arts Centre, places like that."

"If we talk about possibilities, it could be amazing in the future. The only thing I'm constricted by is where do we get the funding for it? How do I make that happen? I have a picture in my brain of a London Suitcase standing on a plinth in a crowded place and someone is stood back filming people interacting with it. It might not be possible or maybe realistic, but it would be great."

Over the past few years, dozens of sanctuary seeking students have benefitted from one of several scholarship types at UEA, including the Sanctuary Scholarship, studying across a range of undergraduate and postgraduate subjects. Madi Dutton, UEA's Sanctuary Liaison Officer, is keen to highlight the external support that makes things like The Suitcase, and more widely UEA's University of Sanctuary work, possible. She said:

"Since 2018, we have been able to support 22 students through the awarding of Sanctuary Scholarships specifically - thanks to the generosity of donors who recognise that a person's past doesn't need to dictate their future aspirations. Sanctuary Scholarships are, in part, backed by philanthropically minded individuals and businesses, and we always welcome the chance to talk to interested parties and forge new alliances and networks."

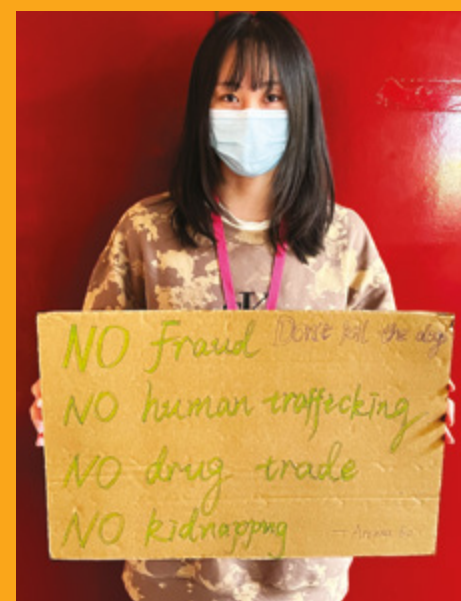
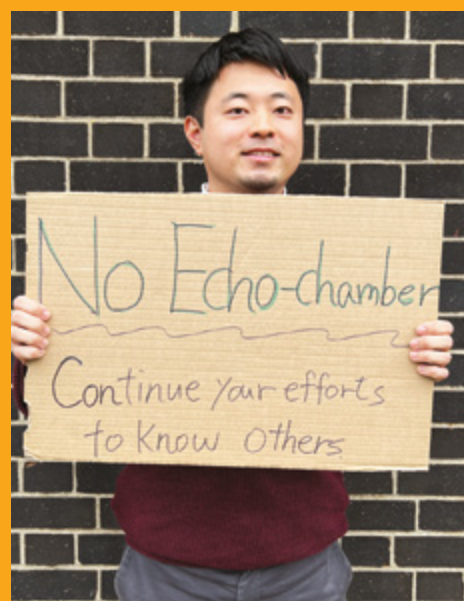
A FUTURE FOR EVERYONE

We live in a world of massive inequalities between people, between countries and between generations. This is an urgent challenge for humanity. But we can't create a fairer world until we understand the power structures that make injustice happen and see how the world's inequalities are systematically linked. We have to keep asking why and to be open to more than one answer. This is a critical approach to justice.

As DEV celebrates its 50th anniversary, how can we ensure A Future for Everyone? A sustainable future which is just, fair and inclusive.

We would love you to join our campaign which we are going to continue on our [Instagram account](#). Please write a slogan on a piece of cardboard or scrap paper depicting how you think we can contribute to a fairer world over the next 50 years.

Take a photo of you holding up your placard and send it to David Girling, d.girling@uea.ac.uk. Please also include your name, course, graduation year and up to 50 words on why you have chosen your slogan.



A SHORT HISTORY OF DEV

DEV is delighted to announce that the DEV Histories/Herstories Project will be taking place to celebrate the School's 50th anniversary. This exciting project will explore the legacy of the School and will present stories from DEV students and staff throughout the decades, from DEV's beginning to the present day.

To contribute towards this landmark anniversary project, we would love to receive submissions (a maximum of 500 words) describing your experiences and memories from being in DEV and a part of UEA.

We encourage all contributors to send up to five images alongside their text, please ensure that you have permission from all those within the photo.

Please send all submissions to Emma Rowles, DEV Histories Editor, at dev.general@uea.ac.uk by Thursday 31st August 2023 and if you have any queries regarding this project, please contact Emma.

1967

OVERSEAS DEVELOPMENT GROUP ESTABLISHED

The Overseas Development Group (ODG) was formed within the School of Social Studies at UEA. ODG enabled academics to engage in research, policy and consultancy work.

1973

SCHOOL OF DEVELOPMENT STUDIES ESTABLISHED

The first undergraduate degree in Development Studies in Britain. The School was based in prefabs in the University Village.

1982

ROYAL AGRICULTURAL SHOW

DEV staff and students (plus Gunder and Frank, two Hereford x Freisan bullocks) attended the Royal Agricultural Show.

1984

DEV MOVES TO THE MAIN CAMPUS

DEV moves onto the main campus, saying goodbye to their previous home in the University Village.

1997

INTERNATIONAL DEVELOPMENT SECRETARY VISITS

Claire Short, International Development Secretary, officially opens the new DEV farm.

2009

QUEEN'S ANNIVERSARY PRIZE

The Queen's Anniversary Prize was awarded to DEV in the same year that we changed our name to the School of International Development.

1st

DEVELOPMENT STUDIES

Times Higher Education REF 2021 Analysis

2021

DEV IS 1ST IN THE RESEARCH EXCELLENCE FRAMEWORK

The School of International Development was ranked first for overall research quality, impact, environment and outputs in development studies (Times Higher REF Analysis 2021). 91% of research was judged as 'world-leading' or 'internationally excellent'.

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SCHOOL
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50
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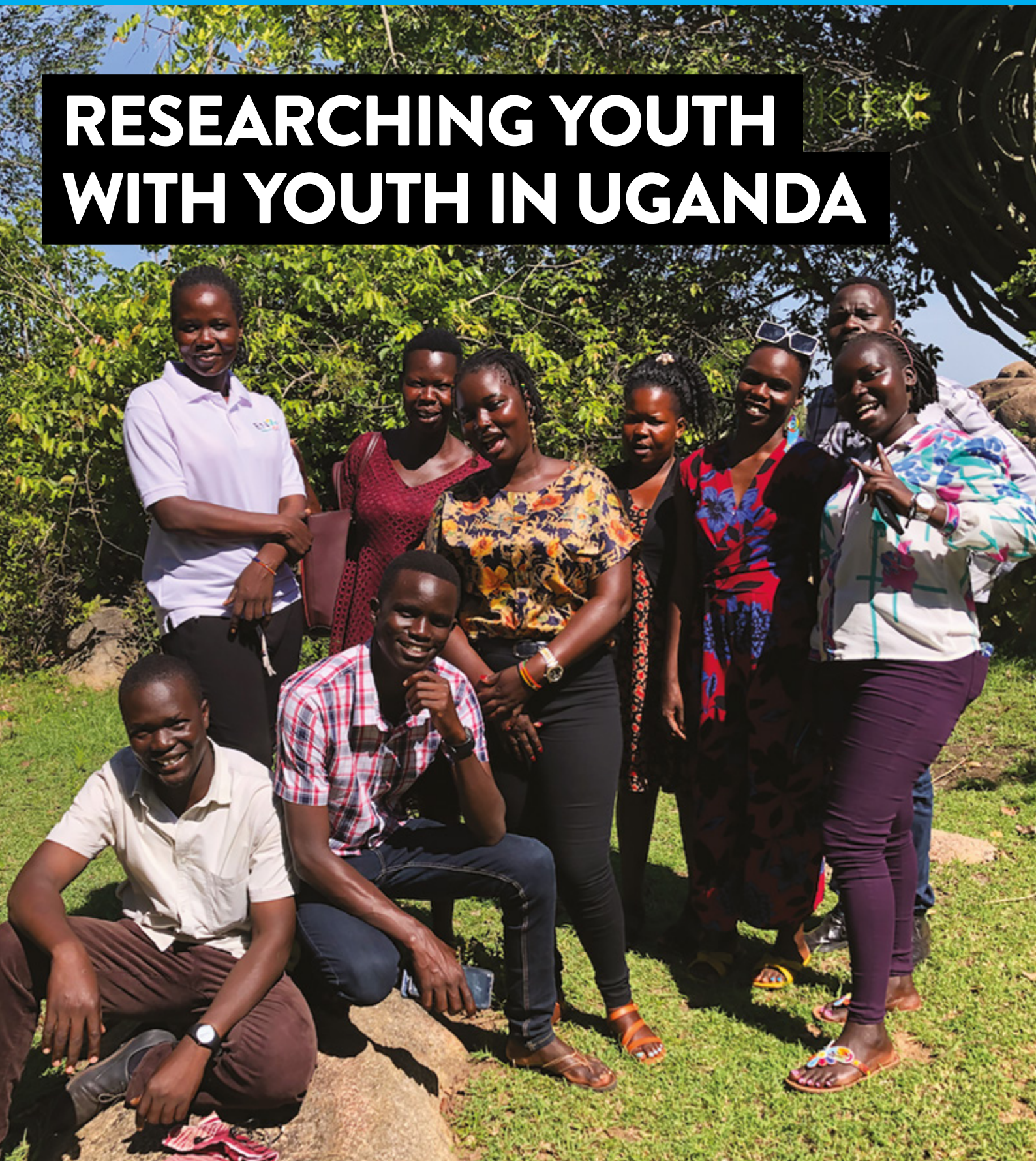
50TH ANNIVERSARY AND REBRAND

