

CLIMATE CHANGE EMERGENCY, WAR ON WATER AND BRINGING DOWN VISUAL STEREOTYPES **A YEAR IN DEVELOPMENT**



WELCOME

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This is my first introduction to a newsletter as Head of School and I'm looking back on an excellent first year where DEV has continued to thrive in terms of its teaching, research and student outcomes. The School has welcomed new staff,

bringing with them exciting perspectives in fields as diverse as Islamic education (Hannah Hoechner), law and justice in East and Central Africa (Anna MacDonald), fisheries resilience and disaster risk management in Small Island States (Johanna Forster) and climate resilience among African pastoralists (Mark Tebboth). These appointments signal our commitment to work with a clear-eyed and practical focus on some of the most pressing issues of our time. Next year we will be supported in progressing this with a generous donation from the John Innes Foundation to support a small research group around agriculture and sustainable development.

As we welcome these new colleagues, we have also said or will say goodbye to colleagues such as Marisa Goulden and Bryan Maddox who have made a tremendous contribution to life in DEV; in Bryan's case over the past 16 years. On the local support side there have been a few changes too. We welcomed Nancy Roberts as our new half time School Coordinator who impressed us with her skills learned managing an outward bound centre – DEV field courses hold no fears for her! Liz Bassett has also joined us in the School office and taken over the vital role of coordinating the weekly DEV coffee morning.

We had another good year of student recruitment with the "year abroad" programme continuing to recruit well. We also sent our first cohort of year abroad students to destinations in Europe, US, Australasia and also Ghana, Uganda and Malawi. Further student and staff exchange with Malawi will be facilitated by our Erasmus+ exchange programme, starting in the autumn. The Development Work Placement modules for undergraduate and postgraduate students continue to be popular and we have noticed an increase in students choosing to work in the UK. Their placements can encompass support work with refugee communities in Norwich or analysis

of flood resistance along the Norfolk coast, alongside internships in well-known development organisations such as WaterAid. Building on this success, we plan to introduce a Year in Industry in a couple of years' time to enable students to gain more experience in the workplace. We also had our first cohort of Development Practice masters' students who have enjoyed engaging with key management and strategic challenges faced in the development sector, in a year in which those have been highly publicised.

Within the university, the work of colleagues on the University of Sanctuary initiative – now in its second year – was recognised with a UEA Engagement Award. While so far scholars funded by this initiative have mainly been based in clinical and health sciences, we may be welcoming the first Sanctuary-funded student to DEV next year. More prosaically, but equally importantly to our collective wellbeing, the DEV/ECO Ziggurat sports team came third this year out of 26 or so entrants. Staff and student wellbeing has been in the spotlight this year, so it's good to come together around something other than work.

We have had another successful year for research funding this year and one of the high points was the INDIS grant, led by Prof Heike Schroeder, which engages colleagues from across the School in understanding how indigenous knowledge can inform sustainable development in Bolivia, Papua New Guinea and Uganda. We 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.

This has been a challenging year for me and I end it with increased respect for my predecessor John McDonagh, who has left the School so well prepared for the next five years. I'd like to thank colleagues and students in the School for their support and hard work and for making DEV such a great place to be.

Prof Laura Camfield
Head of School

Chloe Howcroft's Student Story – see page 12.



Photo: Ernest Randriarimalala.

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NEW ADMIN STAFF



LIZ BASSETT joined DEV in November 2018 as part-time School Support Assistant working as part of the team providing administrative support to the School. She works Thursday and Friday in a job share with

Liz Monahan. Liz also works one day a week in the School of Social Work as Service Users and Carers Co-ordinator.



NANCY ROBERTS joins DEV as School Coordinator and PA to Head of School, having moved last summer from Yorkshire with her family, she is completely new to UEA! Whilst also supporting Laura as her PA

Nancy helps coordinate logistics for field trips, office moves, graduation, HR processes and deals with student expense claims, to name a few.

NEW TO DEV



From left: From left: Dr Sophie Bremner, Dr Johanna Forster, Dr Hannah Hoechner, Dr Maria Isabel Santana, Dr Mark Tebboth, Dr Anna Macdonald.

NEW ACADEMICS

Dr Sophie Bremner joined us as a Lecturer in International Development in January 2019, with specific responsibility for convening the new Foundation Year course that will be starting in September 2019. Although new to the post of lecturer, Sophie has already worked in DEV for some time, having taught both undergraduate and postgraduate modules. Sophie was a Research Fellow at the University of Birmingham, working on an Arts and Humanities Research Council-funded project which explored how congregants at London's megachurches think about and conceptualise the churches' social engagement activities.

Dr Johanna Forster joined DEV as a Lecturer in Environment and International Development in November 2018. Johanna holds a PhD in Environmental Social Science from the School of Environmental Sciences (UEA). Her research cross-cuts contemporary international development issues around marine and coastal resource management and governance, climate change, hazards and risk. She has conducted fieldwork across the Wider Caribbean Region (Anguilla, St Kitts and Nevis, Barbados, Belize and Honduras), the Pacific (Hawaii and Galapagos), as well as in the UK.

Dr Hannah Hoechner completed her doctorate at the University of Oxford, and has held postdoctoral positions at the Université libre de Bruxelles and the University of Antwerp. Hannah's research seeks to shed light on the diversity and dynamism of Islamic schooling practices in contexts of social change. Her recent book *Qur'anic Schools in Northern Nigeria: everyday experiences of youth, faith, and poverty* (CUP / International African Library) offers an ethnographic and participatory study with young Qur'anic school students in Kano. Hannah's current work includes Muslim immigrant communities in the West and their relationships with their homelands.

Dr Maria Isabel Santana joined DEV as a Lecturer in Development Economics in July 2019. Maria Isabel holds a PhD in Economics from the University of Mannheim, Germany. Her research combines approaches from behavioural economics and development studies to gain a deeper understanding of the behavioural aspects of the decision-making process of people in developing countries. She has worked on diverse topics such as risk, trust, savings, education, and social networks in the Philippines and the Dominican Republic.

Dr Mark Tebboth joined DEV as a Lecturer in the Environment and International Development in November 2018. Mark is an interdisciplinary social scientist whose research focuses on how populations respond and adapt to risks arising from global environmental change and specialises in issues linked to human migration. He has worked in many countries around the world including China, India, and East Africa. Mark teaches on both undergraduate and postgraduate courses covering issues linked to the governance of natural resources, climate change, and migration.

Dr Anna Macdonald joined DEV in November 2018. She arrived from the Department of International Development at the LSE, where she was a teaching and research fellow since 2013. Anna's research is focused on issues of political violence, law, justice and the regulation of social order in places affected by conflict. As well as being interested in how people and politicians negotiate ideas of justice and order after conflict, her research also interrogates the role of international donor engagement and humanitarian interventions in these areas.

