

NAVIGATING THE EU IN A TUK TUK, LOOKING BEYOND DISASTER AND TAPPING INTO INDIGENOUS KNOWLEDGE **A YEAR IN DEVELOPMENT**



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It is with a tinge of sadness that I write my fifth and last Head of School "piece" for the DEV newsletter. We have had another good year in DEV and we continue to thrive. The School has made some very successful academic staff appointments over the last few years and staff and students alike in the School are benefiting from the shifts in perspective and injections of new thinking that come with these great new colleagues. Teresa Armijos Burneo is the latest exciting addition to Faculty and will formally join us in August this year. We were sad to say goodbye to Sheila Aikman who retired in the Spring and to Shawn McGuire who formally resigned last September. Both have made a huge contribution to the School over many years.

On the local support and DEVCo side there have been a few changes too. Rob Gray moved from DEV to a new role at UEA and we welcomed Catherine Butcher who joined us as School Manager, Scott Steward who has been seconded in to cover the School Coordinator role half time and Beth Austin as the new School Administrator. We all owe our thanks to Leanne Rhodes for being an almost constant presence in the School Coordinator role and for keeping things running through these transition months. Esther Palin covered the School Manager role for three months during a critical period in the School and was also indispensable. We were sorry to see Jo Jones retire from DEVCo after many years of superb and professional support and wish her all the best in her retirement. We welcome Val Skipper who continues in Jo's role.

We had a good year with student recruitment also with around thirty percent of our undergraduate starters coming in on the new "year abroad" variants last September. We have been working hard to develop new partnerships with universities in a number of countries e.g. Chile, India, South

Korea, Malawi and are confident that these, combined with the existing (over one hundred and fifty) university-level partnerships create a hugely attractive roster of possible year abroad destinations for undergraduates joining the School. The Development Work Experience module is going from strength to strength with more students registering for this than ever before: around ninety, though not all have secured placements. As I write, I am teaching a third year Field course in the Outer Hebrides and am aware that two weeks after the course finishes students with me now will be heading to Ecuador, Peru, India, Burma etc. for work experience placements and others to equally exotic destinations such as Australia and Japan for their Study Abroad years!

We have had some strong successes on the research funding front in recent months and continue to run a number of successful professional training courses for overseas participants. These activities all contribute to our reputation for research, teaching, engagement, capacity building and impact that we see reflected in our strong league table and ranking positions.

In a few weeks Professor Laura Camfield will be taking over as Head of School. Laura is a superb teacher, researcher and manager and will, I have no doubt, be a wonderful Head of School. I look forward to exciting years ahead for DEV under her leadership and wish her a rewarding and productive time in a position I have honestly enjoyed over the last five years.

Finally, I thank all colleagues and students in the School for their support and hard work and for contributing in their many different ways to the success, reputation and spirit of DEV!

Dr John McDonagh
Head of School

LOOKING BEYOND DISASTER -
SEE PAGE 4



Photo: Soacha, Colombia,
taken by Teresa Armijos.

NEW STAFF



Catherine Butcher joins DEV as School Manager after five years as School Manager in MED and thanks everyone for making her feel so welcome in DEV. Some of the projects she has been focussing on in her

first few weeks, are moving to a new workload allocation software, health and safety and the administration of field trips and overseas placements. Catherine works closely with the Head of School and other key role holders in their academic management of the School. She is here to provide advice and guidance, and ensure support is in place for the delivery of the School plans in teaching and research.



Elizabeth Austin is the new School Administrator in the DEV Local Support Office. Elizabeth is responsible for managing the DEV website and weekly bulletin, as well as the School's social media channels. She is also involved

in creating marketing materials and helping organise key events, seminars and professional skills workshops throughout the year.

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COURSE NEWS

/ NEW ACADEMIC
/ NEW MASTER'S COURSE
/ WORK PLACEMENTS

DEV LAUNCHES A NEW COURSE MA DEVELOPMENT PRACTICE

THIS AUTUMN DEV IS ROLLING OUT ITS NEW MA IN DEVELOPMENT PRACTICE. THE MA IS DESIGNED TO APPEAL TO THOSE INTERESTED IN ENTERING THE SECTOR AND FOR THOSE WHO WISH TO EXPAND THEIR KNOWLEDGE OF ITS TOOLS, PROCESSES AND STRATEGIC AGENDAS.



Recent decades have seen significant shifts in the way NGOs and other organisations in the development sector operate. The MA aims to provide students with critical perspectives on these changes, and equip them with tools for contributing to future developments.

This includes exploring some of the standard tools of the trade, such as the project format, logframes and theories of change, and looking at them with critical insights from political theory and anthropological critiques of development and the aid industry.

Caitlin Scott, MA Development Practice Course Director says 'We hope to give students a sound working knowledge of the way the sector works, along with a criticality with which they can help transform it.

Complementary to this focus on the rubric and methods of the sector is a module looking at new strategic challenges, such as how the sector responds to the management of international migration, shifts away from the large INGOs to smaller, localised initiatives, and new directions for global advocacy around issues as diverse as the SDGs and global taxation regimes.

www.uea.ac.uk/dev

DEVELOPMENT WORK PLACEMENT

THIS YEAR 20 POSTGRADUATE STUDENTS ARE UNDERTAKING THE DEVELOPMENT PLACEMENT (DWP) MODULE, WHICH IS AN ALTERNATIVE TO A DISSERTATION.

THEY ARE HEADING TO...

UK Refugee Council UK | Children's Section – London | Water Aid, London | Tyndall Centre for Climate Change Research, UEA | Ian Macdonalds and Associates (IMA) International, UK | Public Media Alliance, Norwich | Money for Madagascar, UK | Norwich City Council Environmental Strategy Team | Development Disability Partners, Norwich | New Routes, Norwich.

EUROPE | British Red Cross and Greek NGO Time to be Welcome, Athens Greece | Transnational Institute (TNI) Amsterdam | WWF Adria, BiH | ESPORA, Spain.

GLOBAL | AIESEC-Cairo University | Action Aid India | Uganda Hands for Hope | African Climate and Development Initiatives (ACDI), University of Cape Town, South Africa | Transparency Solutions, Somaliland.

NEW ACADEMIC

Dr Teresa Armijos Burneo joined DEV as a Lecturer in Natural Resources and Development in August 2018. Teresa holds a PhD in Development Studies from




the Institute of Development Studies (IDS) at the University of Sussex, UK (2012). Her research combines

approaches from human geography, political ecology and development studies to study risk, hazards, vulnerability and natural resource management. She has conducted long-term fieldwork in several countries in Latin America and the Caribbean including Ecuador, Argentina, Peru, St. Vincent and Guyana. Her research aims at working with and for communities.