From 1st August 2023 we will be called the School of Global Development. This allows us to recognise that the real challenge for a just and fair world is to delve into the complexities of global problems and discover opportunities for creating more sustainable and equitable futures for all.

STAFF RESEARCH

/ Researching youth
/ New book
/ Progressive politics
/ Fintech for the poor
/ Heritage and imaginaries
/ Humanitarian journalism
/ Curating memory
/ Strengthening resilience
/ Green and edible cities

RESEARCHING YOUTH WITH YOUTH IN UGANDA



Below, left to right: James Opolo, Vicky Alum, Stella Aguti, Ezra Okello, Sharon Acio, Sarah Amongin, Dorah Adoch, Robert Okello and Ann Parlaker.

What is it like to be educated, young and unemployed? In rural Uganda there is a generation of young women and men who are the first in their family to go to school. Most do not have jobs. Many also participate in local institutions: churches, courts and committees. Available research on education focuses on learning outcomes and economic impact, or on the spread of modern attitudes among male urban youth.

DEV researcher Ben Jones has been working with a team in Uganda to look at the changes poorer, educated, often unemployed, youth bring to their communities.

What is exciting about this work is the way young people are centre-stage in leading the research at all stages; from designing the fieldwork to authoring academic publications and doing dissemination work. Left (photographed) are all young people from eastern and northern Uganda. Ezra has a degree and sells second-hand shoes, and Sarah has a diploma and works on a market stall. They have brought their experiences to the project and have been mentored by Ben and Dr. Laury Ocen of Lira University in Uganda.

Dr Ben Jones

EMERGING RESEARCH FINDINGS

Educated unemployed youth doing politics

We find several young men, and some young women, using their education and educated identity to build careers for themselves through local institutions like church, government or clan. Though unemployed in a formal sense, and 'not using their education' for a white-collar job, they support themselves and develop their communities through participating in institutions, and changing them. This is also an important way for young people to sustain their claims to an educated identity.

Educated 'unemployed' women 'come to marriage with more than their private parts'

This phrase, common among young women in Lira City, points to the way young women in their late 20s and early 30s try to build up skills and assets before marriage, at a time when marriages are increasingly unstable. These women involve themselves in business rather than salaried employment, and deploy a number of strategies to help improve the futures for themselves and their children. In particular, they work to buy plots of land for themselves, separate from their husbands or extended family.

'Idle' youth work hard when it comes to failing youth projects

Elite discourse in Uganda bemoans idle youth. They are blamed for the failure of government and NGO schemes that are meant to empower young people, promoting development. Such schemes are said to collapse because of a lack of commitment on the part of young people. We found young people doing their best to navigate these schemes to develop themselves and their communities. What they commented on was the way development projects were hobbled by politicians and corrupt officials at higher levels.

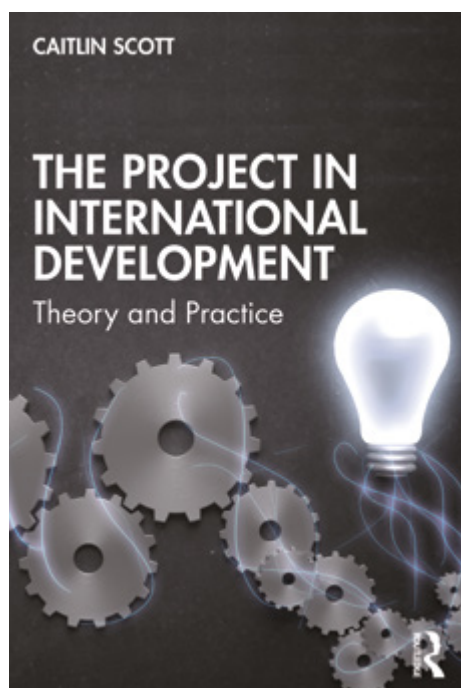
Adults becoming youthful again

In government policy the category 'youth' can include anyone up to the age of 35. We find older people, particularly older men, cultivating youth identities to take advantage of the positions that are reserved for 'youth leaders'. While scholarship often focuses on the way young people struggle to become adults, because they cannot achieve the social markers of adulthood, we found a number of older people – some in their forties and fifties – working to become 'youths'.

These findings are being written up by the team and published in leading academic journals.

The team are also working with students in DEV – Mansi Sharma, Lucy Njogu, Chimwemwe Mason, Jaskaran Singh – and with Joshua Balungira of The Field Lab in Uganda to share these findings to a wide audience, in an accessible way. We are particularly interested in generating debates among young people globally. The young researchers in Uganda have made several short films documenting the struggles and creativity of young people.

NEW BOOK



THE PROJECT IN INTERNATIONAL DEVELOPMENT

For many years, a 3rd year module on project design and management has been a key part of DEV's ways of preparing students for the world of work.

Inspired by teaching and sensing a notable gap in the market for a textbook to accompany the course, Dr Caitlin Scott is publishing a book entitled *The Project in International Development: Theory and Practice* (Routledge).

Caitlin says that the goal is to give students both a rounded introduction to the way projects work and are used in the sector, along with key tools such as project cycle management, logframes, evaluation approaches, and more critical perspectives on this core feature of the sector.

The book tackles the premise that many (if not most) projects do not turn out as intended. It contrasts the theory of what project design tools suggest a project should look like, and the reality, of how these intersect with institutional realities, funding arrangements and the growth of short-term contracts, amongst other changes in the sector.

The book aims to engage with growing academic debates around the political economy of projects and how they function within the funding ecosystem.

At the same time, it is hoped the book will be a resource for students at UEA and elsewhere, studying variants on the module now known in DEV as Project Design and Management and which at masters level forms a cornerstone of the growing MSc Global Development Management. In the module, students create their own projects, often to a very high professional standard. Some have gone on to get jobs partly by sharing these plans, always inspiring with their outstanding ideas and mock project proposals.

The book will be a complement to this teaching, guiding students through the maze of complex terminology, signposting key debate areas, and providing a detailed and anthropologically-informed assessment of some of the effects of these tools as they are put to use in the sector.

Dr Caitlin Scott

RACIST RIGHT-WING POPULISM

Capitalism and the social bases of a progressive politics

Sexism, racism, ecocide and violence have always been core characteristics of capitalism. They remain so today: from climate change's spiralling impacts to the ongoing pandemic of violence against women, and from state-backed violence in resource-rich central Africa to the crude racism of Europe's right-wing populists.

A political strategy

Right-wing populism is a political strategy used by factions of capital as they jostle for power. It is more prevalent in times of economic downturn – the 1930s as well as today – when political control becomes more elusive. Less able to buy popular consent, national ruling classes increase coercion and state violence, or deploy racist nationalist discourses to divide and rule, drum up support, and deflect the anger of the working and middle classes. Right-wing populism has garnered support amongst neoliberalism's discontents, who are increasingly shorn of decent work and public services. Rather than uniting to challenge the dominant few who preside over a system of extreme inequality, many of the poorer sections of global society have been turned against each other.