OBITUARY PROF MICHAEL STOCKING

School of International Development

It is with great sadness that we share the news that Michael Stocking, Professor Emeritus in the School of International Development, passed away on the morning of Monday 21st May 2018. Michael completed his PhD at Oxford University in 1969 and over almost fifty years developed an international profile and reputation as a researcher and advisor in tropical agricultural development, land resources, conservation of biodiversity and soil conservation. His "reach" was also remarkable, he was one of very few soil scientists known by anthropologists and political economy specialists.

Michael joined UEA in 1978 as a lecturer in DEV and retired from the School as a professor in 2008. During his time in the School his achievements were immense, particularly in the area of land degradation assessment and control. An inspirational teacher and leader (he served as Head of School twice!) he was respected and warmly regarded by colleagues and the many students he taught in the School. One of many legacies he leaves is the large number of PhD graduates who worked with him during their time at UEA and in many cases continued as collaborators after they left. In the ten years since his retirement, Michael remained extremely active in various high-level advisory positions. For a number of years he served as Vice-Chair of the Scientific and Technical Advisory Panel of the Global Environment Facility (GEF). He was responsible for scientific advice on the 'land degradation' focal area of the GEF and the Operational Program (No.15) on 'sustainable land management'. He was a consultant adviser to many agencies including FAO, UNDP, UNEP, The World Bank, ADB, IUCN, WWF-UK, DFID, DANIDA, SIDA and NORAD.

Michael is already missed by his many colleagues in DEV as well as by generations of students and the global community working in land resources and affiliated areas.

Dr John McDonagh

GOODBYE TO...

Jeremy Loveless, Senior Lecturer in International Development
Dr Marisa Goulden, Lecturer in Climate Change
Dr Bryan Maddox, Senior Lecturer in Education and Development
Dr Elissaios Papyrakis, Reader in Development Economics
Dr Daniel Wroe, Lecturer in Anthropology and International Development
Dr Zhu Liu, Tyndall Lecturer in Climate and Development

RESEARCH NEWS

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/ JUSTICE IN CONSERVED AREAS
/ SCHOOL, TERRITORY AND POST-CONFLICT
/ FINANCIAL INCLUSION
/ DEV TEACHES ABROAD
/ GOING BACK TO UGANDA
/ WAR ON WATER



**WHICH IMAGE DO
YOU PREFER? AND WHY?
IT'S COMPLEX, ISN'T IT.**

**AID RECIPIENTS CALL
FOR MORE DIGNITY
AND DIVERSITY**

RADI-AID

BRING DOWN THE STEREOTYPES

A NEW STUDY CO-AUTHORED BY DAVID GIRLING IN DEV REVEALS HOW AID COMMUNICATION IS PERCEIVED IN AFRICAN COUNTRIES.

In the Radi-Aid Research study, participants in six Sub-Saharan African countries spoke about their perceptions of aid campaigns and other visual communications from international NGOs and development organisations.

The research involved 74 people from 12 focus groups in aid-receiving communities in Ethiopia, Ghana, Malawi, South Africa, Uganda and Zambia. They discussed imagery from campaigns by Amnesty International, Care International, Cordaid, The Disasters Emergency Committee, Dubai Cares, Oxfam, Save the Children, UNICEF and War Child.

THE KEY FINDINGS FROM THE STUDY INCLUDE:

There is a need for aid communication to show **MORE DIVERSITY** in terms of age and race.

Respondents acknowledge that aid communication is **COMPLEX**, with no single solution.

It is important that **RESPECT AND DIGNITY** is preserved in the portrayal of people in aid communication.

The majority of respondents thought the images in adverts offer an **ACCURATE REPRESENTATION** of the situation in Africa.

The frequent portrayal of Africa as a continent in need prompted sadness among the respondents in the study, which was carried out in collaboration with the University of East Anglia and The Norwegian Students' and Academics' International Assistance Fund (SAIH).

Such campaigns often depict black children in need, and several of the respondents wished that these stories could be complemented by showing children of other colours or backgrounds, or black doctors, professors or aid workers. They would like to see portrayals of people with agency in their own situations and the results of their accomplishments.

Several of the findings support issues Radi-Aid has been highlighting through its campaign since 2012 – that is, the typical image INGOs show of Africa is often a demeaning and dehumanising one, and the humans portrayed are more than what these images offer. Aid communication still needs to move away from presenting the single story.

David Girling said: "This research is important as it gives people in aid receiving countries the opportunity to voice their opinions on the type of imagery used to depict their continent. Instead of stigmatising poverty and focusing on problems, we hope that aid organisations will respond by showing the positive outcomes of development programmes too."

The research attracted widespread media interest with articles published by outlets such as National Public Radio, USA, Reuters and the Japan Times. David has presented his findings to several charities in the UK including BOND's People in the Pictures group which provides sectoral leadership on ethical approaches to gathering and using images.

The frequent portrayal of Africa as a continent in need prompted sadness among the respondents in the study.

Written by
David Girling

For more information about this research and to download a full version of the report see:
www.radiaid.com/radiaid-research

JUSTICE IN CONSERVED AREAS

WORKING FOR MORE EQUITABLE GOVERNANCE OF PROTECTED AND CONSERVED AREAS

One of the pleasures of working in DEV is meeting ex students doing exciting and important work. At a meeting in London in June 2019 I found myself working with two of our graduates: **Camilla Germana** did an MSc in Environmental and International Development and is now Deputy Director of the Wildlife Conservation Society, Peru; **Francesca Booker** did an MSc in Climate Change and International Development and is now a researcher at the International Institute for Environment and Development (IIED), London.

The meeting was to develop a methodology for assessing governance and equity in preparation for field testing later this year. It is a culmination of a long process involving many partners. One contribution to that process has been work by DEV's Global Environmental Justice group to develop conceptual understanding of conservation justice. IIED have been central to bringing this and other academic research into engagement with conservation practitioners. First the operational principles of equitable conservation were developed in multi-stakeholder groups, then they were field tested (including by me in northern Tanzania) and then they were presented and adopted at the 2018 COP of the Convention on Biological Diversity (CBD), in Egypt. IIED continue to lead this process, building on the CBD success, extending the partnership as we work to develop the field assessment methodology that can help to operationalise these principles. Francesca is right at the heart of this, working alongside Phil Franks at IIED to co-ordinate the process. Camilla is helping to develop the methodology and will be leading field testing in Peru.