In recent years, Teresa has worked on different collaborative interdisciplinary projects that focus on disaster risk management, vulnerability and environmental justice. These research initiatives involve working in close collaboration with local academic partners, NGOs and government departments and include working with internally displaced populations that have moved into areas of high risk to natural hazards in Colombia, and with communities exposed to volcanic hazards in St. Vincent, Montserrat, Colombia, Peru and Ecuador. She is particularly interested in combining different methodologies from the social and physical sciences with the arts and humanities in order to understand risk to natural hazards and find innovative ways of empowering communities to respond and cope with these challenges in the long term. Teresa has been exploring the use of music, theatre and drawing in engaging with communities at risk as well as with the institutions that support them. She will be teaching in different modules around the topics of natural resources, the politics of knowledge, indigenous peoples and research methods with a focus on the connection between the environment, development and social justice.

RESEARCH NEWS

/ LOOKING BEYOND DISASTER
/ NORMALISATION OF OVERWEIGHT AND OBESE
/ REDD+ CROSSROADS POST PARIS
/ GOING FISHING POST-BREXIT
/ INDIGENOUS PEOPLES



This research brings together methods in a way that has seldom been robustly applied in the field of displacement and ongoing risk.

Photo: Island of Ambae, Vanuatu,
taken by Carole White.

LOOKING BEYOND DISASTER: THE SOCIAL IMPLICATIONS

DEV RESEARCH ON VULNERABILITY AND RESPONSE TO NATURAL HAZARDS

International research and engagement on the social dimensions of disaster risk continues to be a prominent field of work within the School. During the past year, several research staff and faculty members have been working with communities affected by disasters or the threat of disasters and with the institutions and agencies responsible for disaster risk reduction (DRR). This has included work in the Caribbean, Latin America, East Africa, South Asia and the Pacific region, on risks associated with tropical cyclones, floods, drought, urban fires, landslides, volcanic eruptions and earthquakes. Our focus is increasingly turning to how people experience the long-term consequences of disaster events, as well as the preconditions that heighten people's vulnerability to their impacts. Here we highlight activities in two of the ongoing projects.

ROOTS DRIVERS OF RISK IN SMALL ISLANDS

Last spring, Carole White and Clare Shelton visited the islands of Dominica in the Caribbean and Ambae in Vanuatu, in the Pacific, as part of a Global Challenges Research Fund project, led by the Overseas Development Institute. The project focused on understanding how colonial history has shaped people's exposure and resilience to natural hazards through to the present day. What do these places have in common? Both are highly volcanic Small Island Developing States, former British and French colonies, in areas that regularly face multiple natural hazards. Over the past year, both locations have been hit by significant events – the category 5 Hurricane Maria destroyed over 90% of Dominica's infrastructure, leaving many families homeless, and Ambae's volcano started erupting, causing its entire population to be permanently resettled in neighbouring islands. Recovery from the disruption and displacement to people's lives as a result of these events is likely to take a long time. Our historical approach provides a perspective to understanding how vulnerability has been shaped over time. As countries across the Commonwealth focus their efforts on recovery and building back better, much still remains to be done to help build resilience to natural hazards.

In the aftermath of Hurricane Maria, a high level meeting on 'Building back better: a resilient Caribbean' was organised by ODI in January 2018,

with Roger Few as co-author on a briefing paper on disaster recovery prepared for this event. Other follow-up work from the Root Drivers project involved Carole White and Clare Shelton in a project led by Cefas for the Commonwealth Secretariat on assessing impact of hurricanes on fisheries in the Caribbean and its implications for livelihoods, wellbeing and food security.

DISPLACEMENT AND DISASTER RISK IN COLOMBIA

'Moving with Risk' is an ESRC project funded under the GCRF Forced Displacement Call (2016-2019). It focuses on a critical but under-researched theme in studies of forced displacement: the processes through which people forced from their homes by conflict can become exposed to heightened risk from environmental hazards in the places where they resettle. A collaborative team of researchers from the University of East Anglia and the University of Manizales together with the Colombian Red Cross, the National Unit for Disaster Risk and the NGO Taller de Vida have pioneered an innovative methodology using the expressive arts in Colombia, where five decades of conflict have generated what is currently the world's largest population of internally displaced people. Colombia is also one of the countries most prone to natural hazards including landslides, floods, earthquakes and volcanic hazards. The closely entwined research and research-into-use activities of the project aim to deepen understanding of how internally displaced persons (IDPs) and governance institutions perceive and respond to these challenges, and strengthen the capacity of both to manage the implications on their lives, livelihoods and wellbeing.

Social science methods of interviews and life histories have been merged with exploration of creative arts with study participants. By focusing on artistic expression, especially popular music, which plays a special communicative role in Colombia, we have opened a window to build relations of trust and reach a deeper and richer understanding of the diversity of their experiences, vulnerabilities, perceptions and responses. This research brings together methods in a way that has seldom been robustly applied in the field of displacement and ongoing risk. Further, through a series of workshops we are promoting the use of the creative arts to help people recognise, further develop, and put into practice their capacities, resources and rights in order to reduce risk.

Written by:
Carole White
Teresa Armijos
Roger Few

For more information about this research see:
www.uea.ac.uk/global-environmental-justice/research



Pereira Colombia, taken by Teresa Armijos.



Post-Storm Erika in the village of Coulbistrie, Dominica, taken by Carole White.

NORMALISATION OF OVERWEIGHT AND OBESE UNINTENTIONAL CONSEQUENCES?

NEW RESEARCH WARNS THAT THE NORMALISATION OF 'PLUS-SIZE' BODY SHAPES MAY BE LEADING TO AN INCREASING NUMBER OF PEOPLE UNDERESTIMATING THEIR WEIGHT – UNDERMINING EFFORTS TO TACKLE ENGLAND'S EVER-GROWING OBESITY PROBLEM.



Muttarak, R. (2018). Normalization of plus size and the danger of unseen overweight and obesity in England. *Obesity*, 26(7), 1125–1129. doi:10.1002/oby.22204

For more information about this research see: www.onlinelibrary.wiley.com/doi/full/10.1002/oby.22204

While attempts to reduce stigmatisation of larger body sizes – for example with the launch of plus-size clothing ranges – help promote body positivity, the study highlights an unintentional negative consequence that may prevent recognition of the health risks of being overweight or obese.

The study by **Raya Muttarak** from DEV and the International Institute for Applied Systems Analysis (IIASA), in Austria, examined the demographic and socioeconomic characteristics associated with underestimation of weight status to reveal social inequalities in patterns of weight misperception.

Analysis of the data from the Health Survey of England covering the years 1997, 1998, 2002, 2014 and 2015, from almost 23,460 respondents with a BMI of 25 or over (classified as overweight or obese) revealed that weight misperception has increased in England. Men and individuals with lower levels of education and income are more likely to underestimate their weight status and consequently less likely to try to lose weight. Members of minority ethnic groups are also more likely to underestimate their weight than the white population, however they are more likely to try to lose weight. Overall, those underestimating their weight are 85% less likely to try to lose weight compared with people who accurately identified their weight status.

The results, published in the journal *Obesity*, show that the number of overweight individuals who are misperceiving their weight has increased over time, from 48.4% to 57.9% in men and 24.5% to 30.6% in women between 1997 and 2015. Similarly, among individuals classified as obese, the proportion of men misperceiving their weight in 2015 was almost double that of 1997 (12% vs 6.6%).