Challenging the extremism of the rich

Who among the small farmers, street-traders, gig-economy workers, factory labourers – the majority of the world's population – is organising? Who can organise given the precarity of work and the reproductive burdens that leave most people, especially women,

working most of the time? And where will they organise, with what risks and chances of sustainable success?

Two things are underlined in a recent article *Progressive Politics and Populism: Classes of Labour and Rural-Urban Political Sociology*. Firstly, this political conflict between the dominant few and the political counter-movements of the majority must be linked to the dynamics of accumulation and competition that characterise world-historical capitalism. The absence of such structural analysis renders resistance even more vulnerable to the kind of power plays that snuffed out the Arab Spring.

How and where people work

Secondly, attention has to be paid to the socio-spatial dynamics of contemporary social reproduction – or, more simply, how and where people live and work. Mass migration affects the dynamics of resistance: in the twentieth century and before, key social movements usually came from the countryside. Today, most of the world's rural population circulate through cities as commuters or seasonal or longer-term migrants. With most households working in multiple locations, place and sector-based unionism has little purchase. More multi-dimensional forms of resistance are required that transcend the rural and urban, and workplaces and home spaces.

The recently published collection on *'Populism, Agrarian Movements and Progressive Politics'* contains ten case studies from Africa, Asia, Latin America and Europe. It shows that resistance can

come from the cities, the countryside and in the movement between the two. The case study on Europe assesses the key political question of who among the working and lower middle classes support right-wing racist populism. The case studies on Pakistan, Mozambique and Colombia focus on agrarian movements, exploring their social bases, the dynamics of alliances, and the constraints they face. Those on Egypt, Turkey and Burkina Faso point to links between rural and urban movements, while those on Indonesia, Thailand and India point to the potential of networks of 'classes of labour' – all those who make a living from wage-labour and petty forms of self-employment including farming.

All those, in other words, who do not profit from capitalism. Migrant populations are prominent amongst classes of labour, and though marginalised in many ways, they are especially well-placed to challenge racialized patriarchal capitalism. They also have a history of doing so, especially where they have found ways past the ideological divisions wrought by the dominant.

Dr Jonathan Pattenden

“The book aims to engage with growing academic debates around the political economy of projects and how they function within the funding ecosystem.”

FINTECH FOR THE POOR?

Inadequate regulation in the Kenyan digital credit market and its impact on borrowers

Research aims

Vulnerable borrowers in low- and middle-income countries are at risk of falling into debt traps as a result of poorly regulated digital financial services. Poor individuals are increasingly making use of digital credit services based on algorithms that capture their short-term repayment capacity. The terms of these loans are such that their use is likely for consumption rather than investment purposes, which means that debt traps are a serious possibility. This cries out for regulation based on evidence on the impact of digital credit on vulnerable borrowers. However, such evidence is as yet very limited. In order to help improve regulation, and thus protect the poor from falling into digital debt traps, we have examined the impact of digital credit on poor households in two informal settlements in Nairobi, Kenya.

Background

Digital credit is an innovative product providing loan services quickly and in more accessible ways than traditional loan products. It has been hailed to be a transformative financial service that can be distributed even to those who have been financially excluded so far.

Recent figures for Kenya show that in 2017, 35% of adults have started using digital credit since the services were launched in 2012. The number of borrowers has rapidly grown by six million in the last five years, a remarkable figure.

However, is digital credit really the transformative service to the poor that the hype around it would suggest?

It is striking how readily it is assumed that the households usually excluded from financial services stand to benefit from receiving loan services thanks to digital credit. The argument is that borrowers can overcome temporary shortfalls of liquidity or invest in small-sized businesses financed by digital credit. However, it is in fact controversial whether digital credit is offered on terms that make investments a realistic possibility and whether it has any positive impact on the poor at all.

Activities

With this background in mind, we have set out to examine the impact of digital credit drawing on a mixed methods approach. We have conducted a quantitative analysis drawing on

FinAccess data collected by Financial Sector Deepening (FSD) in Kenya. This analysis has been complemented by collecting qualitative data from borrowers in order to understand the impact that digital credit services have on their livelihoods. We have also interviewed key informants, e.g., key experts on the financial sector in Kenya such as financial service providers and their regulators.

Findings and ways forward

We find that adverse effects on the poor of digital credit are plausible, that digital credit was not designed with vulnerable people in mind and that easily accessible loan services may mean that many vulnerable borrowers will be drawn into the vicious cycles of multiple borrowing and debt traps. This research has enhanced our understanding of the impact of digital credit, and how regulation should be designed so that vulnerable borrowers are protected.

To highlight the risks associated with reckless lending in combination with a lack of regulation, we are in the process of producing a series of videos with the aim to enhance the financial literacy of borrowers so that they can make more informed financial decisions.

Prof Maren Duvendack

This research was funded by the Global Challenges Research Fund and was led by the School of Global Development at UEA involving Prof Maren Duvendack, Dr Dorice Agol and Dr Minjin Kim.

www.youtube.com/@ProfDuvendack

Left: Prof Maren Duvendack in Kenya
©Dorice Agol



HERITAGE AND IMAGINARIES OF THE COAST

A collage installation resulting from a DEV arts-based research project conducted in Great Yarmouth, addresses its residents' perceptions and experiences of the coastal and socioeconomic transformations of the town over the years.

Having started in 2021 as a small part of 'FisherCoast' – an ESRC funded project supported by the EU-India Platform for Social Sciences and Humanities (EqUIP) – it gained a life of its own between 2022-23.

Location

Conversations with people in Great Yarmouth confirmed a sense of urgency in engaging with a creative, multi-vocal process of remembering the past – the end of the fishing industry in particular – to create ways of understanding the present and the perceived decline of the town. This recognition led to the selection of this locality as a case study to address coastal transformations through a critical heritage lens.

Elena Horton (an Erasmus+ visiting student at the time) and I facilitated a series of collage workshops between November and December 2021 in PrimeYarc, an artist-led community organisation in Great Yarmouth, in collaboration with Pushkin, a Norwich-based collage artist. Over the course of four weeks, eight Great Yarmouth residents used collage to creatively explore what heritage and change meant to them and to Great Yarmouth itself. The collage work created, as well

as the discussions that accompanied it were centred around the history of the fishing industry in the town – a unique past that continues to have a profound influence on people's imaginaries to this day.

Exploring heritage

Participants of different generations and backgrounds – some with direct memory of that past, others informed through stories shared by parents and grandparents – were affected by the changes that occurred and shared a common desire to contribute to revitalising the town's social and ecological landscape. Their collages express some of those memories, desires and hopes, but also concerns and critiques of the way the town's needs have been addressed.

Michael Keene, one of the project participants, said "I have seen many major changes in the town, but I find it difficult to think of one that has benefited its residents. I saw the demise of the herring industry, the rise and fall of the gas industry and now the rise

Collage exhibition opening at
The Enterprise Centre, UEA
©Maria Abranches

of the wind farm industry, the ups and downs of the holiday industry and the demise of the mass employers. It is a town with a rich history and buildings, but Councils tend to ignore rather than represent us."

Installation

The collage installation resulting from this project has been part of an ongoing exhibition that started in Great Yarmouth – in PrimeYarc (through the support of Original Projects), Lloyds Bank Window (as part of Historic England's Heritage Action Zone Window, with the support of Out There Arts) and the Time and Tide Museum of Great Yarmouth Life – before moving to the UEA in February 2023, in collaboration with CreativeUEA. A creative workshop with DEV students and staff, who made their collages as a way to express common development concerns, celebrated the end of the project.

Dr Maria Abranches



Collage workshop with DEV students and staff, The Enterprise Centre, UEA
©Maria Abranches

WHY WE NEED MORE HUMANITARIAN JOURNALISM



Cartoon Movement
©Ramón Díaz Yanes

Last year, there were almost 100 times more online news articles about the actor Will Smith slapping Chris Rock at the 2022 Oscars ceremony than the humanitarian crisis in Malawi, where 5.4 million people are experiencing a prolonged food crisis.

Similarly, despite Angola facing its worst drought in 40 years, there were 50 times more online media articles about the release of the iPhone 14 in 2022.