Prof Adrian Martin

PROJECT UPDATE

SCHOOL, TERRITORY AND POST-CONFLICT

BUILDING A LOCAL PEACE CULTURE IN TOLIMA, COLOMBIA



PROJECT MEMBERS

DEV: Iokiñe Rodríguez (PI), Teresa Armijos (Co-I), Ulrike Theuerkauf (Co-I) and Cristina Sala (Senior Research Associate)

IBAGUE UNIVERSITY: John Jairo Uribe (PI), Maria Pilar Salamanca, Nohora Barrio, Monica Alvarez

EUREKA EDUCATIVA: Monica Lozano, Mario Mendoza, Rodrigo Parra, Daniela Montana

For more information about the project, see: www.eurekaeducativa.com/etp

In September 2018, DEV started a research collaboration in Colombia with the University of Ibagué, and the NGO Eureka Educativa, to contribute to conflict transformation in South Tolima, by working with school teachers and community organisations from the municipalities of Ataco, Chaparral, Planadas and Rioblanco, in the design and development of a local peacebuilding strategy rooted in memories of the armed conflict, the cultural and environmental heritage of the region, and visions of a desired future.

The project builds on the experiences that children, teenagers, teachers, parents and community leaders have had with both the armed conflict and the new emerging socio-environmental conflicts. However, most significantly, the project builds on the local peacebuilding visions that exist in the region. In this way, proposals are generated for long-term conflict transformations in the Tolima territory.

The project addresses two themes: a) the impact of the armed conflict in schools and b), how to build a shared view of the future rooted in the cultural and environmental heritage of Tolima. Eureka Educativa coordinates the first component, and DEV and Ibagué University work on the latter in conjunction with local communities. The organisations we are working with include coffee producers associations, and youth, women and environmental organisations. The research team is composed of teachers from eight schools and leaders from nine community organisations.

A key feature of this project is the action-research methodology that is being used to help consolidate a local, bottom-up peacebuilding strategy (as opposed to externally imposed, top-down peacebuilding approaches), using a variety of participatory research methods, including personal biographies of the armed conflict, participatory mapping and participatory videos. Additional to the ongoing field-work activities in the four municipalities, the project contemplates three project workshops to plan and analyse project results and jointly design a peacebuilding proposal.

Between the 18 and 19 of July 2019 the project held its second research workshop at the University of Ibagué. A total of 76 teachers and community leader and researchers from DEV, Universidad de Ibagué and Eureka Educativa came together to share and analyse preliminary results. Teachers and community members presented and shared the results through a graphic exhibition and reflexive workshops under the following themes: thinking and feeling a territory of peace, new citizenships, integral education.



Photo: Denis Namanya.

FINANCIAL INCLUSION ALIEVIATES POVERTY? DON'T BE FOOLED

The impacts of financial inclusion and microfinance in developing countries have been hotly debated for many years, with so many systematic reviews having been published over the last decade, it is hard for anyone to keep an overview, let alone come to a summary conclusion. Maren Duvendack and her team have sought to address this issue with a recent systematic review of reviews or 'meta-studies'. In laymen's terms, they conducted a 'mega meta study' to reach a verdict on financial inclusion impact.

Financial inclusion programmes aim to increase poor people's access to financial services such as credit, savings, insurance and money transfers to allow them to grasp opportunities, mitigate shocks, and ultimately escape poverty. This sounds good in principle but Maren and her team found that the evidence on whether these impacts occur is very unclear.

Her study reviewed other meta-studies (systematic reviews and meta-analyses), which used both qualitative and quantitative synthesis approaches, to examine the impacts of different financial inclusion interventions on a range of economic, social, gender and behavioural outcomes. A total of 32 relevant meta-studies were identified, but data quality concerns led the team to narrow the dataset to 11 high-quality studies.

This review found that impacts of financial inclusion, where they occur, are indeed more likely to be positive than negative. However, the effects vary, they are often mixed (positive for some, negative for others), and above all do not appear transformative in scope or scale. The effects of financial services on women's empowerment appear to be generally positive, but they strongly depend upon elements within programmes that are often unrelated to the

financial service itself. For instance, education about rights, delivered in the context of financial inclusion, or membership in a regularly-meeting group have clear empowering effects, but financial services themselves do not.

Overall, the study team finds that the effects of financial inclusion on core economic poverty indicators such as incomes, assets or spending, and on health status and other social outcomes, are small and inconsistent. Moreover, there is no evidence for positive impacts driven thanks to behaviour changes, despite behavioural interventions in financial inclusion having received much policy attention in recent years. However, there is a silver lining: Access to savings opportunities has a fairly small but much more consistently positive effect than other financial services. Moreover, savings bear fewer downside risks for clients than credit, which can lead to over-indebtedness. Talk about a savings "revolution" is too strong, but clearly, savings do some good and little harm.

WHAT HAVE WE LEARNT?

- Not all high-level evidence is strong evidence; the meta-study evidence that was found had numerous weaknesses.
- The boring truth about financial inclusion is it is not transforming poor people's lives or having macro-level effects on low- and middle-income countries.
- Working at this high level of systematisation generates a whole set of unique methodological challenges.

Dr Maren Duvendack

LET'S TALK ABOUT DEVELOPMENT DEV TEACHES ABROAD

DEV has engaged in a series of international courses delivered by Dr Lucio Esposito. Following the success of his courses on the main issues in International Development, delivered in Japan over the last five years, the course was delivered in South Korea and Colombia.

The courses were intended to provide a friendly but comprehensive introduction to International Development. The lectures explored the complex interrelations between society, the economy and the environment by adopting a highly multidisciplinary approach to topics such as poverty, education, literacy, media, gender, climate change, inequality, economic growth, media, etc. Starting from the importance of historical contexts, the course provided critical lenses to look at the current major international development challenges.

The courses in Japan and Korea were named *Key Issues in International Development*. It was attended by participants with different educational and professional backgrounds, ranging from final year A-levels students to students attending a postgraduate degree and to professional with experience of different fields.

In Colombia the course was in collaboration with Universidad Javeriana Cali. It was delivered to local NGOs, associations for the development of the region, and managers of the corporate social responsibility arm of large local companies. I have also learnt a lot from participants, including the local development initiative called 'Valle Por y Para Todos' – a regional development plan which includes the monitoring of its achievements through contextualised indicators derived directly from the Sustainable Development Goals.

Dr Lucio Esposito

GOING BACK TO UGANDA

I am working on a British Academy grant looking at education and politics in a village in rural Uganda. This brings me back to the place where I did my PhD work. A place where many families are making sense of having younger family members who were the first generation to go to school. When I first visited the village in 2001 it was only a few years into the experiment in mass education. Now there is a young generation of educated men and women. There are not, however, many jobs to go around. This means you have many young men and women with A Levels or with college degrees and certificates living in the village. Some farm, others try their hand at business. My six months back in the village was meant to help me understand what difference these young men and women are making to village life and, more specifically to the politics of life in the village.

I thought I would share two early observations from the fieldwork. The first concerns what we might think of as the political entailments of educating your children. The second is about the way schooling does little to bring the worlds of men and women together. Educated women and men seem as separate from each other as everybody else.