The study comes amid growing global concern about rising obesity rates and follows a 2017 report by the Organisation for Economic Co-operation and

Development (OECD) that showed 63% of adults in the UK are overweight or obese. Raya says her findings have important implications for public health policies.

“Seeing the huge potential of the fuller-sized fashion market, retailers may have contributed to the normalisation of being overweight and obese,” said Raya. “While this type of body positive movement helps reduce stigmatisation of larger-sized bodies, it can potentially undermine the recognition of being overweight and its health consequences. The increase in weight misperception in England is alarming and possibly a result of this normalisation. Likewise, the higher prevalence of being overweight and obesity among individuals with lower levels of education and income may contribute to visual normalisation, that is, more regular visual exposure to people with excess weight than their counterparts with higher socioeconomic status have. To achieve effective public health intervention programmes, it is therefore vital to prioritise inequalities in overweight- and obesity-related risks. Identifying those prone to misperceiving their weight can help in designing obesity-prevention strategies targeting the specific needs of different groups.”

Raya added: “The causes of socioeconomic inequalities in obesity are complex. Not only does access to health care services matter, but socioeconomic determinants related to living and working conditions and health literacy also substantially influence health and health behaviours. Given the price of healthier foods such as fresh fruits and vegetables are higher than processed and energy-dense foods in this country, as a sociologist, I feel these inequalities should be addressed. The continuing problem of people underestimating their weight reflects unsuccessful interventions of health professionals in tackling the overweight and obesity issue.”



Photo: Lisa Murray

REDD+ CROSSROADS POST PARIS: POLITICS, LESSONS AND INTERPLAYS

Heike Schroeder from DEV recently co-edited with Esteve Corbera a Special Issue Book for Forests. Reducing Emissions from Deforestation and Degradation, conserving and enhancing forest carbon stocks, and sustainably managing forests (REDD+), has become a reference framework for national forest governance across many tropical and sub-tropical forest countries. These countries have used international funding to re-organise forest and conservation policy around the idea of mitigating climate change, including the development of carbon accounting protocols and national REDD+ strategies. In parallel, international conservation organisations have promoted small-scale pilot project activities, in order to capture the economic value of any resulting land-use emission reductions, mostly through voluntary carbon markets.

The collection contributes with new evidence to the burgeoning research on REDD+. The first section of the collection includes eight articles that explore the politics of REDD+ design, which analyse how various governments have designed and rolled out their REDD+ strategies, and how and why a range of public and private actors HAVE become (or not)

involved in such processes. These contributions explore which rationales, techniques, views and values are being contested and constructed in the design of REDD+ national strategies, which conflicts have emerged and why, or how coordination across competing actors and interests has been pursued.

The second section encompasses six articles that examine the lessons of REDD+ early actions, which describe or quantify the effects of such interventions on local environments and participants' socio-economic status and cultural contexts. Finally, the third section includes five articles that explore the interplays between REDD+ and other land-use policy domains, which focus on the synergies and contradictions between the aims and policy programs conforming REDD+ national strategies and other land-use policies. Specifically, these contributions explore if REDD+ is able to improve forest sector regulations in host countries and to align other development and land-use planning policies with REDD+ objectives and aspirations.

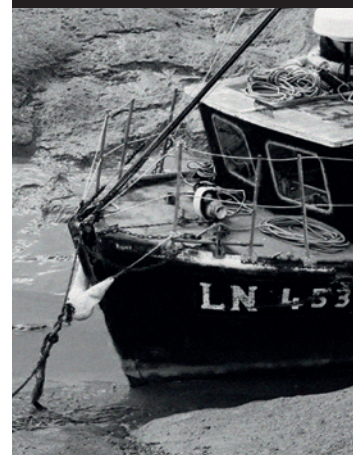
Heike Schroeder

GOING FISHING POST-BREXIT

Earlier this year, Carole White took part in an Academic Parliamentary Fellowship Scheme, funded through one of UEA's ESRC Impact Accelerator Award, aimed at building lasting policy impact connections between academia and Parliament. During her time as a fellow with the Science and Environment Section of the House of Commons Library, Carole contributed to a Research Briefing on the implications of Brexit for fisheries governance and devolution.

INFORMING FUTURE DEBATES

Over the past few decades, fisheries governance has been increasingly devolved to England, Northern Ireland, Scotland and Wales. However, devolution has occurred while the UK has been in the European Union and the Common Fisheries Policy has provided an overarching framework. A White Paper for a new Fisheries Bill has just been published which paves the way for new fisheries legislation. While this offers an opportunity to do things differently and is welcomed by fishers, who are hopeful it will benefit their communities, it brings up challenging questions around where decision-making power should lie. While a strategic level framework may be needed, devolved powers are also unlikely to be given up particularly considering vast regional differences within the UK's fishing industry. The research briefing developed during this fellowship will be used to inform debates in Parliament over future fisheries policy.



INDIGENOUS PEOPLES POST-CONFLICT TRANSITION TOWARDS PEACE

OVER THE LAST THREE DECADES, INDIGENOUS PEOPLES THROUGHOUT THE WORLD HAVE BEEN CONSISTENT IN THEIR DEMANDS FOR SELF-DETERMINATION, AND HAVE BEEN INCREASINGLY SUCCESSFUL IN PAYING THEIR OWN DEVELOPMENT PATHWAYS THROUGH THE CONSTRUCTION OF NEW ENVIRONMENTAL, CULTURAL AND COLLECTIVE RIGHTS.

REACH IMPACT: INDIGENOUS AUTONOMY IN LOMERIO, BOLIVIA



Since 2013, research carried out in Bolivia by Iloíne Rodríguez, in collaboration with Mirna Intiruas from Universidad NUR from Santa Cruz, has been supporting the Monkox Indigenous Nation of Lomerio to advance their claim for Territorial Autonomy, through a series of action-research, engagement and dialogue building activities that seek to strengthen the communication between the Indigenous Union of Lomerio (CICOL) and key policy making actors, in order to help advance this claim. As a result of these and other lengthy administrative procedures that the Monkox have been undergoing since 2008, in April 27th 2018 the Constitutional Court of Bolivia sanctioned in favour of this claim. This means that the Monkox peoples are very close to finally gaining autonomy rights over their territory. The next step is to hold a local referendum in order to approve locally their Autonomy Statutes, which should take place sometime before the end of 2018.

NEW PROJECT: SCHOOL, TERRITORY AND POST-CONFLICT: GROUNDING A LOCAL PEACE CULTURE IN TOLIMA, COLOMBIA

In April this year, DEV was successful winning a research grant from the Research Councils UK (RCUK) and the Administrative Department of Science, Technology and Innovation of Colombia (Colciencias) as part of the Newton RCUK-Colciencias Research Partnerships Call 2017 on post-conflict transitions in Colombia. This initiative provides funding for internationally competitive, transformative and high-quality collaborative research projects which address a broad range of areas related to post-conflict transitions in Colombia under three main themes: participation and inclusion, working towards reconciliation, and education for peacebuilding.