It matters if humanitarian crises are under-reported because audiences are left misinformed about the level of suffering around the world. For instance, in May 2022, while 91% of UK adults were aware of the war in Ukraine, just 23% were aware of the humanitarian crisis in the Horn of Africa, which was affecting almost 20 million people.

Public awareness – driven by media coverage – can also help drive funding for humanitarian aid. Previous research has shown that one story about a foreign disaster in the New York Times is associated with an increase in more than US\$375,00 in US foreign aid.

Humanitarian journalists, who work at the boundaries of international news and humanitarianism, may provide one solution to the under-reporting of humanitarian crises. In our recently published book - *Humanitarian Journalists: Covering Crises from a Boundary Zone* – we show that they have different news values. Their decisions on news are guided by journalistic principles – of impartiality and objectivity – but also by humanitarian principles – such as neutrality and alleviating suffering. They don't view themselves as advocates, but do believe that all lives have equal value – no matter where they live.

That's why news outlets like The New Humanitarian and Devex cover forgotten crises in Malawi, Angola and elsewhere – even when there is no obvious 'breaking news'. Our research shows that they also tend to highlight the voices of marginalised people and

With the climate emergency fuelling rapid increases in humanitarian need, their work will be needed more than ever in the years ahead.

give a more balanced, broader picture of a crisis. In short, they show that another kind of crisis reporting is possible.

Humanitarian journalism is very precarious. Humanitarian crises are one of the most expensive – and risky – topics to report on. There are few advertisers, audiences or active donors willing to directly support such coverage.

For this reason, humanitarian journalists urgently need support. Audiences should consider reading, sharing, and paying for more journalism about humanitarian affairs. Donors should offer more, transparent, reliable, and diverse sources of funding.

Dr Martin Scott

CURATING MEMORY

Many thousands of Vietnamese refugees settled in the UK in the 1970s, 1980s and 1990s having fled the 'Vietnam War' and its after-effects.

Yet British Vietnamese experiences are currently underrepresented in national historical narratives and in contemporary political debates. Through my podcast project *Curating Memory: Politics and the Past in the An Viet Archive* I am documenting the complex deliberations within British Vietnamese communities around how to salvage a vandalised collection of documents, objects, poetry, art and biographies amassed by Vietnamese refugees arriving in the UK.

As well as interviewing diaspora members, I participate in object sorting sessions and have conducted fieldwork at the National Archives to understand official narratives around Vietnamese migration to the UK. Findings from this project will feature in four 30 minute podcasts co-produced with British Vietnamese community members. These will be submitted to broadcasters in English and in Vietnamese in 2024.

En route to the UK, Vietnamese refugees mainly passed through camps in the former British colony of Hong

Kong (the term Colony remained in official use until the 1990s) and the anxieties of colonial administrators are ever-present in many of the documents I have analysed. As well as interviews, I have facilitated focus groups with An Viet Archive restoration volunteers where we discuss printouts of some of these documents and, through in depth conversations, collectively challenge official narratives around Vietnamese immigration to the UK.

In echoes of the current government's 'Rwanda Plan', 1979 HM Diplomatic Service archives reveal proposals to relocate Vietnamese refugees to the Falkland Islands and Belize.

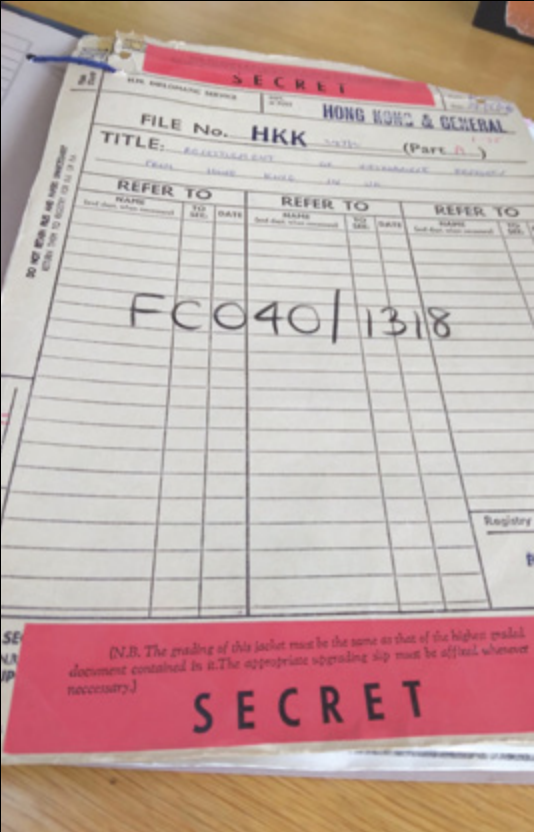
These doomed plans and the Thatcher government's face-off with the Greater London Council over housing for Vietnamese refugees are discussed in the podcasts, given their relevance to current debates around asylum-seeker housing in Britain. It is hoped that these podcasts will show the important and continuing legacy of colonial archives in the contemporary period and demonstrate how co-research in colonial archives can contribute to decolonising them.

Rachel Tough

Rachel Tough is writing up her PhD thesis – an ethnographic study of the COVID-19 pandemic in Ho Chi Minh City.

The project is funded through a small grant from the BME Events and Activities Small Grants Scheme set up by eight learned societies and administered by the Social History Society. Fieldwork was funded by the Postcolonial Studies Association.

Top Secret file on resettlement of Vietnamese refugees in UK
©National Archives



STRENGTHENING RESILIENCE IN THE GUATEMALAN CORDILLERA



Above: Examples of material visual culture produced in participatory workshops.

Main image: 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.



This project is a collaborative and interdisciplinary project that brings together approaches in physical sciences, social sciences and humanities that aims to improve resilience to hazards and disasters in Guatemala by developing rigorous multi-hazard assessments, and by embedding Disaster Risk Reduction (DRR) within human rights frameworks.

The project's distinctive features include in-depth long-term participatory and ethnographic work with communities, an engagement with Indigenous ways of knowing and being, and an in-depth understanding of existing disaster scholarship in both the physical sciences and the humanities. Ixchel is a large project led by the University of Edinburgh in the UK with collaborators at UEA and other UK institutions and Guatemala.

UEA is leading the work around understanding the landscape and experiences of risk from the perspective of two specific communities that have experienced disaster, but also through different forms of resilience and recovery. These are the communities of Panabaj (Santiago Atitlan, Solola), where landslides (as a consequence of Stan Storm in October 2005) took the lives of hundreds of people; and in the inhabited areas around Volcan de Fuego, where a volcanic eruption in 2018 resulted in the loss of at least 300 lives and the displacement of various communities. The work in both locations is led by communities or local organisation and facilitated by DEV researchers. In Panabaj, research includes working with five indigenous organisations: two dedicated to women and children, which are Maria Panabaj and Anadesa, one organization of men whose everyday work is to collect

Right: What does it mean to be woman leader? Women from Volcan de Fuego, Guatemala exploring their experiences as women leaders supporting disaster risk reduction in their communities.



wood from the forest, 'Leñadores group', a Youth non-formal organization and COCODE, which is the local community authority. In Volcan de Fuego the work is developed with women who are community leaders in the municipalities of Escuintla, Siquinala and San Pedro Yepocapa with whom we are trying to understand the role of women in Disaster Risk Reduction in contexts highly exposed to hazards.

Method

Based on a senti-pensar approach (feeling-thinking approach) which highlights sense of belonging to place, and aims at understanding how communities relate to their territories/environment and the way this impacts their everyday life, the research team is developing and adapting methodologies based in the arts, such as social cartography, body mapping, conversations led by memories tied to objects and music, amongst others. The aim of this approach is to explore possible routes to decolonise knowledge co-creation. Following feminists' epistemologies, we are paying attention to emotions as sources of information that come from vulnerable communities.

Outcome

Forms of material visual culture, including photographs, maps, embroidery, drawings, and collages, are being produced through community

participatory approaches. Later in the project these will be used to close the distance between often-remote decision makers and those in rural communities that live with multiple hazards and risks in their everyday lives. These research activities will result in a co-curated exhibition that will serve as an output for collective artistic and mapping praxis and to synthesise the work across many project WPs.

