

CHANGE MAKERS, PARTICIPANT-LED CAMPAIGNS AND A NO-COAL GOAL A YEAR IN DEVELOPMENT



WELCOME TO A YEAR IN DEV



By Prof Laura Camfield
Head of School

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1st

DEVELOPMENT STUDIES

Times Higher Education
REF 2021 Analysis

See page 5

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Seller – part of the Colombia
photography exhibition

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Christian Escobar Mora

Next year DEV will celebrate its 50th Anniversary.

As part of this celebration we commissioned Christian (@escobarmora) – an independent photojournalist – to produce a range of photographs in Colombia.

View the full online exhibition on @everyday.dev

This was my fourth year as Head of School, not that I'm counting, and we haven't said goodbye to Covid-19 in quite the way that we'd hoped. And in saying goodbye, we've 'welcomed' a war in Ukraine, acute food shortages in East Africa, and a global cost of living crisis. Nonetheless, DEV has continued to thrive in terms of its teaching, research, and student outcomes, reflected most obviously in our stellar result in the UK's research assessment exercise, REF 2022. To be first for the quality of our research among development studies institutions in the UK is a tremendous achievement, as is receiving the highest possible mark for the three examples we chose to demonstrate our impact: **social justice and equity in conservation management among the Monkoxi in Bolivia; community-based social care in Brazil; and agricultural insurance to support smallholder farmers' investment in Uganda.**

The **Norwich Institute for Sustainable Development (NISD)**, a collaboration between DEV, UEA and other world-leading research institutes on the Norwich Research Park to address the second United Nations Sustainable Development Goal 2 of "zero hunger", has continued to go from strength to strength. Highlights included hosting 2021 World Food Prize winner Shakuntala Haraksingh Thilsted who gave the annual JIF lecture on aquatic foods for nourishing people and planet. NISD were also successful in obtaining funding for a Leverhulme PhD that links DEV, Tyndall and JIC and combines climate projections with agricultural and breeding strategies. We continue to reach out to policymakers and NISD presented their work at the UK government 'Evidence Week' and at a briefing meeting with DEFRA members about new biotechnologies.

We celebrated the biggest every group of Chevening scholars in DEV (Chevening Scholarships enable outstanding emerging global leaders to pursue one-year master's degrees in the UK). DEV scholars were mostly female and one of them will be staying with us for their PhD on the lives of Afghani women working in the third sector. We also renewed our links with the City of Norwich and our sister institution, the Norwich University of the Arts, at the first annual Civic procession in three years. We processed in full robes – and at least 20-degree heat - from City Hall to the Anglican Cathedral for a service of blessing alongside representatives of the main Norwich guilds. DEV students and staff responded with typical generosity to appeals for Ukraine organised by one of our politics lecturers and **we shipped over 60 boxes to a reception centre in Lviv.** This year the DEV/ECO Ziggurat sports team were third – an impressive joint effort from our students and staff, especially considering we were still not fully back on campus.

This has been another challenging year, but it has brought rewarding moments, including the continued pleasure of gazing out on the beautiful UEA campus, and the everchanging sculptures sourced by the Sainsbury's Centre. I hope you can take some time to enjoy it if you're coming back to visit, or at the start of your journey with DEV.

Prof Laura Camfield
Head of School

THE CHANGE MAKERS

This year six DEV masters students participated in UEA's Change Makers competition to gain support for different social enterprises. After an intensive period of UEA-sponsored mentoring to develop their ideas, they presented at an event at The Enterprise Centre supported by all their colleagues. All the projects were exceptional and we were delighted to see Erwin Pardo Toledo and Tan Fu Yu's wildfire app win the Judges' prize.

ERWIN PARDO TOLEDO

MSc Climate Change and International Development
In partnership with ENV student Tan Fu Yu

A mobile application – KAA IYA – using machine learning and GIS to predict the occurrence, intensity and direction of wildfires in the Amazonian rainforest and send this information as alerts to users, businesses, indigenous groups and decision makers.



© David Kirkham (Fisheye Images)

SUDARSHAN THAKUR

MA Gender Analysis in International Development

MALEK SAEED

MA Education and Development

MAMDOUH TELLO

MA International Development

A social enterprise – NETWO-C – to support small grassroots organisations working on the developmental and humanitarian issues in raising grants and funds and build their capacities in managing projects more effectively.

AMBER SISSION

MA Gender Analysis and International Development

The vision of Anka is to provide quality menstrual cycle education to people around the world. Anka is education, empowerment and community for life; from the first bleed to the last bleed, and beyond!

More Change Makers on page 4



© Adobe Stock

THE CHANGE MAKERS

(Continued from page 3)

SIDDHARTH SUNIL PANICKER

MSc Climate Change and International Development
In partnership with Ashley Dudey

A seaweed farm based off the East Coast – Sea-C Captive – focussed on harnessing seaweed as a carbon capture source and providing it to local firms either as food or biomaterial.

JASON SALGADO

MSc Climate Change and International Development

A decentralised finance (DeFi) platform – Climateshare – that uses blockchain to connect climate entrepreneurs with financial opportunities from the International Carbon Market.



The original DEV Farm oxen.

COLLECTIVELY ACTIVE

THE CONCRETE COLLECTIVE

An exciting student-led initiative was the Concrete Collective, a small collective of Black and Minority Ethnic staff and doctoral students who explored and challenged notions of ‘belonging’ within Higher Education. This process culminated in a collaborative zine, Degrees of Belonging, which drew on experiments with collaging, body-mapping, and more-than-human methodologies to creatively reveal connections to place and space within the university, and how this impacts a sense of belonging over time.