This School, territory and post-conflict: grounding a local peace culture in Tolima, Colombia seeks to contribute to peacebuilding in South Tolima, by working with schools, teachers and community leaders from four municipalities (Ataco, Chaparral,

Planadas and Rioblanco) in the design and development of a pedagogical strategy for the construction of a local culture of peace that can be developed through schools. Using action-research, the project seeks to make visible the experiences that children, teenagers, teachers, parents and community leaders have had with the armed conflict and, from there, to generate with them proposals for peacebuilding in schools.

This pedagogical strategy will be designed and developed by working with teachers and leaders in two central themes: a) school life and armed conflict and, b) territory, natural resources and post-conflict.

The project makes two innovative contributions. First, it uses a collaborative research approach between scholars and community members, developed by the actors themselves (children, teenagers, teachers, parents and leaders) as a fundamental element to bottom-up peacebuilding efforts. This perspective implies a change in the traditional way in which research projects are structured, by transforming the role of both professional researchers and local participants in the research process. The coordinating team will have, fundamentally, a role in training, mediating and accompanying teachers, students and leaders, while the latter will actively participate in research and develop proposals that are rooted in a local perspective of conflict transformation. Second, the research will use media, arts and literature as a way of eliciting dialogue among collaborators and local actors during and after the research process. This way of carrying out research and applying the results to the interests of the education sector and the community ultimately seeks to achieve a social appropriation of the knowledge produced in the project so that it can have a long-lasting effect on the construction of a local peace culture in Tolima.

The project is organised into four components: a) research, b) capacity-building for teachers, students and community leaders, c) appropriation and dialogue of knowledge between the educational community, community organisations and regional institutions, and d) the production of physical and virtual outputs.

Research Partners:

University of East Anglia
(Iloíne Rodríguez, Teresa Armijos Burneo, Ulrike Theuerkauf)

Universidad de Ibagué,
Colombia (John Jairo Uribe,
Maria del Pilar Salamanca)

Eureka Educativa, Colombia
(Monica Lozano, Rodrigo Parra, Mario Mendoza)



TAPPING INTO INDIGENOUS KNOWLEDGE

INDIGENOUS-INTERNATIONAL INTERACTIONS FOR SUSTAINABLE DEVELOPMENT (INDIS)

This project seeks to explore and facilitate the ways in which indigenous knowledge can inform international responses to the adverse effects of climate change and resource extraction specifically, and support sustainable, equitable and inclusive growth and development generally. It will do so by engaging with indigenous communities in three developing countries, Bolivia, Uganda and Papua New Guinea (PNG).

These countries were chosen as compelling case studies to demonstrate a diversity of geographical, historical and political contexts faced by indigenous groups, yet with shared experiences of rural poverty, particularly among marginalised indigenous populations. The majority of people in Bolivia, Uganda and PNG are dependent on subsistence-based livelihoods with agriculture and livestock as key components. Mining is endorsed as a main income generating activity to promote development in these mineral-rich countries, alongside markets for natural resources. Despite some benefit from associated livelihood opportunities, indigenous people remain one of the poorest social groups with indigenous women particularly marginalised from the

benefits of economic growth. Most developmental projects with indigenous people have been paternalistic and failed to build on local knowledge and skills.

We aim to support sustainable, inclusive and equitable development and growth by looking into the ways in which a strengthened international engagement with indigenous knowledge can inspire innovations in science and political practices and principles and to generate output and impact that can be replicated elsewhere. To do so, we will engage with, and examine the role of, indigenous peoples and Traditional Ecological Knowledge (TEK) in delivering sustainable, equitable and inclusive development in line with the 2015 Paris Agreement and the 2016 EITI Standard.

As a first step, we will facilitate a local Assembly in each indigenous community (in Lomerio in Bolivia, in Karamoja in Uganda and in Ok Tedi in PNG) and participatory videos to develop guideline reports stating how the community wishes to address climate change and resource extraction, reflecting their ancestral and place-based knowledge and visions for the future. The results will be captured also through digital story-maps, which combine storytelling through text on photo or short video clips linked to a geographic location on a digital map, and communicated through a published book. Together, this can provide a powerful platform for sharing key results with stakeholders and broader publics. As a second step, the project will facilitate Roundtables in a nearby city among indigenous and government representatives to co-create governance responses to climate change and resource extraction. As a third step, the results from Step 1 and Step 2 will be discussed at international conferences on climate change and resource extraction to inform and influence international negotiating and governance processes. In this way, indigenous knowledge and visions can contribute to the delivery of sustainable, equitable and inclusive growth and development.

Heike Schroeder

Research Partners:

Tracey Osborne
University of Arizona, US

Mirna Inturias
NUR University, Bolivia

Patrick Byakagaba
Makerere University, Uganda

John Burton
Divine Word University, PNG



Photos of Ok Tedi by E. Gilberthorpe.

STUDENT NEWS

/ CALLUM NAVIGATES THE EU IN A TUK TUK
/ HAILING WINS PGR PRIZE FOR PUBLIC ENGAGEMENT



GUINNESS

ST. JAMES'S GATE BREWERY DUBLIN



“...no one really knew anything about the 27 other countries in the EU... So, last summer, I decided to visit them all. In an Indian Tuk Tuk.”

CALLUM FAIRHURST

NAVIGATING THE EU IN A TUK TUK

It was the early hours of the 24 June 2016. The previous day, I had travelled home to Cambridgeshire from working in London to cast my vote to remain in the European Union. Having spent time with numerous individuals all convinced that the result would be a resounding remain victory, I was confident that the UK would stay in the European Union. Fast forward to the morning of 24 June and it was quite apparent that my prediction was so vastly wrong.

Whilst people celebrated, cried and argued; as papers focussed on polls, Farage and parliament's reaction, and as the entire political system seemingly fell apart – I kept noticing one thing – that no one really knew anything about any of the 27 other countries in the EU.

Those that voted remain, leave or didn't vote at all. It became clear that the vast majority of conversations I heard on trains, in pubs or I had with friends after the result all took place between people who've never visited more than a few of the 27 countries. The EU (whatever 'side' people fell) was constantly portrayed as a singular group. 27 countries turned into one, and everyone (including me) frequently forgot that the European Union was comprised of 27 different countries, with numerous cultures, languages, and people – who all had stories to tell.

So, last summer, I decided to visit them all. In an Indian Tuk Tuk.

Why a Tuk Tuk? Why not is my usual answer. In reality, I fell in love with them whilst cycling through Asia. Every five years I write 55 things that I want to do in five years. I call it my '555' list. Much like a bucket list, only slightly less morbid, 'driving a Tuk Tuk' was on there – so this became a perfect opportunity.

But for me, there was another reason behind this escapade. My brother, Liam. On the 30 June 2009, Liam passed away after battling cancer for four years. He was 14 and I was 12. The day Liam passed, I promised Liam to live a great life and to help other people. This Tuk Tuk journey was certainly living a great life, exploring 28 EU countries with different friends joining en route, but throughout each country, I tried to help other people – by doing random acts of kindness. These included picking up hitchhikers, going on a search for a lost dog and passing out flowers.