The Research team

A large research team is making possible the development of the Ixchel project. From DEV, PI Dr Teresa Armijos and SRA Dr Cristina Sala. Universidad del Valle in Guatemala (UVG) is our local partner and our main collaborator there is Dr Aracely Martinez. Additionally, two community researchers from Santiago Atitlan, Diego Ruanda and Alex Petzey are working in Panabaj facilitating research with five community groups/ organisations. In Volcan de Fuego around 20 women are participating in the research process. In total there are more than 70 people directly participating in this project.

Dr Teresa Armijos Burneo

BUILDING GREEN AND EDIBLE CITIES

Exploring Urban and Peri-Urban Agriculture as Green Infrastructure in the Global South

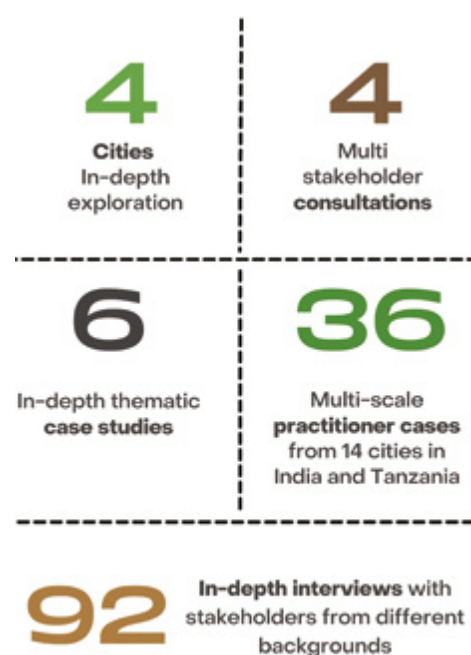


Figure 1: Summary of research methods with sample size. Source: UPAGrI team

Urbanisation in the Global South is coupled with unsustainable growth, unemployment, resource degradation, pollution, growing inequality, and food insecurity. The three-year Urban and Peri-Urban Agriculture as Green Infrastructure (UPAGrI) project set out to examine the extent to which Urban and Peri-Urban Agriculture (UPA), conceptualised as ‘green infrastructure’, addresses these challenges and contributes to societal well-being and urban sustainability. It drew on research across four cities in India and Tanzania, i.e., Bengaluru, Pune, Dar es Salaam and Morogoro. The project also aimed to explore what opportunities and challenges exist for mainstreaming urban farming into existing policy and practice.

The project

The project has contributed to new knowledge creation that is interdisciplinary and uses established

and emerging methodological approaches including quantitative, qualitative, modelling, and geospatial methods to examine the extent and outcomes of UPA in Tanzanian and Indian cities (figure 1).

Three key messages emerging from the project include:

UPA practices and actors are diverse but the literature remains lopsided: Our global literature review found that UPA takes a range of forms, from home gardens in backyards, rooftops, and balconies, to technological enterprises through hydroponic or soil-less systems. However, the literature on UPA outcomes for wellbeing and sustainability present a regional bias towards the Global North (see figure 2). Our research sought to contribute to this balance by developing a novel dataset on key issues and challenges confronting UPA, and its contributions, in the Global South.

Prof Nitya Rao



Contributed by: Maitreyi Koduganti, Swarnika Sharma, and Sheetal Patil, Indian Institute for Human Settlements, Bengaluru, India.

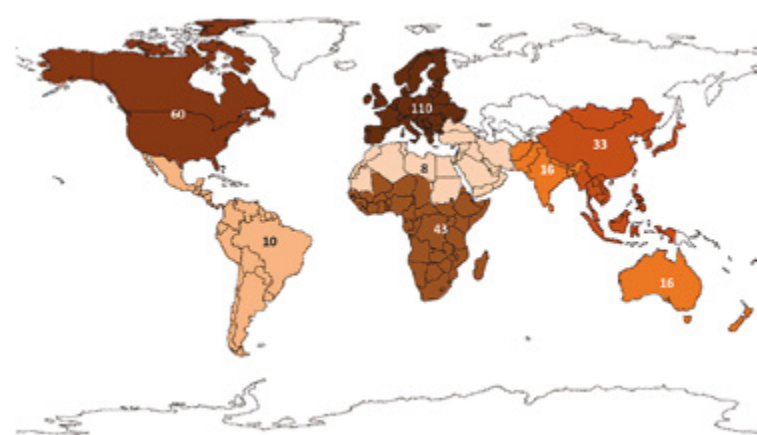


Figure 2: Distribution of papers by regions (n=366). Source: Rao et al., 2022

STUDENT VOICES

Below left: Mary (left) Overall Winner with Deborah (right) the People's Choice.

CHANGE MAKERS



MARY AND DEBORAH

UEA Change Makers is a programme launched in 2022 aiming to stimulate business ideas that help people, planet or the community.

UEA students and recent graduates were challenged to submit a 60-second pitch of their business idea. These videos were shared with the public for them to vote for their favourite idea. The top ten Change Maker ideas, as chosen by the public, were then enrolled on to an eight-week accelerator programme and were given £1,000 in funding to grow and test their ideas.

Last years finalists included six students from DEV across five projects. For the second year in a row, DEV students have continued their success with four finalists all with their own projects.

We are delighted that the overall winner, chosen by judges was Mary Arteaga Gomez Garcia (DEV) with her venture Water Cooperation Network. This is a web app designed to empower water providers in the Global South, ensuring safe access to water and sanitation to improve people's quality of life.

OVERALL WINNER Mary Arteaga Gomez Garcia

“Thanks to the support of the people who watched my video, I got to be part of the Change Makers programme along with nine other amazing business ideas. Later we had a series of workshops where Sophie, Finbarr and other experts made sure to give us the necessary tools and guidance to test our ideas and progress to viable businesses. It is true that it was an intensive program that required a lot of work and effort, but I think it was worth every minute invested. The change makers program has been a very enriching experience, personally and professionally. Winning the competition means a lot to me. On the one hand, the prize money will help me to continue working on the development of Water Cooperation Network, and on the other hand it has given me the confidence to keep going

since it has the potential to generate a positive impact on the most vulnerable populations in terms of access to water and sanitation.”

The People's Choice prize, decided by the audience, was won by Deborah Adesina (also a DEV graduate) with her venture Joy Place, which uses music and dance to improve the wellbeing of the elderly and combat loneliness.

PEOPLES CHOICE WINNER Deborah Adesina

“It is amazing to know that the audience chose me as the People Choice as it shows they believe the business has real potential to make a positive change in society. The biggest impact of the Change Makers programme for me has been personal growth... I have had a massive shift in realising the programme is more about collaboration with one another than competition. We all came in with early-stage ideas and it has been amazing to see how these ideas have then taken a life of their own due to the nurturing environment and support provided.”

“The Change Makers programme reflects the shift we have seen in our students and graduates in terms of their business ideas. Over my ten years at UEA, year on year we see more and more ideas coming forward that are not just about making money but also making the world a better place. The calibre of submissions is incredible as is the diversity of students in terms of their subject of study, country of origin and their level of study. I genuinely believe that many of these participants will be the next generation of business leaders needed to tackle global issues”

Finbarr Carter, UEA Student Enterprise Officer

MAKING THE MOST OF A YEAR IN DEV

AN INTERNATIONAL STUDENT PERSPECTIVE

Studying International Development Management at UEA with a background in agriculture has been a rewarding journey.

Being on a multi-disciplinary course, I have been exposed to different teaching experiences as I seek to advance my career in development and humanitarian management. The course has offered me a comprehensive introduction to the way the development sector works, from planning to critical issues affecting the sector. I am being exposed to a strong conceptual understanding of key debates and issues in international development, together with technical skills in project design and management in specialist areas such as agricultural policy, climate change, rural livelihood, equitable knowledge sharing ecosystems and sustainable development.

Leadership experience

At the start of my study, I decided to ensure I maximise every learning opportunity outside the classroom and so when I saw the opportunity to serve as a leader in the Student Union, I ran for the role of postgraduate committee member of the Student Union. I am presently the chair of the Student Union Graduate Centre Management Committee as well as the president of the Nigerian Society. These roles and the diverse teams I get to work with are helping me to consolidate my leadership and management experience, given as we represent the voices of postgraduate students and provide support. I also ensured to seek volunteering opportunities and I was able to volunteer and work with the UEA team at the Norwich Science

Festival. Volunteering is an amazing way to garner work experience while you are still studying.