DEV FARM REVIVAL

Another collective activity has been the revival of the DEV farm, fondly remembered by alumni from 30 or so years ago. While the twin bullocks Gunder and Frank (named after leading development theorists, of course) are sadly no longer with us, Oliver Springate-Baginski has negotiated the old Estates carpark on the edge of the Broad as a potential site. He says “I have finally negotiated a mountain of donkey manure ... Thereafter we can sow an autumn/winter green manure crop, funds permitting, to build up the soil for cultivation. We have been defining the perimeter with sapling planting and have another 420 coming in the autumn (to enable mixed cropping). We should be able to foresee actual vegetable cultivation next spring.”


1st
DEVELOPMENT STUDIES
 Times Higher Education
 REF 2021 Analysis

A BIG THANK YOU FROM DEV

We were delighted that the School of International Development was recently ranked first for overall research quality, impact and outputs in development studies in the Research Excellence Framework, which assesses the research quality of UK Universities (Times Higher REF Analysis 2021). 91% of DEV’s research was judged as

‘world-leading’ or ‘internationally excellent’. We believe that the key to this success is the close, and often long term, relationships between DEV staff and individuals, communities and organisations globally. Our research is informed by these relationships and feeds directly into our teaching and policy work with international and national organisations.

We wanted to communicate our sincere thanks to all the talented and dedicated research collaborators we have been privileged to work with since August 2013 (the beginning of the REF assessment period). We have examined our records to put together this selection, recognising this will not be everyone and we know there are many individuals within each organisation that also played their part.

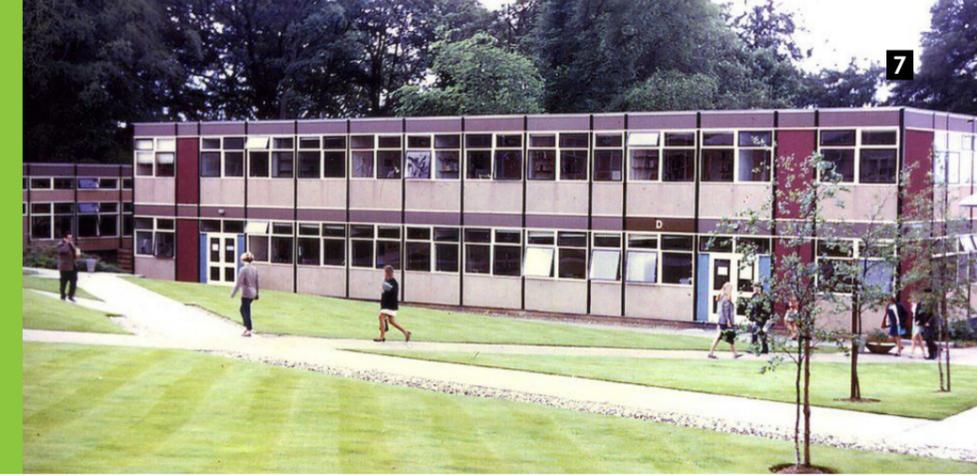
We could not have achieved our research without the efforts of each and every individual – we thank you all.

[CLICK TO READ OUR THANK YOU LIST](#)

HELLO AND GOODBYE



From left: Zoe, Emma and Rhys.



University Village in the 1970s.

HELLO TO DEV'S NEW ADMIN STAFF...

ZOE BONE

Programme Coordinator for Placements

Zoe Bone joined in November 2021 as the Programme Coordinator for Placements. A DEV Graduate, Zoe has returned after many years working in the Teaching English as a Foreign Language (TEFL) industry, coordinating courses abroad.

Her role is to support the School in organising both year-long placements as part of the International Development with a Placement Year and the shorter, Development Work Placement module for undergraduate and postgraduate students. She works with the Placement Directors to collate lists of placements offered to our students by existing contacts, share information with the students on relevant opportunities and coordinates the administration of placement applications. She is the point of contact for anyone with a query about DEV placements – staff, students and

placement hosts alike. 2022/2023 will see our first cohort undertake their placement years. If any first year students are considering switching to a placement year and have any questions, please do get in touch with Zoe via dev.placements@uea.ac.uk

EMMA ROWLES

School Support Assistant

Emma Rowles graduated from UEA last year and joined DEV in August 2021 as a School Support Assistant, providing administrative support to the School. Emma's role is a key point of contact in answering general enquiries for visitors, staff and students and coordinating follow up action. Emma's role is vital for the smooth running of the School, particularly events that help create a sense of community amongst staff and students. For general enquiries, please contact Emma at dev.general@uea.ac.uk

FIFTY YEARS IN DEV

Next year DEV will be celebrating half a century as a School at UEA. Rhys Jenkins – at DEV from the start – retired in October 2021. Here he reflects on his (almost) fifty years in DEV.

I joined at the very beginning in 1973 when it was established as a separate School with almost twenty lecturers, some of whom were already at UEA in the School of Social Studies and some of whom were newly appointed like me. From today's standpoint it is embarrassing to recall that the initial cohort of lecturers was entirely male and white, although I don't recall it being commented on at all at the time.

UEA was only a decade old at the time and new Schools were given a home in prefabs in the University Village while the main campus was being built, so that's where DEV started and as resources for expanding the campus grew scarce, there it remained for a decade. The location away from the main campus helped create a strong sense of DEV identity reinforced by informal staff-student games of volleyball, a bar on site, and the end of year ceilidh with accompanying pit roasts at which several staff with African experience were expert.