First, the political entailments of educating your children. Something I have puzzled over for some time now is why people spend so much money on school fees in a place where there are so few jobs. When asking people why they struggled for school fees – many homes take out loans and get into debt – I expected to be told that when their children get salaried positions they could help out other family members. Sometimes this is what I am told. But many times people tell me that jobs are few and far between, and that there are other ideas as to why education might be useful.

One surprise has been some of the older generation often see education as a way of educating themselves, of raising them above others in the area. And I can see what they mean by this, having gone back to the area. Some villagers who could not speak English in 2001 now speak the language. Their English has come largely from what their children have learnt at school (after the first three years of primary school, all schooling in Uganda is in English). It also seems clear that heading a home where you are able to educate your children makes you more respected in the village, more likely to get land disputes settled in your favour, less likely to get tangled up with the police. Having educated children means you belong to an “educated home”. So education is not just about skills or jobs, or even only about the young.

Second, that education does not bring men and women together. Another thing that struck me visiting the area is the way schooling does not necessarily break down “traditional” attitudes to men and women. While women who had got an education saw themselves as different to other women, their social world was still largely without men. Whether more or less school-educated, men and women spend their time apart. Men had time for leisure: talking, playing games, drinking beer, watching movies; activities are focused on the nearby trading centre. Women do not have this sort of “free time”. They are either at home, fetching firewood, getting water, feeding children, washing clothes, running an errand, or in some form of public activity that is seen respectable, doing business, attending church or going to a burial.

These are some early observations. As I write this I am thinking of the individuals that put arms and legs on what is written above. A friend Florence Akol who can now talk to me in English, and who has educated her daughters to university level. A group of respectable women who go to a long prayer service every Wednesday, partly to be pray, partly to spend time away from home, and also to have a nap.

In the coming months I expect to write more of this up, and look forward to sharing more of my findings in the DEV newsletter next year.

Dr Ben Jones



While women who had got an education saw themselves as different to other women, their social world was still largely without men.

WAR ON WATER

Mark Zeitoun is a Professor of Water Security and Policy in DEV. Mark's research on environmental policy and politics follows three themes: a) transboundary water conflict and cooperation, at international, sub-national and trans-national levels; b) water policy and social justice issues; and c) urban water supply and treatment during and immediately following armed conflict. The topics are interpreted with theory from numerous disciplines, including political economy, political ecology, justice, law, politics, and hydrology.

Mark participated in UEA's second TEDx event, along with eleven others from across the country. In this talk, he shares his experience in countries with low access to this precious good. He used the opportunity to emphasise the need to protect water and what he describes as its 'inner grace.' Composed of nourishing, cleansing and unifying properties, the inner grace of water is at risk to our seemingly unquenchable thirst and incessant need to destroy. We thus fail to value it in anything but economic terms in Europe, over-extraction in deserts, and use it to lubricate ethnic cleansing in Palestine, to drown villages in Sudan, or to clear the killing fields of Lebanon and Iraq.

The ideas also fed into Prof Zeitoun's UEA London Lecture, which was attended by over 200 people in the Regent Street Cinema.

Search **Mark Zeitoun** on [youtube.com](https://www.youtube.com) to view his TEDx Talk and Inaugural Lecture.



STUDENT NEWS

/ TINA FLORES ON CLIMATE CHANGE EMERGENCY
/ CHLOE HOWCROFT ON MEDIA MATTERS
/ ANDREW FERRIS ON LIFE IN DEV
/ STUDENT PRIZES



CLIMATE CHANGE EMERGENCY

TINA FLORES
MA INTERNATIONAL SOCIAL DEVELOPMENT
EXTINCTION REBELLION ACTIVIST

In October 2018, the Intergovernmental Panel on Climate Change Special Climate Report issued an urgent warning to the world – limit global temperature rise to 1.5°C or face an unprecedented global climate and ecological catastrophe. As a new student at UEA, studying for an MA in International Social Development, the findings of this report were hugely worrying to me, and yet sparked a new energy in me that was to carve out my year in DEV.

Within weeks of commencing lectures, I was immersing myself in social theory on climate and environmental justice, activism and the power of collective resistance. At around the same time, I was part of the occupation of five London bridges in a protest that was to mark the beginning of the Extinction Rebellion movement. Coming back after the Christmas holidays, I met other students at UEA who were also feeling the same way about the urgency of the situation and so in January I co-founded the Extinction Rebellion UEA group.

Our first challenge was to address the issues at our door-step. Universities are institutions that champion knowledge and evidence-based action. It therefore aligns with universities' core purpose to communicate truth. In our case, we knew that our University had to declare a 'climate and ecological emergency' and stand up as part of the vanguard of institutions telling the world about the greatest threat to life. We co-wrote a letter that received over 1,000 supporting signatures and presented it to the University via both the Student Union Council and the annual Staff Assembly meeting. Events on campus including a 'Die-In' demonstration further spread our message and saw our group membership explode. We were met with overwhelming support from both students and staff, as well as many local members of the Norwich community. However, our campaign did not end there. A group of us, inclusive of both UEA staff and students, travelled to London in April for what was to become a two-week long occupation of Central London – the International

Rebellion. I coordinated the role of our UEA group in this and was hugely inspired to see the elevation of the climate situation in media reporting in the wake of these powerful few days.

Returning to UEA, and now in the final months of my degree, I thought more than ever before about the huge injustices that perpetuate the inequity between those who produce emissions and those who feel the devastating consequences. Loss of livelihoods, food insecurity, mass displacements and negative health effects are already taking place, particularly in the Global South. Here at UEA, our next challenge is to convince the University to re-define the current carbon neutrality target and in this way reflect a commitment to fairness in global carbon budgeting. I have also been fortunate enough to undertake a placement here in DEV with the Global Environmental Justice (GEJ) group. In light of the many discussions I have had with other DEV students about the reality of environmental degradation and pollution throughout history, I organised a workshop as part of the 2019 GEJ Conference entitled 'Decolonising Environmentalism' which provided a space for students, staff and the wider community to talk about the intersections between colonialism, capitalism, gender, race and the climate crisis. The event was attended by speakers from human-rights charity *Global Justice Now* and art-activist group *BP or Not BP*, whose experiences of campaigning and activism in pursuit of environmental justice have been an incredible source of inspiration to many of us.

My time in DEV has taught me that addressing social injustice is the pinnacle to achieving just and environmentally sustainable communities. The support and advice that my teachers in DEV gave me during my degree allowed me to put my thoughts into practice, and I look forward to seeing where these life-changing experiences will take me when I conclude my studies.



The 2018 Intergovernmental Panel on Climate Change Special Climate Report issued an urgent warning to the world... this sparked a new energy in me that was to carve out my year in DEV.



Photo: Ernest Randriarimalala.