The highlights

There are a number of high points I will like to draw your attention to that studying at UEA has afforded me, some of which are having friends and course mates from different parts of the world, the field trips, the calibre of lecturers, and the open door policy they exhibit, the robust teaching methods and learning resources available to students, the rich library resource open to students every day of the week, the ever-present help desk at the Student Information Zone and the vast resources available at Career Central from career fairs to mentoring insights and mock interview sessions, UEA Awards as well as CV reviews and the LinkedIn online learning resources that help prepare students for life after school armed with transferable and employable skills relevant in the real world of work.

Making a difference

I have been a direct beneficiary of the above-listed points and more and I am currently on my Gold Award level on the UEA awards, so I can tell you for a fact that if you are considering studying and working in the UK with a particular interest in global development, keen about making a difference and seeking challenging opportunities that will demand of you to think critically about solutions and global best practices, then the school of Global Development

(DEV) at UEA is the place you want to be.

Great opportunities

Looking forward, I know my time at UEA so far has prepared me for the future of global impact and research in the field of international development even as I prepare to wrap up my program with a work placement at the Norwich Institute of Sustainable Development (NISD) working on how to build equitable knowledge sharing ecosystem in Agricultural Extension in Uganda. I am particularly grateful to my course adviser, Dr Caitlin Scott, my supervisor my supervisor Professor Arjan Verschoor, Ethics reviewer, Dr Ben Jones, Module leader, Dr Helen Campbell Pickford and Prof. Nitya Rao who connected me with researchers in Norwich Institute of Sustainable Development (NISD). I am excited about the opportunities opening for me as a result and I cannot wait to hit the ground running putting all the theories I have learned in class and my wealth of experience to practice as I contribute my quota into global development. UEA is truly the 'home of the wonderful' because for me it has been a wonderful and rewarding experience so far.

Oluwaseun Ekorhi-Robinson
MSc International Development Management



Oluwaseun Ekorhi-Robinson

Below: Left to right; Izzy McGuire (Health and Safety Officer), Conor Franks (Secretary), Harriet Foote (President), Liv Cooper (First Year Representative), Cara Gibson (Charities Officer), Ali Sabha (Union Council Representative)

MESSAGE FROM DEVSOC

All of us at DEVSoc are so excited and proud that International Development at UEA is turning 50 this year!



So far this academic year, DEVSoc have sustained and strengthened a community of over 110 like-minded people, who are passionate about change for all and embrace all backgrounds and walks of life.

The 50th year of DEV has seen some big things for DEVSoc. As students return to campus after a tumultuous few years, DEVSoc have been really determined to create space for a cohesive and friendly community. In doing so, this year (so far!), we have held many social events for DEVSoc members.

It was great to see so many people spending a great time together outside of the library and lecture theatres, celebrating all their hard work of the Autumn semester!

Alongside these social events, we have also taken part in fundraising efforts. We collaborated with Headucate, SolidariTee and Oxfam Society for Refugee Awareness Week in November. For this, we had a potluck, merchandise and guest speakers; it was a great event that raised £100 for charity. Also, we have promoted advocacy and awareness campaigns within and beyond academic spaces such as International Women's Day, Black History Month, LGBT+ History Month, Neurodiversity Celebration Week, University Mental Health Day, Eating Disorder Awareness Week and more. In particular, for Black History Month, we took part in an event for Empowerment in Norfolk with Student of Colour Ambassadors for which we organised a guest speaker from Norwich Medical

School. For me, this is what makes International Development such an inclusive, global and diverse course, and DevEVcilitate this community.

It has been a privilege to run the society in the 50th year of International development and the year when DEV at UEA has been ranked 1st for research. As we celebrate, and change 'International' to 'Global', DEV continues to de-colonise development, and promote academic excellence and inclusivity – a journey that DEVSoc is proud to have witnessed.

Harriet Foote
DEVSoc President

50 YEARS of DEV

ALUMNI MEMORIES

AMBER MARTIN

BA Geography and International Development, 2018



FROM COMMUNITY DIALOGUES IN UGANDA TO A CAREER WITH MASTERCARD

I've always had a keen interest in the changing trends in humanitarian communication and how the media communicates with the public about pressing issues like the refugee crisis. In hindsight, I think I've always known I wanted a career within the media and communications space. Undoubtedly, however, I wouldn't be where I am today without my time at UEA.

During my time in the School of International Development, I was given the opportunity to really explore my particular interests (humanitarian communication) and connect with lecturers who had similar research interests in this field. This opened volunteer doors that I could never have imagined.

I remember sitting down with David Girling one day, having a general chit-chat about how communication

helps mobilise citizens, and modify behaviours – the next thing I know I'm being given the opportunity to volunteer out in Uganda for 12 weeks for an NGO focused on youth empowerment!

I supported the Field Programme Manager at *Reach a Hand* in setting up community dialogues within the rural districts of Uganda and collected qualitative data for concerns like child marriage. We chaired meetings to discuss findings and developed key marketing and communication priorities for specific campaigns that drove awareness of these issues.

Having implemented behaviour-change communication interventions first-hand in an open and accessible way, enabled me to learn and grow as an individual, and provided me with a real insight into how communication can

Left: Amber (top right) and the other interns spearheading a women's rights and empowerment campaign at RAHU.

promote positive social change. This work experience undoubtedly shaped my career aspirations – and absolutely sharpened my knowledge of the role of communication in forming wider opinions and decision-making.

Unlike some of my peers, I chose not to go into the charity sector after graduating – I'm currently enjoying a great role as Marketing Manager at Mastercard. For me, communication is about engaging people and inspiring them to take positive action. I believe that's true for whatever sector you work in and aligns with many a brand's purpose – helping to drive positive change.

I do, however, choose to be very intentional about the contribution I make outside of work. I apply the principles of international development that I learned at UEA through a variety of volunteering initiatives. From this I've learnt that I can help to change the world and make a difference throughout any stage of my life, and that's all thanks to DEV.

In short, I think what's great about DEV is that you can choose how you want to apply what you learn – whether that's through a career in the charity sector or not. You can also take your skills into other areas of life. For me personally, international development has always been something I'm passionate about – but there are many ways to make an impact on issues around the world through a variety of career options, where you can have an impact on how a brand or business is perceived through its marketing, purchasing and cultural activation.

MARIANA VAZQUEZ

MA International Development | 2021

Below: Mariana Vazquez

EMPOWERING COMMUNITIES THROUGH TECHNOLOGY

MY UEA WORK PLACEMENT WITH CODE YOUR FUTURE!



Originally from a small city in Mexico, I have always been passionate about projects that value diversity and give a voice to all. In Mexico, I helped create community solutions through art and storytelling but realized that these efforts only provided temporary relief to existing problems. That's when I decided to pursue a master's degree in development at UEA.

During my time at UEA, I wrote my dissertation on technology and community empowerment, exploring the different approaches that NGOs use to use technology for empowering people. Recognising that STEM fields are an important source of economic growth and communication, it is

imperative to include them in the discourse on development. That's when I came across *Code Your Future (CYF)* during my search for a work placement opportunity.

I remember that my work placement needed to be online because of Covid. Still, I used this opportunity to create a virtual workshop with all the regions where CYF is present (London, West Midlands, North West, Scotland and South Africa) where I taught them about the 'hero's journey' a storytelling methodology to tell stories that they could implement during their job interviews. At the end of this community project, the participants presented a final short film about the topic they wanted.

In Code Your Future, we offer free coding courses to refugees and other marginalized individuals. All our courses are taught by volunteers, and we are a registered charity in the United Kingdom. Since 2016, we have helped more than 230 engineers secure great jobs in tech, and we are growing every year. The organization's diversity is remarkable, and I have never learned so much, both personally and professionally.

After completing my work placement and with the success of the virtual workshop that I created as part of my dissertation, I was invited to join CYF as the London Program Manager and I am now the Head of Community Building and Outreach at the organisation. For me, it is an honour to have this position because I 100% believe education is the solution that will bring us development.

However, education cannot work by itself, so our students need to have a support network. If we remember, our students come from different countries and sometimes they are alone in this country. Thus, having a community inside code your future can make their knowledge and their experience easier. Therefore, it's a pleasure for me to oversee their experience in the five regions where we are present.