This bizarre vehicle soon became a magnet for people. Rather than driving around in a car, people noticed this strange Indian three-wheeler totally out of context. It's not often you see a Tuk Tuk in a little Lithuanian village. It led to people interacting with me, inviting me to their homes, to see the areas they lived in and to enter conversations that helped me understand more about each country I visited. Whilst I sped through some countries to make up time, the vast majority I got to have incredible experiences in.

What started as trying to learn more about 27 countries, ended up in fulfilling promises to my brother, a bunch of Polish millionaires driving us across Poland in Lamborghinis as they thought we were a film crew, getting kicked out of Hungary and passports confiscated, and having some of the best months of my life. But you'll see all of that in a short film to be released in the future.

Callum Fairhurst

PGR PRIZE FOR PUBLIC ENGAGEMENT A WIN FOR HAILING ZHAO

Hailing Zhao has just won the UEA's PGR Prize for Public Engagement. Hailing is currently writing up her PhD research on political and historical analysis of non-governmental organisations (NGOs) in China. The Chinese NGO sector and its workers are facing a great number of uncertainties and challenges, given the co-evolution of authoritarianism from the state and the neoliberalism from the private sector. She conducted 12 months of ethnographic fieldwork in multiple sites, particularly the cities of Shenzhen and Guangzhou between May 2016 and June 2017, when she also participated a variety of public engagement activities to empower the frontline grassroots NGO workers. As part of these activities, she shared her work with participants in her study as well as other stakeholders.

Based on her fieldwork, Hailing was able to engage with local communities by co-conducting a free night school for local grassroots organisations, activists, and volunteers in Guangzhou with a local NGO. Since most of the frontline workers and activists of local NGOs in China were not very well educated in social sciences, the night school turned out to be an important and easily accessible source for them to improve and reflect on their daily work. She taught two modules in the night school once a week, each module lasted 12 weeks. One was 'Social movement theories and its Practices in China', which was partly from the literature review of her research proposal. The other module was 'Introduction to Development Studies'. Hailing co-conducted a summer program of 'fieldwork research methods for community organisation workers'. This free program was especially helpful for the local NGO workers to better understand the local communities in their daily work, as well as to improve their project assessment skills. Hailing shared the findings of her research on the grassroots organisations with some local donors (including versions that were communicable in Chinese).



ALUMNI STORIES TO TELL



/ KIANA ALAVI
/ MATTHEW SHERRINGTON
/ MAX BAIDEN

IT'S OKAY TO GO OUTSIDE THE BOX

Since the age of ten, I had planned to come to the University of East Anglia to study international development. My brother studied there eight years before I did and so I grew up wanting to follow in his footsteps. Since then, all my decisions were based on this dream, all to ensure that nothing would jeopardise or delay it. And there I was, eight years later, studying at the university I had dreamt of attending, studying a course that would help me build the career I had envisaged.

Before graduating from studying BSc International Development with Environment and Society (with overseas experience) in 2014, I would regularly find myself conflicted about what life had waiting for me after university. Whilst studying at UEA, all my peers and I knew about the sector was that we wanted to be a part of it. Little did we know that the development sector was comprised of numerous avenues and career opportunities.

I was fortunate to have the opportunity to gain some work experience abroad during my time at UEA. I worked as a Communications Assistant at the Association for the Protection of Refugee Women and Children in Iran, working directly with Afghan refugees and translating reports. During this time, I also conducted my dissertation on the drying of Lake Urmia in north-west Iran. The work experience helped me gain knowledge about a topic that was not taught in my core modules and I became extremely passionate about them. This experience not only gave me a sense of direction for my career, but also allowed me to start to prepare myself for life after graduation. In fact, both opportunities (work experience and dissertation research) has helped me get to where I am today!

Upon leaving UEA after graduating, I found myself in the same situation as countless other graduates; unemployed and struggling to find even an unpaid internship. In that period, I applied to more jobs than I ever thought I would in a lifetime! But I was luckier than most other graduates, as I had my overseas experience to add to my CV. This allowed me to get two key internships in London at RedR UK and FilmAid International. The roles were incredibly different. One was centered around monitoring and evaluation and programmatic work – particularly around the Ebola response – and the other was external communications. Whilst I enjoyed both internships, I realised that I am more passionate about communications roles.

After this, I dedicated my time towards building a career around my already existing passion for photography, media and communications. I had done numerous internships in campaigns and communications teams in various large and small organisations before ending up at Save the Children International as their Global Campaigns Officer. Within this role, I helped coordinate the global campaign (Every Last Child) and had the opportunity to visit project sites in Jordan, close to the Syrian border.

Prior to this contract coming to an end, I was offered a job at WaterAid UK, to work as the Engagement Officer for End Water Poverty, a global coalition that WaterAid is a member of. End Water Poverty works with over 150 member organisations (NGOs and civil society organisations) in over 90 countries in order to reach Sustainable Development Goal 6 and end the water and sanitation crises. Having worked in the humanitarian sector, this has been a change of pace; from working in a reactive field where changes in situations such as the war in Syria would significantly impact my workplan to an environment where my work is contributing towards longer-term changes.

Being the Engagement Office for this coalition means producing and managing all communications outputs as well as their global campaigns. Although we are based in a large organisation such as WaterAid, the End Water Poverty team is very small; allowing staff members to take on more responsibility, therefore learn more. Within this role, I tend to travel often, either for meetings, field visits or content gathering trips. Within my first year here, I have had the opportunity to travel to the Netherlands and Kenya for meetings, Zambia to deliver a campaign and gathering content regarding the cholera outbreak as well as Madagascar to visit WaterAid projects and gather more content. This role has also presented me with the opportunity to travel to New York in July 2018 to attend the High Level Political Forum and launch a report at the United Nations.

Although it has only been four years since graduating, I can say with full confidence that this role has and will continue to prepare me for the career I have been working hard to build. One thing I will never forget, is the long and draining journey I – and many other graduates – have gone through to get to where we are today.



Kiana Alavi
BSc International Development with
Environment and Society | 2014

MY MESSAGE TO STUDENTS

My message to the current UEA students or recent graduates is this, don't be afraid to try and work within different segments of the development sector. It is very easy to want to be a part of the sector, but it is extremely difficult to find out what your role and contribution would look like. It is absolutely normal to think outside the box and see what your passion is, what your skills are and how it fits into the sector.

While at university, volunteer as much as possible to see what's out there waiting for you and become a part of youth-led groups to not only learn from other students/graduates, but to also reassure yourself that you are not alone in this journey.

We are all on a similar path towards making the world a better place!

FIGHTING INJUSTICE MAKING A DIFFERENCE

IT'S A WHILE SINCE MY TIME AT UEA. I BROUGHT MY DAUGHTER FOR AN OPEN DAY A COUPLE OF YEARS AGO (SHE GAVE ME A WEIRD LOOK WHEN I WHISPERED THAT THE LAST TIME I WAS IN THE LECTURE HALL HAD BEEN DURING A STUDENT CUTS SIT-IN).