Those were exciting times as we set up the first undergraduate degree in development. From the beginning there was a strong commitment to interdisciplinarity, not only across the social sciences but also including natural sciences with an emphasis on agriculture and environment. There were also heated ideological debates about the best way of teaching

traditional disciplines, particularly economics, in a development context.

DEV was unusual not only in the range of disciplines that it encompassed, but also in the way that it combined academic with consultancy and advisory work. The Overseas Development Group (ODG, now DEVCo) had been set up in 1967 within the School of Social Studies by Professor Athole Mackintosh who became DEV's first Dean. It was established to enable teachers of development studies to work in the Global South in close contact with policy makers, bringing back those experiences to feed into the teaching. Lecturers were expected to spend up to a third of their time working, mainly abroad, on non-UEA funded research and consultancy. Long before 'Impact' became a key criterion of research evaluation, DEV was committed not only to interpreting the world but also to changing it.

Another feature of the School was the DEV Farm and the oxen which were used for experiments with animal traction. The original oxen were named Left and Right (for obvious reasons) before being replaced by Gunder and Frank named after the leading proponent of dependency theory who was Professor of Development Studies in the School in the late seventies and early eighties. The farm was also used

for teaching and research on soil and crop science.

While DEV is now regarded as a jewel in UEA's crown, underlined by its recognition as the top UK development studies institution in the recent Research Excellence Framework, this has not always been the case. In the mid-1980s the School faced an existential threat as the University was subject to the Thatcher government's cuts to funding for higher education and proposed to close the undergraduate degree in development studies. This led to a major national and international campaign as we mobilised our contacts, with articles in The Times and questions being raised in Parliament. In the end the University relented, and we survived although with a significant reduction in undergraduate numbers for several years.

Since then, DEV has gone from strength to strength, expanding in terms of staff and student numbers and diversifying the range of undergraduate and postgraduate courses that it offers. When I joined DEV, initially on a five-year contract, I never imagined I would stay for almost ten times that long. We can all look back with pride on what has been achieved over this period, and forward with confidence to the next half century.

...AND GOODBYE TO

Guy Crawford

Teaching Fellow in Geography and International Development

Neil Dawson

Research Fellow

Suzanne Henry

Decolonise Research Associate

Sarah Jenkins

Lecturer in Politics and International Development

Rinchen Lama

VC Global Talent Research Fellowship

Yuelai Lu

Senior Research Fellow

Thin Phan

Decolonise Research Associate

Kate Ryan

Communications Officer

Fabiana Saddi

Research Associate

Anuprita Shukla

Senior Research Associate

Surya Simon

Decolonise Research Associate

Yao Wang

Decolonise Research Associate

Carole White

Visiting Research Fellow

Dong Xia Xue

Support Staff

RESEARCH NEWS

- / Peacebuilding with the community
- / Who owns the story?
- / A 'just' transition from coal
- / Migrant fishers' crossed lines
- / Two-way knowledge-exchange
- / Creating a safer grass pea

Left: Teachers and community leaders showcasing one of the peacebuilding prototypes, Ibague, February 2020.

Below: The research team saw the project working with both academics and the people who live and work here. © Iokine Rodriguez Fernandez

PEACEBUILDING – FROM THE BOTTOM UP



© Iokine Rodriguez Fernandez

The “School, Territory and Post-Conflict: Grounding a Local Culture of Peace in Southern Tolima, Colombia” project (Oct 2018-Sep 2021) was an innovative and transformative research project.

THE PROJECT'S AIM

Its aim was to support primary schools and community organisations from South Tolima to jointly define bottom-up peacebuilding initiatives that could contribute to a reconnection with the territory and to achieving sustainable peace after the signing of the 2016 Peace Accord between the FARC guerrilla and the National Government.

METHOD

Using a decolonial, co-production of knowledge research methodology, the project involved 100 community co-researchers from four different municipalities (Ataco, Rio Blanco, Planadas and Chaparral) of the Southern Tolima region, including teachers and students from eight primary schools and representatives from nine community organisations, such as women’s networks, coffee producers and youth and environmental NGOs, as well as 13 academic researchers (four from DEV, five from Ibague University and four from Eureka Educativa). Throughout the

project, academic and non-academic partners engaged in consistent knowledge exchange and intercultural dialogues about the impacts of war in school life and peacebuilding strategies developed by communities amidst the armed conflict.

A total of 43 research engagement events were carried out, including project planning, follow-up and evaluation workshops, participatory-research, reflective-thinking, design-thinking, creative-writing and power-analysis workshops, museographic exhibitions, and participatory video-making training sessions.

Additionally, a fundamental aspect of the project was its commitment to the co-production of non-academic outputs that would be locally relevant and thus ensure the social appropriation of co-produced knowledge. Hence, research engagement activities were strategically designed to facilitate the production of 17 community led, creative writing and art-based outputs. These included seven peacebuilding prototypes developed between schoolteachers

and community organisations, four community co-authored books and three participatory videos about local visions of peace, a traditional women’s dress peacebuilding prototype and an interactive online tool about the meanings of peace and the Tolima Territory to the Tolima folk. These products can be found in the project’s website: pluriversodepazentolima.net

The project was equally committed to facilitating community engagement in the dissemination of the project’s outputs. In addition to the project’s webpage, two webinar series were organised in 2021 to give visibility to the local peacebuilding initiatives. By connecting our local co-partners with other actors, the webinars helped to build bridges with other community organisations (such as the important linked generated with “Hands Across the Divide”, a women’s organisation of Cyprus). Furthermore, three of the community organisations presented their participatory videos in the second edition of the *Communities & Communication – International Interdisciplinary Conference and Art/Film Festival* held in May 2022.