MEDIA MATTERS

CHLOE HOWCROFT MEDIA AND INTERNATIONAL DEVELOPMENT WITH OVERSEAS EXPERIENCE

My introduction into International Development wasn't particularly linear, as many journeys into the sector rarely are. For instance, the constant dream of wanting to be a journalist was the main reason for why I almost became an English Literature student. However, before long, I came to the realisation that after some years of volunteering with various charities and wanting to engage with present day issues and injustices in the world which are being underreported, international development was the natural path for me. Combining it with media, I believe, has equipped me with the knowledge and experience necessary for a future career in media and development upon graduating.

From the offset, I was determined to make the most out of the plethora of resources, opportunities and support available at DEV, and if I were to give one piece of advice, it would be to do just this. The Professional Skills workshops, which offer a range of different skills-strengthening opportunities in several areas within DEV, from gender and social enterprise, to participatory photography and impact evaluation, was the first opportunity which had me hooked.

In the Easter break of first year, I gained a place on the 'Filmmaking for Development' workshop taught by Postcode Films, where I learnt a great deal about storytelling through the perspective of the subject, and improved my camera and production skills through the process. As a result, I made a film which highlights and challenges certain stereotypes of homelessness...within 4 days! This was my first major achievement in DEV.

This invaluable experience was only further enhanced by the third year module, 'Media Production for Development' (MP4D). Taught by production company, DuckRabbit, this module helped me understand the ethics behind charity and development films as well as teamwork and working to a brief.

These curricular and extracurricular opportunities combined became extremely useful during my most notable experience in DEV: the Development Work Experience (DWE) module. DWE is easily one of – if not – the most exciting and enjoyable opportunities of being a DEV student, by being able to put what I had learnt in theory into practice. For this, I had secured a two month Communications placement with WaterAid Madagascar.

Aside from experiencing some of the wonders of the melting pot that is Madagascar through exchanging furry hugs with lemurs and standing beside the iconic, albeit belittling, baobab trees, I was also responsible for producing case studies of people benefitting from WaterAid's intervention work, through filming, photography and conducting interviews, working mostly in remote villages. This work is incredibly important not only for demonstrating to donors how life-changing their contributions are but also in highlighting how many people in the world today are still lacking basic human rights – that is, access to water, sanitation and hygiene. It is these sorts of realities which I had only understood in textbooks and news media up until this point. I also got to develop my journalistic skills within a development setting, too.

This first-hand experience, crazy and eye-opening as it was, only fuelled my interests further in exposing and engaging with some of the biggest injustices of our time. Not only this but my Media and International Development stream also gave me the flexibility I wanted in a degree. Taking modules in politics, journalism and health fed my ever-increasing and diverse interests greatly, such that, it has led me to working with Public Media Alliance.

PMA is a not-for-profit organisation which advocates for free and independent public media and I currently find myself working with them as a Research Journalist to help further their cause. The role entails a fair amount of diversity and so far I find myself sourcing international news stories relating to the area of public service media (PSM) for a weekly newsletter sent out to stakeholders; researching current trends, opportunities and initiatives within the field as well as occasionally writing about them myself.

In this way, my not-so linear path into DEV has somehow made my future career and life after DEV even more exciting due to the sights I have seen, the people I have met and the skills I have developed during my time in DEV and I would not change any bit of it.



ANDREW FERRIS
BA GEOGRAPHY AND
INTERNATIONAL DEVELOPMENT
WITH OVERSEAS EXPERIENCE

LIFE IN DEV REALLY IS WHAT YOU MAKE IT

I wasn't intending to study international development, being set on zoology until my geography teacher at college found UEA's BSc International Development and the Environment on UCAS. Whilst I actually switched to the Geography stream at the end of my first year, I have so much to thank this teacher for, after three years of studying at UEA and getting to access incredible opportunities.

My favourite part of the course has been the numerous chances to travel around the world as part of my degree. I went to Chile as part of the Geography Field Trip module in second year, where we learnt about the impact of a right-wing neoliberal regime on the country's landscape. I had never considered going to Latin America but am so glad I did, as not only did I learn a lot about neoliberal geography, I also massively developed my fieldwork skills, got to experience a vibrant culture with friends and 'practice' my Spanish! Meanwhile, Uganda has managed to become my favourite place in the world through my time spent there. I started off by spending a month building a school playground after the first year – whilst not part of the course, it was during a lecture I found out about the charity. I was able to go on safari, whitewater raft on the Nile and kayak on Lake Victoria. It was a no-brainer for me to go back during my Development Work Experience, probably the best module in the whole course as it gives you a chance to experience the industry and apply your knowledge. For two months, I worked at a children's centre in a Kampalan slum, helping to run its programmes. This was a very challenging environment, with most of the children I met living in extreme poverty and many being orphans. In contrast, I was staying in an apartment with electricity and running water, enjoying a comfortable life as a westerner in Kampala, exposing the massive inequalities that persist worldwide.

Whilst the travelling has given me invaluable experience of working in and travelling to very different places, it is through representing DEV both academically and socially that has proved most beneficial over the past three years and given me essential skills for my current career plans.

During my last year, I was the course representative for third year Geography and International Development students at the Student-Staff Liaison Committee and dedicated myself to ensuring student voices were heard and complaints were acted upon. This resulted in me being named Course Representative of the Year by the Student Union, marking my contribution to the course, such as getting people the chance to retake coursework. Alongside this role, I have also been the President of the International Development Society at UEA, following a stint as Equality and Diversity Representative to the committee in my second year. This is something I never thought I would do before coming to university (I used to be so scared of public speaking and meeting new people) but it has definitely been the best part of my university experience. Getting to work with an amazing committee (and friends) to organise events such as a winter ball, pub quiz and a panel discussing ethical volunteering was not only great fun, but also a brilliant opportunity to develop a range of new skills which look great on a CV and LinkedIn! Just recently, the former society secretary and I attended a United Nations event in London to celebrate the legacy of Kofi Annan and got to talk to the former President of Ireland – not the way I expected to finish my degree!

Life in DEV really is what you make of it – if, like me, you put effort in then you can get a lot out of it! Not only am I graduating with a first, I have also been able to travel around the world, run a committee, host and attend a range of events and also develop a range of skills, all whilst making loads of friends for life. These three years have put me in a great place as I look towards life after graduation, with four offers for postgraduate degrees in urban studies, and with experience that (hopefully) will aid my ambition of becoming a civil servant in the Foreign and Commonwealth Office.

BURCU WINS A PGR PRIZE

This year's **PGR Prize for Public Engagement** has been won by **Burcu Evren**, a third-year PGR student jointly supervised by Prof Anna Robinson-Pant (EDU) and Dr Catherine Jere (DEV). The £200 prize recognises the many ways in which students in the social sciences increasingly engage with public audiences.