I am grateful for the opportunity that both CYF and UEA have provided me. Without UEA's work placement program, I would have never discovered CYF. This summer, we have many work placement opportunities available. If you're interested, please contact us at marianavazquez@codeyourfuture.io and liliana@codeyourfuture.io

AMELIA ARREGUIN PRADO

MSc International Development
and Environment | 2022

Amelia Arreguin at UNEP
headquarters, Kenya
©Sharon Ruthia

COULD DEVELOPMENT, BIODIVERSITY CONSERVATION AND GENDER JUSTICE GO HAND IN HAND?



While women and girls play a crucial role in environmental management, and there is even a growing understanding that gender equality is an essential prerequisite for sustainable development, the ecological crisis, crystallised in climate change, biodiversity loss and desertification, has differentiated impacts on women and girls, particularly those who have been systematically violated and who find themselves at one or more intersections of inequality. Intending to transform this reality, I chose to study at the University of East Anglia to strengthen my professional practice.

With the conviction that development and environmental policy must be

crossed by gender justice, after having worked for a decade and having graduated with the degree quite a few years ago and thanks to the support of the UK FCDO through the Chevening Scholarships in September 2021, I began my studies in the MSc program in International Development and Environment. This program is unique worldwide for its theoretical, political and practical approach.

In addition to learning in the classroom and sharing with critical and sensitive professors and colleagues from around the world, an invaluable contribution of UEA to my professional career was the opportunity to undertake a work placement at one of the most

prestigious institutions in international environmental policy – the UNEP-WCMC. During these months working at the Rights, Gender and Nature Focal Initiative, I set out on an adventure to explore how the gender-responsive implementation of the Kunming-Montreal Biodiversity Framework can be financed. As a result, we built a discussion paper in collaboration with OECD Environment to support deliberations during the COP15 of the Convention on Biological Diversity.

And it was during the COP15 of the UN Biodiversity that I realised the relevance of the knowledge and skills acquired at UEA to positively influence the transformation of reality. After several years of collaborative advocacy, for the first time, a Rio Convention adopted a stand-alone target on gender equality as part of the Kunming-Montreal Global Biodiversity Framework and a robust Post2020 Gender Plan of Action. These instruments are potentially relevant to ensure gender justice and constitute a significant step toward equity, equality, and sustainability for people and nature.

Now in my role as Coordinator of the Women's Group, I can positively influence development policy so that women and girls, mainly rural, indigenous, afro-descendant, peasant, fisherwomen, gatherers, and inhabitants of urban peripheries, can enjoy a full life, in which their rights to land and water are recognised and honoured, and their traditional knowledge and identity are valued; a life where violence and inequalities are eradicated, and the work of care is equitably divided, where they enjoy autonomy over their bodies and territories.

Thanks to UEA and Chevening for this transformative experience allowing me to be part of a #WonderfulCommunity!

MADOKA KONISHI

MA International Development | 2020

Below: Madoka Konishi



STUDYING THE MEDIA'S ROLE IN SHAPING PERCEPTIONS OF DEVELOPING COUNTRIES

My time at UEA on the MA International Development is by far the most memorable experience in my life. It was a big decision for me to study abroad instead of getting a permanent job like my friends. However, at the time, my aspirations were to be more knowledgeable about issues in the developing world and to have a clearer vision of the media's role in shaping perceptions of developing countries.

In Japan, the news media rarely reports on affairs in, for example, Africa or Latin America (places they think are irrelevant to Japan). Studying this imbalance of information as an undergraduate student, I began to think that I had to actually see those things happening in the world which the TV and newspapers never spoke about.

I am confident in saying that UEA was the best choice for me to learn what I wanted to learn and to further grow my passion to work in the development sector. Both inside and outside of class, I was impressed by the teachers, who were experienced in the development sector and passionate about delivering knowledge and skills to their students. Also, some of my course-mates from various parts of the world had backgrounds in working for governments or NGOs, which I enjoyed hearing about. Such interactions with the people at UEA gave me confidence in communicating and working together with international colleagues.

Even now, I still recall the readings and the discussions from modules such as Gender and Development or Media

and International Development. Last year, I started to work at the Ministry of Foreign Affairs of Japan, and am currently in the Southeast Asia Division. There, I hear about issues and ongoing events in the Mekong region every day. For instance, Myanmar is one of the countries where civilians must be protected and human rights issues need to be addressed. Our job is to consider what the government can offer and what kind of stance Japan should take on such issues. I feel privileged to be able to work with the public organisations that provide humanitarian assistance to countries in need, and this is when I look back at my time at UEA, hoping to utilise the knowledge gained through my postgraduate studies there.

It is likely that I will be sent to a developing country as part of my job in the near future. This means that for the first time I will be able to engage with local people, companies and governments. I hope to make this experience even more valuable by enhancing my skills as a programme officer.

I am still working toward the chance to work in the development sector and to help make underrepresented people more visible to the rest of the world. What UEA offered me several years ago still has significant meaning in my everyday life and will always be a guiding light in my career decisions.

DEV CATCH UP

STUDENT OF COLOUR AMBASSADOR SCHEME

This is the third year that the School of International Development has taken part in the Student of Colour Ambassador Scheme.

Following the previous ambassadors, we began our role by brainstorming and gathering ideas for this academic year. This involved us reading the end-of-year report written by the previous ambassadors and hosting a ‘Meet and Greet’ event. The ‘Meet and Greet’ event involved us hosting a quiz where both undergraduate and postgraduate students could get to know one another. We utilised this opportunity to understand students’ thoughts, feelings and experiences surrounding our School and decolonisation efforts.

Thus, we established our main goals for the academic year. Firstly, we wanted to strengthen our role as Student of Colour Ambassadors by introducing ourselves and the purpose of the scheme. Secondly, we wanted

to diversify the events we held which included hosting more cultural events to reach a greater representation of the School of DEV.

For our first event, we organised a celebration of Black History Month, entitled ‘Empowerment in Norfolk,’ which was made possible in partnership with DEV. During the event, we invited three speakers to share their experiences as people of colour, and their contributions to the Norfolk community. We were joined by Jose Ferrera, a local salsa dance teacher, Danny Keen, a Norwich-based artist, and Emir Ghariani, a recent master’s graduate in Cultural Heritage and Museum Studies at UEA. Throughout this session, we explored themes around structural segregation,

Right, Students in one of the immersive workshops on the Geography Fieldtrip in Bristol

Below, left to right: Kyra Thompson and Busra Serin

migrant histories, and decolonising museums. Group discussions touched upon the past experiences and lived reality that these professionals have faced in their day-to-day lives. Also, Jamoroc Catering kindly provided us with a variety of Jamaican cuisine which our attendees enjoyed during the halftime intermission.

At the end of the first semester, we organised an evening at The Bowling House with students in DEV. The aim of the event was for the students to meet new people and destress before the end of the Winter summative. The attendance of ten students allowed for a social setting which was more informal, fun and relaxing.

Towards the end of the academic year, we will be organising two more events to allow students to explore various topics and socialise with their peers. The first event will be in partnership with the DEV Employability team. We will be joined by guest speakers who will host a panel talk regarding their experiences as women of colour in the development sector, and what they have discovered along the way. This discussion will be an opportunity for DEV students and alumni to learn more about the decolonisation efforts within the development sector. Then, to close off the year we will have a picnic by the UEA lake so that students can decompress from exam pressure.

We look forward to welcoming our new ambassadors for the next academic year and continuing our decolonising journey. Thank you to everyone who has supported and participated in our events so far this year.

Busra Serin and Kyra Thompson
Student of Colour Ambassadors



GEOGRAPHY FIELDTRIP TO BRISTOL

Field trips are core to geographical education, premised on the idea in-situ learning gives students the valuable ability to explore socio-spatial processes as they unfold.

We are fortunate to support these learning opportunities in DEV and have embarked on an annual field trip to Bristol, this being our second year running. Why Bristol, you may ask. While in previous years we have visited locations farther afield, such as India and Chile, we emerged from the pandemic with a renewed commitment to sustainable fieldwork that considers the carbon footprint of our travel. Choosing a location in the global ‘North’ does not dilute our conversations on ‘development’, but instead interrogates the ‘where’ of ‘development’ and for ‘whom’.

Given the (belated and much necessary) conversations on Britain’s imperial legacies, our field trip seeks to unsettle these histories in Bristol, a city which has profited from the transatlantic enslavement of Africans. We draw inspiration from Hazel Carby’s (2021) *Imperial Intimacies: A Tale of Two Islands*, which explores the enduring afterlives of the British empire across the Atlantic. In this searing memoir/critique, she queries: “Is it possible to produce a reckoning of movement between and among places, spaces and peoples, the scattering that results in

racialized encounters and the violent transactions that produce racialized subjects?” (3).