OUTCOME

So far, the project has produced outstanding impacts helping to re-signify peacebuilding in Tolima as a bottom-up process, to develop a sense of reconnection to the territory among the participants and to strengthen their ongoing peacebuilding initiatives. This is reflected in the social appropriation of the project and its outputs. For instance, after the project ended, some community organisations like the Association of Women entrepreneurs of Herrera, Tolima (Asoheht), set up a support group in two new locations to help women fight against domestic

violence, where they have been using the project outputs. They have also been invited by the Tolima Regional Government to showcase their project outputs in regional fairs. Our academic co-partners in Colombia have also been making extensive use of the outputs (videos, books and web pages) with a wide range of social actors from South Tolima in capacity building workshops and teaching.

THE RESEARCH TEAM

“The project has been a space for learning; I value it as an opportunity for the territory and the people to engage with academia, but also for academics and people who work in these spaces, to come, to travel to the territories, to learn collectively, to learn by doing. I also find the design of these new ways of learning very interesting. I believe that these spaces allow us to reiterate that knowledge production in our territories does not come only from academia and that these research processes are and represent much more value because they really capture the realities we experience in the regions”. *Jeferson Rodriguez, Fupapt, Webinar “Research and Peace”, 2020*

Written by **Dr Iokine Rodriguez Fernandez**

Research funded by UKRI and the Colombian Ministry of Science and led by the School of International Development from UEA (Iokiñe Rodriguez (PI), Cristina Sala, Teresa Armijos and Ulrike Theuerkauf), the University of Ibague (John Jairo Uribe, Maria del Pilar Salamanxa, NOhora Barros, Santiago Padilla) and Eureka Educativa (Monica Lozaron, Mario Mendoza, Rodrigo Parra, Daniela Montana) from Colombia.



© Iokine Rodriguez Fernandez

CO-PRODUCED OUTPUTS

LINKS TO COMMUNITY AUTHORED BOOKS

For a full list of publications visit: pluriversodepazentolima.net/productos

LINKS TO PARTICIPATORY VIDEOS

Peace from an environmental perspective – Fupapt’s work in Planadas, Tolima

Weaving our memory – Herreruno peacebuilders

Weaving ties... Weaving the future! Memory of the Chaparralunas Women’s Network for Peace

LINK TO TALKING ONLINE INTERACTIVE MAP

mapas.pluriversodepazentolima.net

LINKS TO PEACEBUILDING PROTOTYPES

eurekaeducativa.com/etp/construir-paz-territorio


WINNER
UEA 2022
“CHAMPION”
ENGAGEMENT
AWARD
 Click here to see the announcement

Below: Patrick Malachi, a community health worker in Nairobi, Kenya.

WHO OWNS THE STORY?

A head to head study of charity led vs participant led fundraising campaigns.



© Brian Otieno



Fundraising appeals led by the people they intend to help can raise more money and be more effective than those created by the charity itself – according to new research by the University of East Anglia (UEA) and University of the Arts London (UAL).

In partnership with Amref Health Africa, the ‘Who Owns the Story?’ study involved two appeal packs going head-to-head with supporters, the first time live financial responses to fundraising campaigns have been tested by a charity.

Charities and international non-governmental organisations (INGOs) are often criticised for the use of their imagery and messaging in fundraising appeals. While there have been many recent positive examples of shifts towards what is often known as responsible or ethical storytelling from Euro-US based charities telling stories about those outside this region, the power to decide what story is told and how still firmly resides within the fundraising countries.

In this study, the researchers aimed to explore how UK audiences respond financially and emotionally to stories of poverty developed and told directly by the image ‘subject’ in their own words, as opposed to fundraising materials designed by the charity.

Two appeal packs were sent out to about 1800 people on Amref UK’s supporter database. The first pack



The research shows that community created campaigns come out on top. © AMREF

was created by Patrick Malachi, a community health worker in Nairobi, Kenya, who controlled all editorial decisions, took, and selected the images, and told the story in his own words, while the second was created by Amref with the help of a professional photographer and told in the voice of the INGO.

Key findings from the study, published in a report today, include:

- The pack designed by the community health worker raised more money than the one created by UK-based fundraisers – and 38% more compared to previous appeals.
- Stories produced by people from their own communities feel more authentic and can create a stronger emotional bond with donors.
- Donors responded to a story told directly by the story ‘subject’ by recognising the positive challenge to some of the stereotypes INGOs are accused of perpetuating: “It’s good to see the old paternalistic model of charitable donation give way to a realisation that Africans are capable of making their own decisions about how to help their community.”

“This research proves without doubt that it is possible to enable participant-led choices regarding storytelling, and still raise as much money as if you had created the fundraising materials yourself. It challenges the dominant sector opinion that in order to raise funds, stories must be selected and created by professional fundraisers. We hope that the project will inspire other organisations to work in partnership with the people whose stories they share.”

“Our results show there is another way of gathering and sharing the stories of people living in poverty around the world,” said Jess Crombie,

Co-Researcher, of UAL’s London College of Communication.

“It is really about trusting that if we hand the power of editorial decision-making and narrative choice to the people living these stories, we won’t just be doing something ethically sound, we will also tell more powerful, more interesting and ultimately more effective stories.”

The charity appeal created by the community health worker also resulted in the participants feeling good about what outsiders hear about their own community, with Patrick saying: “The best thing is that you are talking directly to the real people, they have the best knowledge, the true picture of what they are saying.”