Matthew Sherrington
MA Development Studies | 1986



Matthew with Penny Plowman (DEV External Research Associate) at the ANC Solidarity Conference in Johannesburg 1993, where as Deputy Country Directors, they represented Oxfam.



Matthew Sherrington.

I had teaching in mind as my life's purpose then. Looking back, it's hard to fathom a 30-year career in the charity sector and how I managed to become Fundraising Director for Greenpeace in the US, and Communications Director for Oxfam GB. There was no plan. But what I've experienced is that curiosity, learning from situations and others, and making sense of things, open new opportunities and provoke new interests. It's up to you whether you choose to follow them. Learning to recognise what you're good at, and what you enjoy doing too, helps.

I came to UEA to study an MA in Development Studies in 1986 after a year as a volunteer teacher in Sudan. The year after famine hit the region and the news. The year after LiveAid. I learnt through the lives of my students about inequality, discrimination, the rural/urban divide; and something of the place of women in traditional rural Muslim society, and why girls didn't get the same chances. I saw Marxist theory of accumulation in action, though I didn't know that then. The richest merchant dominated the market because he owned the lorries and controlled the supply-route across the desert. He also owned the only car in town, an imported American wing-tailed beast (in spite of there being no roads to speak of).

I learnt about colonialism, my teaching role being a remnant as English was still a compulsory subject in school. I saw aid. There were a lot of expats in land-cruisers. I saw corruption. The local council once ripped off the displaced nomadic people camped outside our town by distributing only half the ration and selling the rest in the market. I saw desertification and goats (but didn't yet understand the tragedy of the commons.)

And so to UEA. I wanted to make sense of Sudan. Other teachers stayed, volunteered with INGOs, disdained my coming home to learn about it rather than do it. It felt a bit self-indulgent. But that expat aid worker thing already felt uncomfortable.

I was never going to do that. Besides, the course Director David Seddon was a 'political economist' and that sounded impressive. And I'd done medieval history first time round and you can't talk about that in the pub.

I did teach for a year, in Paris. But it wasn't enough. Back home, I volunteered at Oxfam's HQ for a couple of months, the start of 15 years at Oxfam. I travelled in and out of South Africa for the four years of transition from apartheid, responsible for communications and campaigns. 11 February 1990, the day I first arrived in Johannesburg; the day Nelson Mandela was released from prison. It was a thrilling time.

My programme knowledge got me my first management role, heading up a team securing government and EU contracts. Rwanda happened. Funding grew. It wasn't really me, but I learnt about

budgeting, reporting, organisational finances, and management. Five years on, I was asked to step across to the public fundraising team. I had the programme credibility to navigate the tension between what programmes wanted to say with what audiences were interested in hearing. I was involved in Oxfam's first TV ads. I loved it. I spent a couple of years at Oxfam International supporting Oxfam fundraising and communications in other markets, from France to Japan, US to Hong Kong.

That international experience opened the door to Greenpeace in the US. My wife spotted the job in the Guardian; I applied for it – why not? And incredibly, I won it. We took our kids, and had an amazing four years in Washington DC. I brought back to the UK new experiences and insights around political mobilisation, the history of civil rights, campaigning and movements. I brought back thinking I helped pioneer around treating supporters as more than donors, integrating campaigns and fundraising, and making the most of digital channels to do so.

For me, communications is about engaging people and inspiring them to take action. That's as true for leadership and management of people, as it is for supporters of a charity. That's what I'm passionate about, and for the last few years, that's what I've focused on as a consultant, coach and trainer, supporting charities large and small, from the Red Cross in Lebanon and Movember in LA, to bear-rescuers in Vietnam and hen re-homers in Somerset. I've experienced depression from time to time, and the pace of life suits me better too. Self-awareness is a key skill in the workplace, and it's important to learn to take care of yourself.

The last twelve months, as interim Communications Director at Oxfam, have been intense, but a privilege. The crisis provoked by the sexual misconduct case in Haiti in 2010 knocked supporters and staff alike, but deep down, they know that what Oxfam is about – the cause of helping people beat poverty – matters, and that Oxfam, while it faces challenges like any organisation, is a good, principled and effective organisation. 95% of supporters have stuck with Oxfam. There's a lot to do to reaffirm values and reassure people of change, while continuing to engage and inspire people around the vital life-saving and life-changing work that has carried on, supporting people around the world, fighting to beat poverty, and making progress.

I may not have had a plan, but I do see a common thread. I've been motivated to fight injustice, change the world, and make a difference, always. I've learnt that I can do that in different and changing ways. I've learnt that you constantly learn through life, I've learnt about myself, and I've learnt that finding your own way is quite an adventure. I'm back to consulting now. Every client is a new chapter.



A CAREER IN CHARITY

When I first finished my degree in the summer of 2014, all I wanted to do was travel around the world and volunteer wherever I could. I did not really mind where I went, as long as I was on the road and helping a few people along the way. My heart was always to work in the field in development after several expeditions to Rwanda, South Africa and India.

However, plans always change and my head won the battle that told me to 'secure a real job'. After six months working at Jarrolds and nine months at a tour operator, I decided that I should try and find my way into the sector I had studied for three years.

Enter Development Alternatives Incorporated (DAI), a Private Sector Consultancy Firm specialising in overseas development programmes focusing on Economic Growth, Governance and Environmental work. DAI is one of the largest suppliers to the Department for International Development, contracted to undertake programmes up to £60 million in value, working at both the institutional and community level to help build more equal societies worldwide. This was a totally alien world to me; I had always thought development was undertaken by INGOs, Governments and Multilateral organisations. To learn that there were private sector implementers in the world of International Development completely altered my perspective of the sector.

The work was incredibly intense but very rewarding; I started as an Associate Project Manager, immediately finding myself thrown in at the deep end, discussing themes as varied as the use of alternative wood fuels in Bangladesh to the monitoring of water points in Tanzania with senior advisors at DFID. My role was largely operational in the first instance; designing short-term assignments on behalf of DFID, finding the experts to carry out the work and managing the projects. Six months later, I was asked to run the entire contract. This meant learning about the entire portfolio of projects (we usually had up to 40 assignments running at one time!) and understanding how to resolve complex technical and operational issues that would arise on a daily basis. I was pleased to be given such a huge amount of responsibility so early in my career and was supported well by senior colleagues within DAI.

Whilst the work was stimulating, I did struggle with an office role (bar the occasional client engagement trip to East Kilbride and Whitehall to meet with DFID). I yearned for work in the field and to understand and see first hand how our work impacted beneficiaries on the ground. Fortunately, I got offered a chance to spend two weeks in Nairobi, working in a small team assessing a climate change research programme. My skills from my degree at UEA certainly came in handy – a lot of semi-structured interviews, reviewing of data and working alongside beneficiaries to understand how effective the programme had been. The assessment was hugely successful and gave me a sense of achievement as I was able to see how the project I had helped design back at my desk in London had made a difference to the people on the ground in Kenya.