This field trip is fundamentally interested in how we can challenge dominant historical narratives, and locate ‘resistance’ and ‘joy’ as radical alternatives to how communities racialized as ‘Other’ can contest their oppression. We work across diverse institutions and with diverse communities. For instance, our work starts in museums, such as the Sainsbury Centre in Norwich and the Bristol Museum – to understand what role museums can play in representing Western histories, and what ongoing silences remain over colonial pasts in procuring various objects and artefacts.

From there we are lucky to collaborate with community organisations and art collectives in the neighbourhoods of St. Pauls and Stokes Croft – these include People’s Republic of Stokes Croft, an independent initiative concerned with the use and access of public space and its reclamation through street art; Refugee Women Bristol, an organisation for and by the asylum-seeking community; Dhaqan Collective,

a feminist art collective of Somali women that centres co-creation; and projects with independent dancers and film-makers on decolonising memory through movement and Black and Afro-Caribbean land justice, respectively.

Through immersive workshops with these groups and individuals, our students learn about how resistance can take many diverse forms and what decolonisation, reparations, and alternative forms of knowledge can mean for rewriting history. Our students have learned new skills – graffitiing and dancing for instance! – but more importantly, are offered the valuable opportunity to learn from people organising in new and different ways outside of the academy.

We return energised and ready to push at the boundaries of both development and geographical thinking. Come check out some of our students’ wonderful work displayed in the ZICER common room!

Kavita Ramakrishnan, Teresa Armijos Burneo and Adrian Martin





DEV ALUMNI REUNION - GHANA

Left to right: Doris Akobrika, Abdul-Razak Yakubu, Adams Bryma, Mercy Osei-Konadu, David Girling, Rosemary Gaisie.

On 16th October 2022, a DEV reunion took place in Accra, Ghana, with David Girling and alumni Doris Akobrika (MA Conflict, Governance and International Development 2014-15), Abdul-Razak Yakubu (MA Conflict, Governance and International Development 2014-15), Adams Bryma (MA Media and International Development 2014-15), Mercy Osei-Konadu (MA Development Studies, 1989-1990), Rosemary M Gaisie (MA Media and International Development 2012-13).

Since leaving DEV, Rosemary worked for the Ghana Broadcasting Corporation (GBC) and is currently Deputy Director of Communications at the Judicial Service of Ghana. Abdul-Razak on his return to Ghana went back to resume his position as the Executive Director of Youth Movement for African Unity (YMAU) an NGO he founded in 2012 seeking to address some of the political and socioeconomic challenges of the African continent working young people in Africa. In 2016, he joined the British High Commission in Accra as a Political Advisor/Officer. He is also currently the Chevening Alumni President in Ghana.

Doris Akobrika graduated from DEV in 2015, after successfully completing the MA Conflict, Governance and International Development. Since leaving UEA, Doris has worked with various organisations including BOLDInitiatives, a charity organisation where she worked as a Team Lead in partnership with other bodies to end the cycle of chronic poverty. She and her team did this by supporting the less privileged, especially the girl child to acquire employable skills and education.

Doris said “My favourite memory of living in Norwich definitely has to be that time when I had to walk all the way from the Norwich City Football Club to UEA after working a late shift and missed the last bus for the night. It was indeed an experience and I smile at it each time I remember. That should tell you how safe the city is, right?”

Adams said “I for one can’t get over those nights at the LCR and also all the entertainment from the Prince of Wales Road. I also had a fun time working briefly at Norwich City Football Club on match days at the coffee counter. It gave me so much confidence and I used that opportunity to get familiar with the Norwich/British culture and for me this was definitely a good thing for my stay in Norwich.”

Adams Jnr Braimah, an alumni of MA, Media & International Development has been working in the space of Digital Content Creation in Ghana. Adams runs three Youtube Channels (TBS The Bryma Shows, TBS Africa TV and TBS Kids) with the ultimate goal of projecting Africa’s image through its people. He also works in Marketing and Credit sales for one of Ghana’s biggest banks where he is directly in charge of a team of retail credit professionals marketing and selling credit to the Ghanaian public.

It was great to catch up and hear some fantastic stories about what our alumni have been up to since graduating, but also memories of their time in Norwich!

JICA EVENT

In January UEA invited Mr Amatsu, the UK representative of JICA (the largest development agency in Japan) to campus. During the visit Mr Amatsu met with UEA School of Global Development academics to discuss the latest trends in development studies. He also hosted a briefing for over 20 of our Japanese students in an interactive ‘Careers in JICA workshop.’ UEA DEV students really enjoyed hearing about the opportunities in JICA and were really pleased to see an example of the cooperation between UEA and JICA.



Left to right: Dr Lucio Esposito, Glauber Goncalves, Thiago Zaguini and Juliana Costa de Carvalho.



DEV ALUMNI REUNION - BRAZIL

On 23rd December 2022, a DEV reunion took place in Rio de Janeiro, with Dr Lucio Esposito and alumni Juliana Costa de Carvalho (MA Gender and Development 2018-2019), Thiago Zaguini (MA Water Security 2017-2018) and Glauber Goncalves (MA Media and Development 2017-2018).

It was great to meet and catch up in the iconic ‘Marvellous City’, share local food and drinks, and talk about the old times spent at UEA. After working as a research assistant at UEA, Juliana works for an international company where she was able to use the knowledge acquired in her MA to support the gender and social inclusion aspects of UK-Brazil

co-funded projects. Thiago left the UK after working in London for a few years, and now travels the world working for Roche Switzerland. Glauber is a journalist and communication manager, working at Fiocruz in Rio de Janeiro.

They all commented on how their MA programmes contributed to their deeper understanding of the Brazilian and international realities, providing them with transferable skills which are precious in the job market. “After our masters in DEV, we cannot look at society in the same way as before” - these words of theirs were incredibly rewarding to hear, and the cherry on the cake of such a fun night!

POSTGRADUATE SCHOLARSHIPS

We are delighted to partner with Norwich City Football Club and Coritiba Football Club to offer an £8,000 scholarship for a postgraduate student from Brazil in 2023/24. The scholarship will also include an option to complete an eight-week work placement at the football club.

This year we also welcomed our first Allan and Nesta Ferguson

scholars. DEV has been awarded 10 scholarships over three years. Each scholarship will fund the student’s international tuition fees and provide them with a maintenance grant of £12,000 so that they can live in the UK and be able to cover the costs of living/ travel/ visa.

And lastly, in 2022/23 we welcomed over 20 Chevening scholars from all over the world including Afghanistan, Bolivia, Ghana, Kenya, Lebanon, St Lucia, Libya, Malawi, Mozambique, Nigeria, Nepal, Papua New Guinea, Philippines, Pakistan and Yemen.

Dr Johanna Forster



NEW APPOINTMENT

Dr Johanna Forster has been appointed as the University’s new joint Associate Pro Vice-Chancellor (APVC) Civic. The ambitions for this role are to run a democratic rather than bureaucratic programme, using genuine grassroots engagement to support strategic and relational civic activities between the university, the city of Norwich and the East Anglia region.

Since starting this role in 2022, together with the wider CivicUEA team, she has supported a wealth of university civic activities. These include running multiple ‘Open Space’ public events throughout Norwich and East Anglia. The events were framed around exploring with our regional stakeholders and different publics, the role of a civic university. All the conversations from these meetings have been captured in a series of books and will collectively formulate the basis of the updated UEA Charter, which will be open for signatories in October 2023 and was launched as part of the UEA’s 60th birthday.

Other activities include CivicUEA’s role in hosting, together with Norwich’s Jewish community, and cultural organisations, a Civic Seder, where the Lord Mayor of Norwich apologised for the city’s role in the blood libel and subsequent antisemitic allegations down the centuries; and research and outreach, featured on BBC Radio 4’s Costing the Earth and at the Norwich Theatre Royal on UEA’s expertise working with coastal communities and the impacts from climate change on the Norfolk coastline.

For more information contact civic.university@uea.ac.uk



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DEVELOPMENT STUDIES

Times Higher Education
REF 2021 Analysis

#madein1973

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