This research was inspired by previous work carried out by Ms Crombie and Mr Girling investigating ‘subject’ responses to their portrayals in humanitarian campaigns. It was carried out during and following a number of events that caused the aid sector to reconsider their approach to communications and fundraising. This included the COVID-19 pandemic, the broader conversations around the need for anti-racist behaviours within the sector; and several scandals in how the humanitarian sector interacts with those that it serves. It also happened during a period of broader understanding of the need to recognise colonial histories and how attempts are made to decolonise.

Written by David Girling

The research was supported by funding from the UEA Quality Related Global Challenges Research Fund and UAL Research Fund



© Gareth Edwards

ACHIEVING A NO-COAL GOAL IN AUSTRALIA – IN A ‘JUST’ WAY

An export coal loader in Queensland, Australia.

Scholars have long argued the vast majority of remaining coal must remain in the ground, and in November 2021, the Glasgow Climate Pact delivered a commitment to ‘phase down’ global coal use. But it is vitally important that this transition is just. In this short British Academy-funded project I led, we examined how the idea of ‘just transition’ is currently being understood in Australia and the challenges Australia faces in achieving a just transition away from coal. It is well-known that Australia’s domestic electricity is very coal-dependent, but less well-known that Australia and Indonesia are consistently the two biggest coal exporters in the world.

Drawing on a review of the literature, analysis of media coverage and interviews with stakeholders, we found that transition planning is developing in Australia’s domestic electricity sector, particularly as coal power station owners decide they are no longer economically viable. But there is very little discussion of whether or how to reduce Australia’s coal exports, despite the fact that nearly 90% of Australia’s coal is exported, mostly to countries in Asia, and this coal is responsible for 3% of global CO2 emissions.

Unlike in other parts of the world where the idea of ‘just transition’ is generally well accepted (at least in principle), in Australia it has been very difficult to gain agreement on the need for transition. This is partly because both sides of politics have historically been very supportive of the coal industry. But over the last decade a small number of Conservative politicians have successfully convinced voters in electorally significant regional communities that transition will lead to unemployment. In doing so, they have made it almost impossible to even talk about transition.

In our study, we found that it was not just trade unionists or environmentalists who wanted Australia to start planning for a transition away from coal. Energy and mining companies, investors and community organisations in coal regions all wanted this too. And they were surprisingly united in wanting the federal government to play a central role in transition planning.

In May 2022 the Australian Labor Party was elected to government in a federal election in which climate change was again prominent in voters minds. In his speech accepting the

Prime Ministership, Anthony Albanese pledged to end the ‘climate wars’ and make Australia a “renewable energy superpower”. This is a laudable goal, but it must be paired with a transition strategy that rapidly winds down Australia’s coal exports.

This transition must be guided by the principles of justice. This ‘just transition’ must take into consideration not only the Australian workers and communities whose livelihoods will be directly affected. It must also take into consideration the impacts of Australia’s coal industry on both present and future people in places both where Australian coal ends up, and those who are most affected by the global warming it produces.

Written by
Dr Gareth Edwards

Find out more
devresearch.uea.ac.uk/project/a-just-transition-away-from-coal-in-australia

Summary report
doi.org/10.5871/just-transitions-a-p/G-E

ANIMATED CROSSED LINES – THE MIGRANT FISHER EXPERIENCES

Dev researchers Dr Natalie Djohari and Dr Carole White have published research and produced a short animation that introduces the crossed lines of communication that occur around the arrival of Filipino migrants into the Scottish fishing industry. By presenting how fishing crew and skippers each perceive their situation, the research exposes their different interpretations of reality and how migrant fishers are vulnerable to forms of coercion and control that are unrecognised or dismissed as unimportant within the industry.

In response to rising costs and a shortage of reliable, local crew, fishing crews from non-EEA countries such as the Philippines and Ghana, have been employed on fishing vessels in North-East Scotland (operating outside 12 nautical miles) since the mid-1990s. Although migrant workers are generally well respected as hardworking and reliable additions to the fishing industry, our research identified an industry blind spot that left migrant crew vulnerable

to particular forms of coercion and control – practices such as withholding food, slaps, kicks, and psychological and verbal abuse of crews, that are difficult to evidence or speak out against.

These forms of abuse remain ‘invisible’ within the industry because the precarious conditions of employment (through transit visas and short-term contracts) make migrant fishers reluctant to come forward. Local cultural practices also prevent recognition, because skipper-crew relationships are interpreted through a lens that dismisses behaviour as part of a difficult working environment, alpha male/old school fishing culture, or inter-cultural misunderstandings.