After Nairobi, I was asked to take over the management of two very different programmes in Ghana; an assessment of the national cash transfer scheme and a governance programme in Ghana, which is working with local communities and oil & gas companies along the Western Coast to design appropriate CSR interventions. The latter programme is at a fascinating point of transition; funding from public bodies is starting to run dry so the programme has to raise funds from other means. Increasingly, this has meant helping the team in country to focus on moving towards a sustainable future and to leverage cash from more local sources. For me, this meant spending more time in the field, understanding the stakeholders involved and working directly with the implementing teams in country and again, being able to see the impact.

Working in the Private Sector was not what I expected and has certainly changed the way I think and question certain aspects of the International Development sector. Interestingly, I was only a year into my career when the media started to focus on consultancy firms as 'fat cats' exploiting profits in the sector. However, in reality it is simply not a fair accusation. As the spend of aid transitions to more hostile environments from clientele that are demanding more from their implementing agencies, the cost of delivering sustainable 'beneficiary-led' programmes is only ever going to increase.

Max Baiden
BA International Development | 2014

MOVING ON

In the last six months, I have started to explore the humanitarian field through some policy work on the Grand Bargain. It is certainly the technical area I have become more interested in. To that end, I was recently offered the opportunity to join Save the Children UK's Humanitarian Division. It is a role that will allow me to work closely with Save's Country Offices, supporting them in the first phase response to crises. I am really excited to learn more about the humanitarian world and to be more engaged in supporting those who are in desperate need.

ENVIRONMENTAL JUSTICE – DEV LAUNCHES A MOOC



WHAT IS A MOOC?

Massive Open Online Courses (MOOCs) are free online courses that absolutely anyone can do, no matter where they are in the world. UEA currently offers a wide range of MOOCs via our partner FutureLearn. Every MOOC is designed and delivered by UEA academics leading in their field, giving access to unique, high quality content. Learners can easily fit a MOOC around their work and home life.



Follow the group on Twitter
@GEJGroup_UEA

For more information contact:
Hannah Gray, GEJ Coordinator
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ENVIRONMENTAL JUSTICE MOOC

This year the Global Environmental Justice (GEJ) Group in DEV launched a MOOC on Environmental Justice. The five-week course enabled people to learn together about environmental justice concepts and case studies. We were thrilled to welcome over 5000 learners to the online course this year, in October 2017 and March 2018. People from all over the world joined us, from New Zealand to Siberia!

The GEJ Group is an interdisciplinary group of scholars interested in the links between social justice and environmental change at local and global scales. The group values exchanging perspectives and collaborating with a number of actors including local communities, land and resource users, researchers, environmental activists, policy-makers, development professionals and students. The MOOC is one way we do that.

WHY A MOOC?

There is a growing need to make learning as open and accessible as possible. Universities now recognise that the digital revolution and blended learning are significant elements of teaching. Creation and provision of truly interactive education is going to be essential if UEA is to be a leading institution in the future.

Professor Adrian Martin, GEJ Group Director, says: "We have found the online course format to be a great way to engage with a wide range of students, activists and practitioners interested in learning about and promoting environmental justice and sustainability. The richness of examples and ideas on the online discussion boards has been really pleasing."

The MOOC has impact, highlighting DEV's research to a diverse audience of practitioners and policy-makers from developing countries who use the MOOC for their continuing professional development. Encouragingly, a number of PhD enquiries have come in from MOOC learners already.

DEV benefits from a modest income through the sale of 'upgrades', which learners purchase to access the content in perpetuity. In addition, DEV academics involved in the course have developed skills such as working in a TV studio and using online tools. The content has been designed so that is transferable to taught degree programmes in DEV, so our DEV students benefit as well.

ONLINE TEACHING METHODS

Learners have 24:7 access to traditional course materials, such as readings and discussion questions, plus interactive tools, such as videos, quizzes, discussion forums, photo-sharing and interactive maps that all generate discussion and debate. UEA's Centre for Technology Enhances Learning (CTEL) provided the support for much of this technology as we developed the Environmental Justice MOOC.

LOOKING AHEAD

The Environmental Justice MOOC will run every six months, the next run starting in October 2018. If you would like to enrol go to www.futurelearn.com/courses/environmental-justice

We are currently working on a Spanish translation for the MOOC to enable more learners in Latin America to access the course.

HOW THE COURSE WORKS

EACH WEEK OF THE FIVE-WEEK COURSE CONTAINS FOUR HOURS OF LEARNING, COMPRISING A SERIES OF CASE STUDIES OR TOPICS. EACH CASE STUDY TAKES ABOUT AN HOUR TO COMPLETE. HERE WE SHOW YOU TYPICAL COMPONENTS OF A CASE STUDY IN THE MOOC.

1 | VIDEO

Each case study is introduced with a **SHORT AND SNAPPY VIDEO**, about five minutes long. Short videos hold the learners' attention to the end, and enable users with poor internet connection to view them. We also provide transcripts for all video content.



2 | TEXT ARTICLES

Next, two or three **TEXT ARTICLES** delve into more detail. These articles are typically no longer than 800 words, in plain English.

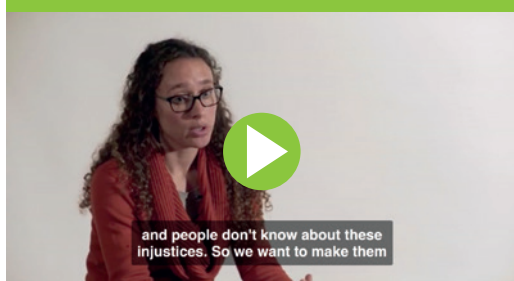
This proved challenging for our academics! Each article concludes with a question to provoke debate on the **ONLINE DISCUSSION FORUM**.



3 | LEARNER INTERACTION

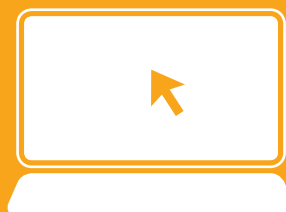
Each case study encourages learners to contribute their perspective in some way:

- We use tools like **PADLET** for learners to share photos of environmental injustices in their area.
- We share controversial press articles to **INVITE VIGOROUS DISCUSSION**.
- We invite learners to explore **ONLINE INTERACTIVE MAPS** like the EJ Atlas to investigate injustices close to home.
- We present **TESTIMONIES OF JUSTICE VIDEOS** throughout the course, recorded by the GEJ Group to document the work of activists across the world.



4 | DIVE DEEPER

We wrap up each case study with a Dive Deeper section, pointing learners to open access articles, online resources and activist groups to **ENCOURAGE FURTHER LEARNING AND PARTICIPATION** in environmental justice movements. Where appropriate, we signpost them to UEA short courses and degrees.



FIND OUT MORE

www.futurelearn.com/courses/environmental-justice

WHAT OUR LEARNERS SAY

"I have learned a lot about the way environmental injustices are analysed and some examples of what is happening around the world. It has been great to listen to the activists and campaigners from different areas of the world."