Alongside conducting ethnographic research with women ex-offenders for her PhD, Burcu showed great initiative and commitment to engagement with the Essex Community and Rehabilitation Company's (CRC) probationary service programme. Recognising and responding to the probationary service's need for insights into how the women service-users viewed their programme, Burcu offered to conduct an evaluation study alongside her PhD research (on a voluntary basis). She shared her report at a forum organised by Essex Community and Rehabilitation Company in Chelmsford and facilitated workshops with staff on how to improve practice and respond to the women's suggestions and needs. Alongside these activities, Burcu volunteered with the Open Road charity, facilitating Women's Group sessions on women's rights, managing relationships and mental health, and organised an International Women's Day event (voluntarily with staff of Essex CRC and Open Road) to raise awareness of women's rights and bring together staff and service-users.

OTHER PRIZES AND AWARDS

STUDENT TRANSFORMATION AWARDS

Rob Klim – Outstanding service to the student community winner

Andrew Ferris – Course rep of the year winner (DEV Soc)

ALUMNI STORIES TO TELL

EXPERIENCE AND PASSION DRIVE RACHAEL'S CAREER



When I finished my degree in 2017, I had absolutely no idea what I was going to do. I found my degree absolutely fascinating but the problem was I was interested in a lot of things and didn't feel I had a specific career trajectory in mind. I spent the year after graduating in Norwich working a couple of jobs. I spent some time in retail (hated it), six months working on campus (loved it), and interned at a charity called Hope Into Action, all to slowly build up my CV.

I now work in Bournemouth, as a support worker at a charity called International Care Network (ICN). ICN have contracts with Bournemouth, Poole and Dorset Councils to support the resettlement and integration of Syrian families arriving in England under the government's Syrian Vulnerable Persons Resettlement Scheme. We take on a large proportion of the day-to-day support from the local councils, including picking the resettled families up from the airport, carrying out local orientation and getting them set up with service providers such as GPs, schools, and employers. Our aim is to support families to find their feet, build healthy relationships, and successfully integrate into their community. The job is always varied and sometimes extremely difficult, but I love it. I get to build really strong, long-term relationships with the families who arrive, and it's such a privilege to stand alongside and support them during such a pivotal period of their life.



Rachael Sawers
BA International
Development with
Social Anthropology
and Politics | 2017

**Your everyday life
contributes to the skills
and strengths you bring
to a job role so don't be
afraid to apply to jobs
that may seem a little
out of your reach.**

DO WHAT YOU LOVE

One of the things I loved about studying in DEV was that we were able to pursue topics that we were personally interested in. I grew up within a conflict zone in sub-Saharan Africa, and have been back several times to help at trauma healing workshops being run by faith-based organisations there. These experiences sparked an interest in me regarding the effects that experiencing trauma, either second- or first-hand, can have on development personnel. When it came to approaching a member of staff to supervise my dissertation, I was really apprehensive that I would have to alter my subject matter, as it didn't fall into anyone's 'key research areas'. However, when I approached my course director she encouraged me to stick with the topic that I was passionate about and did an amazing job of supervising and critiquing my progress, despite it not being her specific area of expertise. I especially value this in my current job role, as secondary traumatic stress is something which can easily affect those working in support roles with traumatised individuals. I have felt so much more equipped to process what I hear, see and experience at work, knowing the practical steps I can take to maintain my wellbeing and ability to care for others.

Another great thing about UEA is that we were also recommended to take modules outside our School where possible. On a whim, I decided to take a beginner's Arabic class for a semester – which has now come in very handy!

EXPERIENCE COUNTS TOO

Yes, internships and volunteering are very helpful when it comes to getting a job in the development sector, but never be afraid to make use of the experience you have picked up incidentally. Your everyday life contributes to the skills and strengths you bring to a job role so don't be afraid to apply to jobs that may seem a little out of your reach. On paper, I could have been considered vastly underqualified to take on my current role, but I did have international experience, a personal understanding of living in other cultures and I care very deeply that refugees coming to England should know that they are welcome and valued here. I am so grateful to work for an organisation which sees and values that above age or work experience.

STUDENT CASE STUDY

ACADEMIA BECKONS FOR FRANCESCA

WHAT COURSE DID YOU STUDY?

I graduated with a first class honours degree in BA International Development from UEA in 2018. I developed a keen interest in post colonialism and critical race theory, and thus several of my research papers/assignments are grounded upon these theories. I was honoured to win the Justin Graham Prize for an essay I produced for my Sub Saharan African module, exploring to what extent colonialism can be held responsible for the failings of the state in post-colonial Africa. My study was premised on the idea that the critical impediments to democratisation and institutional stability of the post – colonial Ugandan state are grounded in the legacy of the colonial administration, and are not inherent to the Ugandan state. I went on to develop my research into post colonialism and wrote my undergraduate dissertation on ‘Rethinking racial trauma: An Examination of Colonialism, Transgenerational Trauma and British Higher Education’. Grounded upon critical race theory, my thesis proposed that racialised trauma among the black British diaspora has become transgenerational through British institutions, one such institution being the British university. I argued that, in order to conceptualise the black attainment gap, one must deconstruct the British university to analyse the ways in which black students experience trauma in these spaces. My research featured in depth interviews with black clinicians, black professors, black students, and an exploration of my own identity as a student of Caribbean descent. This research has propelled me into spaces that I had never believed I could be in, and has opened several doors for me.

HOW HAS YOUR CAREER DEVELOPED SINCE YOU GRADUATED?

Since graduating in 2018, I made the decision to continue my research into race and education, by preparing myself and my body of research for a Master’s degree/ PhD in the near future. To achieve this, I used to my research to position myself as an early researcher in critical academic networks, using my undergraduate research to connect with researchers who are leading in my field of interest. In May of this year, I was a keynote speaker at the Early Careers Research Conference held at The University of East London. Due to the research I produced at undergraduate level, I have attracted the attention of several professors from a range of universities who have agreed to mentor me throughout my journey as a prospective academic. My research has also attracted the attention of a few academic journals, such as The CIRCLE Journal of Impact Cultures (UEL) and a radical research group at Goldsmiths University.

ANY ADVICE FOR PROSPECTIVE STUDENTS?

You are in the right place to study this discipline! The UEA is one of the top universities in the UK for International Development, with a dedicated body of lecturers who are leaders in their fields. Make the most of your time here, and connect with those lecturers who have the same research interests as you. This discipline is incredibly expansive and the modules will most definitely allow for an exploration of one’s particular interest in the field. Take the leap, be brave, and pursue your interest, as your research can have the power to open doors that you have never have imagined. This degree will provide an excellent insight into the political discourse of several contexts, and will challenge you as a researcher to think critically, deconstruct narratives, question, and develop your own ideas into a solid thesis – which in turn, will inform and possibly reconceptualise your own world view. It is an invaluable journey of academic discovery, and you will be armed with all the resources necessary to produce something wonderful.



Francesca Gilbert
BA International Development | 2018

Take the leap, be brave, and pursue your interest, as your research can have the power to open doors that you have never have imagined.