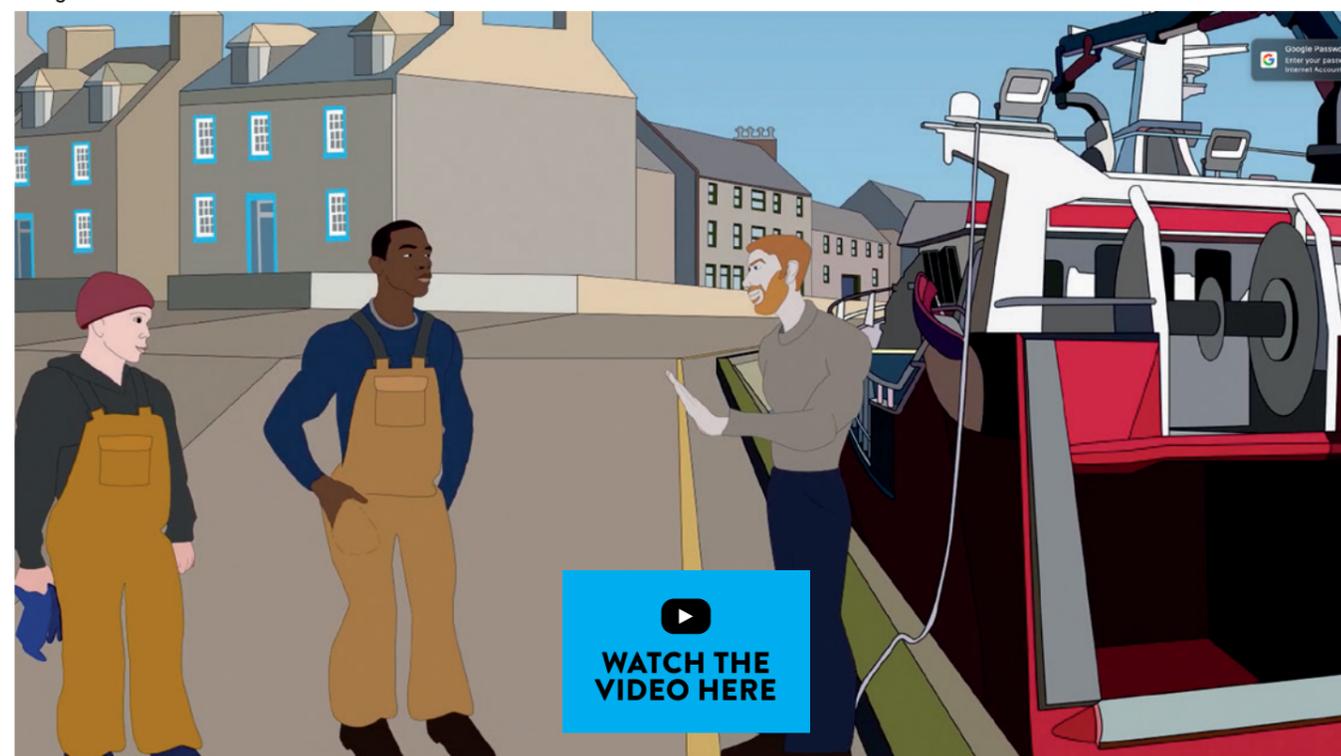
This work highlights how current protections are inadequate because they do not address how the conditions of work (transit visas/ short-term contracts) make migrant crew particularly vulnerable to this type of abuse, and how local industry cultural practices can render such abuse invisible.

Written by
Dr Carole White and Dr Natalie Djohari

Research paper
Djohari, N. and White, C., 2022. How the socio-cultural practices of fishing obscure micro-disciplinary, verbal, and psychological abuse of migrant fishers in North East Scotland. *Maritime Studies*, 21(1), pp.19-34.

The dialogue for this animation was collated from interviews in North-East Scotland (2019-2021) as part of the FisherCoast Research Project devresearch.uea.ac.uk/project/fishercoast

Image still from animation.



WATCH THE VIDEO HERE



BIOSCIENCE UNLOCKS A SAFER GRASS PEA

Norwich Institute for Sustainable Development's (NISD) research in Ethiopia has revealed a potential perfect storm of paralysis and climate change.

From its base in DEV, the (NISD) was created to build new transdisciplinary links across the Norwich Research Park and beyond. Now in its second year, the NISD has hosted two World Food Prize winners, led an agricultural development seminar series and launched a number of sustainable food systems research projects. The latest research on grass pea use in Ethiopia demonstrates the importance of bringing disciplines together.

Grass pea is widely becoming the most consumed legume across Ethiopian mid and upland areas. This tasty and nutritious crop is one of the most resistant legumes to droughts, floods, pests and diseases, and can grow on poor quality land while improving soil fertility. The problem is its potential toxicity under certain conditions.

Grass pea is safe to eat as part of a balanced diet. If however it constitutes the major part of the diet for three or more months, it has the potential to cause neurotoxicity; irreversible paralysis from the legs down. The challenge is that grass pea is so resilient to weather extremes that it can be the last crop remaining when others fail, thus creating a situation where farmers predominantly rely upon it. Climate change is exacerbating this. Farmers know about the link between neurotoxicity and grass pea but there is mixed understanding of where this toxicity lies and how to mitigate the risks.

Bioscience is unlocking new safer varieties of grass pea with reduced toxin levels to the locally produced varieties. These new varieties allow farmers to continue to use this

important, low-input crop without fear of potential toxicity. Toxicity is however but one potential trait and adoption depends on a wider combination of qualities and deployment methods.

The NISD brought social, plant and climate sciences together to understand grass pea use in Ethiopia and the traits that farmers need. Mixed methods research found that farmers want lower toxin varieties but they have greater interest in varieties that are resistant to flooding and those with innate resistance to pests and diseases. Improving and marketing grass pea with these resilience traits is more likely to raise the chance of farmer investment than solely foregrounding toxicity reductions. These findings will inform crop breeders and dissemination strategies to improve farmer uptake of safer varieties.

Through combining disciplines, this project uncovered a potential perfect storm emerging between environmental change and local toxicity understanding that could result in wider outbreaks of neurotoxicity. Ethiopian respondents reported that these effects are already starting to take place due to climate and political instability related supply shortages. Findings from this research will inform awareness and action plans to better protect Ethiopian rural populations from this avoidable disease.

Grass pea is just one of the transdisciplinary projects developing with the NISD. The institute has six major research themes across sustainable food systems and is developing more projects across these themes.

“Research on grass pea use in Ethiopia demonstrates the importance of bringing disciplines together.”

Written by
Matt Heaton

More information
nisd.ac.uk

EDUCATION FOR SUSTAINABLE DEVELOPMENT

An open access online course has been designed to improve community wellbeing and inform policy-makers.