"A sincere thank you for this enlightening and engaging course. I learned a lot and am looking forward to applying these lessons in my research and work. Best of luck to all of you fighting the good fight!"

"The topics and materials allowed my imagination to dance with possibility as to the variety of ways justice relates to the conservation of wildlife, ecosystems, and the climate as a whole."

"You introduced me to some wonderful and empowering tools that I have shared with my friends and colleagues."

DEV CATCH-UP



Photo taken by Ana Moreira.

UEA ENGAGEMENT AWARD 2018

DEV's participatory photography project on the interplay of perceptions and realities of migration, inequalities and political attitudes in the aftermath of the Brexit referendum, led by Maria Abranches, Matthew Barwick and Ulrike Theuerkauf in Great Yarmouth in 2017, received a UEA Engagement Award in June 2018. The project, which was part of a wider DEV research, involved five participants of different gender, age, nationality, occupation and migration experience. Participants were asked to capture their everyday experiences of social, economic and political diversity, with an aim to explore different perceptions of communal life in Great Yarmouth. A selection of 24 photos taken by the participants were subsequently exhibited at

Strangers' Hall Museum in Norwich during Refugee Week 2017, and in the Time and Tide Museum of Great Yarmouth Life in October and November 2017.

The event at Strangers' Hall entitled 'We Are All Strangers' tied into a then newly started Museum-University partnership coordinated by DEV, which aimed at diversifying audiences and increasing public awareness of the ways in which migrants have historically contributed, and still contribute today, to tell the story of Norfolk. During the event, visitors had the opportunity to learn more about these topics in guided tours, and to discuss them with university and museum partners, the research participants, other academic experts, and NGO representatives working in the area.



EXHIBITION

Emma Gilberthorpe recently curated an exhibition as part of the Royal Anthropological Institute's Art, Materiality and Representation Conference at the British Museum (June 2018). The art work, SAGO, is by artist Jason Pierson. SAGO reflects contemporary Papua New Guinea and is based on time spent near Kutubu in Papua New Guinea, where industrial-scale oil extraction is causing the rapid erosion of culture and tradition.

One such tradition is the making of sago, a staple food extracted from the sago palm in a long and laborious process. The artwork comprises five mixed-media works, depicting change and development. The accompanying audio loop is an original composition incorporating field recordings of Papua New Guinea females singing a sago song in the bush. The text is a translation of that sago song.

CATCHING UP WITH DEV STAFF AND STUDENTS

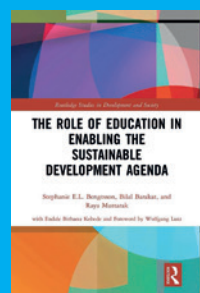
Authors

Raya Muttarak with colleagues

BOOK PUBLISHED EDUCATION AS A MEANS TO SUSTAINABLE DEVELOPMENT

The book examines the relationship between education and other key sectors of development through a critical review of literature from a wide range of disciplines. The book challenges silo-thinking in the SDGs by exploring how achieving the SDG education targets can be expected to support or hinder progress towards other targets, and vice versa. Adopting an organisational framework based on the United Nations' '5 Ps' of sustainable development – people, planet, prosperity, peace, and partnership – and drawing on

examples from low-, middle-, and high-income countries, the book demonstrates how 'good' education functions as an 'enabling right', impacting positively on many other areas, and how it can therefore bring us one step closer to a more inclusive, more equitable, and more sustainable world.



ACADEMIC WRITING WORKSHOP

After a summer spent hosting professionals from organisations as diverse as UNDP Turkey, the Chinese Ministry of Agriculture and the UK's HMRC, DEVCo organised its first academic writing workshop. This was designed for researchers from the DFID-funded Gender and Adolescence: Global Evidence (GAGE) longitudinal study of adolescents, which runs from 2016-24. We had obtained nearly £40,000 from GAGE's RREF fund to bring together 11 talented early career researchers from five countries. Their task was to start drafting journal articles addressing topics that reflected GAGE's commitment to generate the best possible evidence on adolescents' lives. The topics covered ranged from experiences of disability in Palestine and female aspirations in Bangladesh to teenage pregnancy in Rwandan refugee camps. With support from three experienced writers and editors – Laura Camfield, Catherine Locke, and Ernestina Coast from LSE – the participants worked systematically through the structure of the paper and considered questions such as how to create an eye catching abstract and how to respond to reviewers. The aim of the week was to have an abstract, paper structure, and analysis plan drafted, along with key sections, that will be developed further through intensive remote mentoring over the next 12-18 months. This was largely achieved and researchers also benefitted from having their ideas challenged and expanded by DEV colleagues during a further workshop.

Having an external perspective on their work helped them see what was really interesting – for example, how the practice of dancing Shagoye every night in one Ethiopian community was an important driver of secondary school drop out that had not previously been identified. Participants also described how their confidence in their writing had increased – Kifah, from Ramallah, said that 'Before I would think 'How do I summarise this report?' After this course I know what I can take from here. I am thinking in a scientific way'. Two Ethiopian participants humorously described being taken back to when they were students:

"[The course] is very nice; it helps you remember when you were a student. You learn a lot.

"Yes, when I was preparing the PowerPoint I felt that I was doing homework for the class!"

The rapport between the participants and the energy generated during the course is evident from the photographs. There were also more informal moments as participants enjoyed a meal at a local restaurant and shared traditional sweets. The event – and the very positive evaluation feedback from it – illustrated the way that DEVCo can touch people lives, made possible by the dedication of our training team.

UNIVERSITY OF MALAWI PARTNERSHIP

In November 2017, Catherine (Kate) Jere and Ed Anderson spent two weeks at Chancellor College, University of Malawi, as part of a UEA staff mobility programme funded by ERASMUS Plus. Ed Anderson – in his first trip to Malawi – ran several teaching sessions on Development Economics for Master students. He worked closely with Department of Economics staff, and participated in useful discussions around new ideas for postgraduate teaching in DEV. Kate – who worked at the University of Malawi for several years – taught sessions on dissertation writing and ran one-day workshops on Participatory Approaches to Research for students studying Masters Degrees in both Education and Development Studies. She was able to draw on resources and materials developed for workshops previously taught at UEA as part of ESRC Advanced PGR Training activities. Several of the case studies discussed came from Kate's earlier research in Malawi, proving very relevant to participants and sparking lively discussion.

Students were introduced to a range of participatory tools used during research and applied these to their own experiences as postgraduate students with the University of Malawi. These hands-on sessions proved popular and an eye-opener for some! Students used 'social mapping' techniques to explore issues relating to life on campus. Some groups drew 'problem trees' to highlight the causes and consequences of problems identified by the participants themselves, such as library congestion and inadequate teaching resources. Other methods included institutional diagramming, matrices and time-lines.

In addition to trying out different participatory tools for research, students received training on the values, context and challenges of participatory research and discussed how they might incorporate a participatory approach into different types of research within social science.

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