#ALL4 SOCIAL CHANGE

PHD WEBINAR SERIES – A GROWING PLATFORM

In December 2018, PGR students linked to the EDU-DEV UNESCO Chair in Adult Literacy and Learning for Social Transformation programme launched the #ALL4SocialChange webinar series. This has been a PhD-led and PhD-focused initiative to create a platform to share ongoing research in adult literacy and learning (ALL) among early career researchers (ECRs), policymakers and practitioners. Organisers of this initiative are Christopher Millora and Helene Binesse, both of whom are third-year PGR students.

To date, this student-run webinar series has hosted nine webinars with presenters from the UK, the Philippines, Ethiopia, Spain, South Korea and Turkey. The webinars were chaired by academics from the University of East Anglia, Tribuvan University (Kathmandu) and the University of Santo Tomas (Philippines), practitioners from SIL International and the UNESCO Institute for Lifelong Learning.

The series has reached over 560 registrations from at least 35 countries and various organisations (universities in the UK and outside, INGOs, and various Ministries and government departments), with significant registration from institutions in the Global South.

Moving forward, the organisers are now looking at other ways to expand the webinar experience: they have recently organised live webinars in Ethiopia and the Philippines and working towards webinars in other languages such as French and Arabic.

PhD researchers who would like to present their work on adult literacy and learning are welcome on board. Just send an email to unesco.chair@uea.ac.uk

SCHOOL STORIES

/ #ALL4 SOCIAL CHANGE
/ GEJ CONFERENCE
/ OUT IN THE FIELD, IN SCOTLAND
/ FOUNDATION YEAR IS LAUNCHED
/ UEA UNIVERSITY OF SANCTUARY
/ NEW ONLINE COURSE

ENVIRONMENTAL JUSTICE CONFERENCE

In July 2019, the Global Environmental Justice (GEJ) group, based in DEV, hosted their very first Environmental Justice Conference, titled *Transformative Connections*.

The GEJ group at UEA is committed to ensuring that attention to injustices is enhanced across all areas of contemporary environmental governance. The urgency of this task has never seemed higher: increases in global carbon dioxide emissions continue to grow, biodiversity is being lost at unprecedented rates and inequality increases.

Under this year's central theme, three main areas were explored and discussed:

CONNECTING SCALES

The globalisation of environmental justice analysis has been driven by the physical and human scales of environmental issues, including the political, cultural and economic mechanisms that produce inequalities. The conference explored new understandings of the connections between these scales globally.

CONNECTING MOVEMENTS

High profile protests such as Standing Rock have revealed deep-seated connections between movements focused on the environment, gender, race, indigeneity, labour, peace and so on. The conference explored the dynamic understandings of discrimination and revealed a more critical agenda for justice in the global movements towards sustainability.

CONNECTING WORLDVIEWS

The conference welcomed research that connects diverse academic and activist knowledge and experience, as well as research that serves to counter oppressive structures, for example through decolonising environmental discussions and facilitating multi-worldview dialogues about alternative futures and justice within transitions.

The conference welcomed four keynote speakers who span the academic and activist perspectives of environmental justice:

David Schlosberg is a Professor of Environmental Politics from the University of Sydney, who is an expert on environmental and climate justice, climate adaptation and resilience, environmental movements, and the practices of everyday life.

Madhu Sarin is a fellow of the Rights and Resources Initiative, and now Honorary Graduate of UEA, who has been working on forest tenure reform in India for over 16 years. Her primary focus for almost four decades has been on gender with respect to equity-sensitive community empowerment, and democratising natural resource governance.

Leah Temper is an ecological economist, scholar activist, and filmmaker. She is the founder and co-director of the Global Atlas of Environmental Justice, an initiative mapping ecological conflicts and spaces of resistance around the world.

Asad Rehman is the Executive Director of War on Want, an anti-poverty charity working to achieve a vision of a just world by fighting against the root causes of poverty and human rights violation. Asad has been working with War on Want since 2017, and before that he was Head of International Climate at Friends of the Earth.

On two afternoons the GEJ group hosted a reflexive walk for conference delegates around the beautiful Earlham Hall gardens, encouraging people to take time to consider their own journeys into environmental justice research or activism, and their own wellbeing.

The conference was planned to be as environmentally just as possible. From the use of the Enterprise Centre with its sustainability credentials, to encouraging reusable bottles and providing a 100% vegetarian menu, all aimed to reduce the carbon footprint of the conference. In addition, a number of speakers joined the conference remotely and many of the sessions were live-streamed for people to access across the world.



GLOBAL
ENVIRONMENTAL
JUSTICE GROUP

To view any of the outputs from the conference, go to the GEJ group website:
www.uea.ac.uk/global-environmental-justice/conference-2019



A croft on the Isle of Mull.

OUT IN THE FIELD, IN SCOTLAND

DEV OBAN FIELD COURSE 2019

We run a number of field courses for undergraduates in DEV, some abroad and some in the UK. I write this article half-way through the DEV Natural Resources and Environment field course in Oban, Scotland in June 2019. In spite of its name this course is available and relevant to all studying international development and geography in the School.

“Can you really study international development in the UK?” you might ask. “Yes, of course!” is the answer. Almost every theory, challenge, conflict we talk about in the classroom is present and relevant to some degree in the UK and indeed most countries, wherever you are in the world.

We always follow a student project-led model with this field course. We go to a different place most years, somewhere far enough away from UEA to be “different” in environmental, socio-economic and perhaps cultural terms from what most students have encountered before. Generally, the “Celtic Fringe”, i.e. west Scotland, west Ireland etc. serves us well in this regard. After a couple of days orientation and discussions about research methods (and ethics!) the students are let loose and given the freedom and support to work on their research project for 3-4 days before presenting their preliminary findings to the group and then writing their research up in a research paper format.

We have in the last two days visited a croft on the Isle of Mull where seaweed is the primary means of improving land and over centuries has given rise to richly productive coastal soils in sheltered areas. Full time crofters tend to live a pretty marginal existence but this one has diversified in a number of ways: managing a couple of holiday lets and a market garden and shop that allows the whole community to sell local produce through the year.

Fishermen, salmon and mussel farms, tourist boats (sea eagles, puffins, whales and dolphins), marine protected areas and wind farms all compete for access and rights to the stunning sounds, lochs and firths that make up the area's vast inshore marine water resources. Oban is the centre for many of these activities and the acknowledged gateway to the islands of Mull, Iona, Tiree and the smaller islands that make up the Inner Hebrides.

We have heard a lot from those responsible for managing these resources about the need for careful communication with the above stakeholders and skills in environmental monitoring, conflict resolution, trade-off analysis etc. to help build consensus on the best approaches for protecting and managing claims made on these resources.