Despite India's rapid socio-economic growth, large numbers of Indians continue to experience food insecurity and nutritional vulnerability. This problem is compounded at policy level by both poor understanding of contextual constraints and local nutritional know-how, as well as the inability to communicate in ways responsive to local needs, aspirations and cultures.

Two-way knowledge-exchange between government and local communities would improve the situation, so that both policy-makers and local people can make better informed choices, improving health outcomes and the sustainability of diets.

In response, a group of us who had been involved in a research project entitled 'TIGR2ESS' (Transforming India's Green Revolution Towards Sustainable Food Systems), led by the University of Cambridge and subsequently joined hands through the GRTA project to work with indigenous groups in the Eastern India, created

a free Massive Open Online Course, called 'Creative Communication, Extension and Community Resource Management for Sustainable Development' for Indira Gandhi National Open University the world's largest university. Hosted by the Swayam platform of the Indian government's Ministry of Human Resources Development, the course launched in September 2021.

Aimed at a broad range of learners, from postgraduate students to frontline workers in NGOs and government organisations, the 15-week course uses contextual examples from recent TIGR2ESS research to explain key theoretical concepts in simple language.

Organised in four blocks, the course seeks to educate participants in the latest creative tools in extension, communication for development, training and advocacy, and key elements that can contribute to creating and nurturing sustainable food systems and community resources. Through 20 hours of video

material, case studies, and written text, the aim is to empower and improve the wellbeing of rural (and urban) communities, especially indigenous groups, women and children.

At its launch in English over 500 learners enrolled. To reach a larger audience, especially frontline and extension workers, the course has now been translated in Hindi. The Hindi course will be launched in July 2022.

Written by
Prof Nitya Rao

A Multidisciplinary Curriculum on Creative Communication, Extension and Community Resource Management for Sustainable Development

Access the course here:
onlinecourses.swayam2.ac.in/nou21_ge38/preview



“The Course is already benefitting online students, including community health workers, social change makers, teachers and those interested in welfare and development. Efforts to develop the Course in Hindi are under-way and after its launch, frontline health workers in the communities who are well versed in Hindi will be hugely benefitted.”

Dr Umesh Pandey, IGNOU
Regional Director, Bhopal

STUDENT STORIES



KEEPING EVERYDAY DEV IN THE SOCIALS

Amber Whitelock
BA International Development
with Anthropology

When I nervously walked into my first lecture as an International Development with Anthropology student, I had no idea what the next three years were going to entail. The emergence of a global pandemic halfway through first year, yeah, I hadn't expected that one! Yet, despite all of the challenges and heartache caused by the pandemic, I have gained a whole host of fantastic experiences from my time with DEV.

At the beginning of third year, I was offered the opportunity to become a DEV Student Instagram ambassador, so some of you may already know a fair amount about my DEV journey. Within this role I have been able to share with you all my experiences, alongside highlighting the work

“I have shown the realities of being a student.”

of many other DEV students with #workexperiencewednesday. One of the most enjoyable experiences within this role was collaborating with my fellow DEV students to coordinate, film, and create several videos highlighting the best spots Norwich has to offer.

The role has also enabled me to share with you all my experience of being a course rep, wherein I have been able to represent the views of my peers to the faculty in order to ensure that DEV remains a place in which everyone gets the best out of their studies. I have also been able to share my experience as a committee member of sustainability society, organising a campus wide litter pick and art project for COP26.

Alongside this, I have shown the realities of being a student. From long days in the library, lectures, and tight essay deadlines, to working in order to finance a degree. For me, this included sharing details of my shifts in ShopUEA, writing blogs, and delivering a call campaign on behalf of the University. Most importantly to me, I have shared my experience on the 'Development Work Placement' module, working with St Martins Housing Trust as an intern. Within this role, I was able to undertake a research project to enhance the delivery of the service and even ran my own participatory photography course! In fact, this module led to me gaining a paid contract with the organisation.

But now it is time to say goodbye to UEA and pass the baton onto the next ambassador. This year's cohort of graduates have truly had a University experience like no other and have had to overcome far more hurdles than we could have ever imagined, and for that everyone should be immensely proud of themselves. I wish my whole cohort the best for the future.

“UEA is truly the ‘home of the wonderful’ as its tagline says because everything about my time here has been excellently wonderful.”



MASTERING DEVELOPMENT THROUGH FILM

Ayoola Jolayemi
MA Media and International
Development

Doing this MA at UEA has been one of the finest professional decisions I've ever made. I was apprehensive at first about my ability to manage course modules because I did not have an academic background in development. Despite having a first-class undergraduate degree in computer science, I have worked in development media since graduation, including brand management for NGOs, films, and documentaries. I wasn't sure whether my work expertise would be sufficient to assure a seamless Master's experience. After hearing about previous students' experiences at the School of International Development, I decided to follow my heart and study at the School of International Development.

As a filmmaker, I wanted to learn more about the academic and practical sides of filmmaking in order to advance my work. Media and Development in Practice (MADIP), one of David Girling's course modules, provided students with the chance to study and work on real-life briefs with organisations such as Amref, Anti-Slavery International and Save the Children. At the outset of this semester, I revealed my interest in filmmaking to David, and after reviewing my portfolio, he recommended me to the DEVs communications team. This illustrates the passion that instructors like David have for their students, as I eventually got a paid contract to work on DEVs social media making films and pitching social media ideas.