A typical day in Oban: one student left at 5.00 am this morning on a ferry for a two day trip to Iona, a famous historic island with a community that has proven sustainable and appears to thrive to the present day. His project is trying to understand community resilience and sustainability and the role the environment has played in this. Other students are talking with fishermen and tour guides, looking at conflict and consensus building between the various stakeholders with interests in the marine resources mentioned above. Another is exploring options for resolving some of the tensions that exist between the hugely successful sea eagle re-introduction programme on Mull and local sheep farmers, some of whom are losing significant numbers of new-born lambs to the sea eagles. Another is looking at the potential for using seaweed, a locally abundant resource, for food, fuel, cosmetics etc. in the Oban area. The diversity of issues here is huge, many link in some way to the environment but all require an understanding of politics, power-relations, economics and local society to understand and analyse fully.

So, Oban is a perfect place to for a field course in International Development!

Dr John McDonagh
Course Director, BSc Environment
and International Development

“Can you really study international development in the UK?” you might ask.
“Yes, of course!”

FOUNDATION YEAR IS LAUNCHED

BA International Development and BA Geography and International Development (both with A Foundation Year)

This September DEV will welcome the first students who will study on its new Foundation Year. At UEA we believe everyone should have the chance to study at degree level and we are excited to be able to offer this to widen participation in studying international development to students who might not otherwise have the opportunity to so.

The Foundation Year aims to equip students so that they can study effectively and flourish in their university education. The course will introduce students to key themes within international development, including issues such as climate change, migration, conflict, gender, inequality, HIV/AIDS and population change, encouraging students to think about how people are impacted by and shape their world. Students will also be supported to expand their academic literacy, with a focus on developing independent study skills and ensuring those that need to be able to access learning and disability support.

The year will be convened by Dr Sophie Bremner and taught by an interdisciplinary team of academic staff, connecting students to the wealth of original research that is carried out in the School. Teaching will primarily be seminar-based with smaller class numbers, to enable greater support and interactivity in learning.

After successful completion, students will continue on the BA International Development or BA Geography with International Development. Alternatively, students will have the choice to transfer to any of the interdisciplinary undergraduate degree pathways in DEV or the BA Geography in the School of Environmental Sciences.

Sophie Bremner

Search *International Development Foundation Year* at www.uea.ac.uk

A YEAR OF PROGRESS

UEA UNIVERSITY OF SANCTUARY

In January 2019, the initiative celebrated its one-year anniversary with a range of its partner organisations, supporters, UEA staff and students. In June 2019, the initiative not only made an appearance at UEA's annual Court, but its work was also recognised with a UEA group project engagement award. We are hopeful that this rising visibility will help to further promote the Sanctuary ethos across UEA, which is to create an atmosphere of safety, welcome and inclusiveness for all, in particular – but not exclusively – for those who had to flee violence and persecution.

UEA had been awarded University of Sanctuary status in January 2018 and was one of the first universities in the UK to receive this accolade in recognition of its work with and for asylum seekers and refugees. The initiative consists of more than 30 members of UEA staff and students across different schools and departments, has its own steering group and University of Sanctuary Liaison Officer, Madeleine Dutton. The six main pillars of the initiative's work at UEA are:

- The provision of Sanctuary Scholarships
- English language support for the university level
- A multidisciplinary public lecture series
- Collaborations with Schools and City of Sanctuary partners
- The work of UEA'S "Student Action for Refugees" group
- Membership of the Council for At-Risk Academics

In our work for the University of Sanctuary initiative, we are acutely aware of the political and social relevance of the Sanctuary movement, given record numbers of displaced people worldwide, the severe hardships that can come with being in the asylum system in the UK, and the recent rise of nationalist defensive populism across Europe.

If you would like to find out more search UEA University of Sanctuary at www.uea.ac.uk



A freight train passes through Kibera bound for Uganda (photo: Brian Otieno).

NEW ONLINE COURSE

WHAT IS INTERNATIONAL DEVELOPMENT?

The School of International Development has recently been filming in Kenya for a free online course which will launch in January 2020 on the Future Learn platform. The course will build on themes from teaching within the department to provide an entry level introduction to some key ideas, concepts and debates in International Development in the context of Nairobi, including uneven development, population growth, migration, urbanisation and media and development.

For more information about the course, see:
www.futurelearn.com

DEV CATCH-UP

UEA DECLARES CLIMATE AND BIODIVERSITY EMERGENCY

UEA has declared a climate and biodiversity emergency following the successful work of Dr Hannah Hoechner, working with Extinction Rebellion UEA, to promote and continue UEA's commitment to responding to rapid climate change.

AND THE PRIZE GOES TO...

INNOVATION & IMPACT AWARDS

Congratulations to Martin Scott, pictured here with colleagues from Public Media Alliance, who won the Outstanding Impact in Policy and Practice Award in the 2019 UEA Innovation and Impact Awards (below). The prize recognised his recent work on supporting Humanitarian Journalism.

3rd PLACE IN ZIGGURAT CHALLENGE

The School of Economics and the School of International Development joined forces for the annual Ziggurat challenge, coming in third place (below right). Open to all staff and students, the programme promotes competition and participation in over 23 different events.

GREEN IMPACT TEAM GET BRONZE AND SILVER AWARD

The DEV Green Impact Team have gone from strength to strength this year and completed both the Bronze and Silver Award. The team (below left) was also awarded the Environmental Improvement Award for creating an environmental policy-working group within the department to assess the initiatives in place to manage the environmental impacts of the School. Headed by Hannah Gray, Dr Hannah Hoechner, Dr Mark Tebboth and Dr Oliver Springate-Baginski.



ENGAGEMENT AWARDS

The UEA University of Sanctuary Initiative has been awarded the Group Project Award for their collaborative work with refugees and asylum seekers in Norfolk. UEA was officially awarded University of Sanctuary status back in January 2018, and the University of Sanctuary team have been closely with DEV academic staff, including Ulrike Theuerkauf, along with a variety of other Schools and departments.

BOOKS

International Large-Scale Assessment in Education: Insider Research Perspectives
Edited by Dr Bryan Maddox
Published by Bloomsbury Academic, November 2018.

How China is Reshaping the Global Economy: Development Impacts in Africa and Latin America by Prof Rhys Jenkins
Published by Oxford University Press, November 2018.



Juliet – Library Officer.

MAKING A DIFFERENCE – DONATING BOOKS FOR UGANDA

Ben Jones has been collecting academic books for a community resource centre run by Norah Owaraga (on behalf of NGO CPAR) – the only public place in Lira (Uganda) students can go and read. DEV's David Girling and Arjan Verschoor took the first batch of donated books over in June 2019. To help, or to donate books, contact Ben on b.w.jones@uea.ac.uk.

FELLOWSHIP

Congratulations to **Prof Dabo Guan** on becoming a fellow of the Academy of Social Sciences.

SAIN IN CHINA

The UK-China Sustainable Agriculture Innovation Network (SAIN) organised an Agricultural Green Development Forum in May 2019, at the Beijing International Horticulture Expo 2019. The participants signed a pledge to promote UK China cooperation on agricultural green development.



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