This job has been exciting, helping to broaden my media abilities and experience by producing films and video ads. I'm especially proud of a video I made about a Commonwealth scholar's experience at UEA, which gained a lot of attention and social media shares across numerous platforms. Several heartwarming comments praised the film's quality, including “I followed this social media page because of this video.” I appreciate the opportunity to share and put my ideas into action as I also created The Ten Question Challenge: a social media campaign in which I filmed students, lecturers and the Head of School, Laura Camfield and I'm currently working on an interesting marketing commercial for DEV. I have just started an internship with the WaterAid filmmaking department for my Development Work Placement module. This is allowing me to put all of the theories I learned in class into practice. UEA is truly the “home of the wonderful” as its tagline says because everything about my time here has been excellently wonderful.

kormbat.com

Showreel: linktr.ee/kormbatfilms

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“We believe anyone can be a Change Maker, and now is the time to make the change!”



Erwin Pardo Toledo
MSc Climate Change and
International Development

AN APP EMPOWERING PEOPLE AGAINST WILDFIRES



© David Kirkham (Fisheye Images)

I was 14 when I first saw the effects of wildfires. I saw a thick fog of smoke and ashes that made it impossible to see beyond a few metres. This smokey view contrasted with the beautiful green landscape I saw daily in San José de Chiquitos, my little town, located in the Bolivian East rural region, and it made me feel a strong feeling of helplessness.

When I finished high school, Mary, my mom, told me, “Erwin, you must be a doctor or a lawyer, choose a profitable profession.” I told her: “Mom, I will be a biologist so that in the future, children can enjoy the same biodiversity that I did.” Despite my decision, my single mother made a massive financial effort to send me to university. I’ve dedicated 10 years of my life working in conservation and sustainable forest management, understanding the cosmovision of indigenous people and their deep connection with the forest.

In 2019, I saw the impact of the wildfires again, but with more catastrophic consequences because nearly 6 million hectares of

different Bolivian ecosystems have burned. Convinced that I needed to develop sustainable solutions to wildfires, I applied for and won a Chevening scholarship from the UK Foreign, Commonwealth and Development Office to study a MSc in Climate Change and International Development at UEA. This multidisciplinary course has expanded my vision and helped me understand different ways to tackle climate change issues. Here, at UEA, I met Fu Yu Tan, an environmental science student, and we came up with a business idea, a mobile app that alerts people about wildfires in a near-real-time using machine learning. We called KAA IYA – *Protector of the Forest* in Guarani – a Bolivian indigenous language.

We entered the UEA Change Makers held by Student Enterprise, where we created a 60-second elevator pitch video for KAA IYA, to be voted for by the public. We participated with 10 other UEA student teams – including 6 other DEV students – with excellent social business ideas. The

competition offered an initial £2,000 start-up fund to each finalist, followed by a 4-week accelerator to test and develop an idea. In the grand finale, we participated in a Dragon’s Den-style pitch competition before a panel of judges. We were ecstatic that KAA IYA won the competition, winning an additional £5,000 grant and the title of UEA Change Makers Winner 2022.

My next step is to travel to Bolivia to research the app’s risks, opportunities and impacts on stakeholders for my dissertation, under the supervision of the helpful and experienced Dr Rachel Carmenta. We want KAA IYA to be an application for the people and created with the people, and this research will allow us to incorporate local preferences and needs for wildfire mitigation, creating a beneficial, easy-to-use tool that empowers civil society to tackle fires at their first stage and protect our biodiversity for the present and future generations.

We believe anyone can be a Change Maker, and now is the time to make the change!

“The time I spent studying at UEA was utterly magical. It was the greatest academic decision I have made.”

Liz Pennington
MA International
Development

A FUTURE IN CONFLICT AND DISPLACEMENT SETTINGS



I am soon to be graduating from DEV with a Masters Degree in International Development, where I focused primarily on education in emergencies, refugee and displaced populations, as well as gender-violence.

This was sparked through my international work with a Paris-based Education NGO, Yesterday-Today-Tomorrow (YTT) where we are developing and implementing inclusive learning programmes for formal and informal educational environments. As the organisation’s Gender and Education Advisor, the majority of my work involves working in refugee settlements, mainly in Uganda where we have recently started working, partnering with Refugee Led Organisations (RLOs) in BidiBidi Refugee Settlement, not far from the South Sudan border. Our programmes in Uganda focus on gender equality, but they can be adapted to the needs of the populations.

The time I spent studying at UEA was utterly magical. It was the greatest academic decision I have made thus

far, and certainly one of the best decisions I have made in my life to return to education after a few years. I simply wanted to learn more. There are so many aspects I loved about studying at DEV, but highlights were certainly my international cohort; students from Syria, Yemen, Burundi, Myanmar, Malawi, Panama, New Zealand, Guyana, Palestine, and many more countries! It was incredibly humbling and inspiring to be surrounded by such change-makers each day, and I have made friends for life. Following that, the calibre of the teaching at DEV is second to none. The professors are such experts in their field so that just makes students even more passionate and motivated to engage in the topics those studying International Development are engaged in. For students actively working in the field of development, it is exciting to know that you are building knowledge through your studies, to take forwards into our careers. For any student who is thinking of studying development, if you are passionate about the issues of the world, and want to be challenged

to think critically about solutions and best practices, DEV is the place to be.

Looking forward to the immediate future, I have been invited to the *Transforming Education Pre-Summit* at UNESCO in Paris in late June 2022, as part of my Global Youth Ambassador role with an organisation called TheirWorld. Following that, I will travel to Bosnia and Herzegovina as part of a Mass Atrocity Prevention Conference hosted by the Post-Conflict Research Centre; before returning to Uganda later in the year with YTT to work in refugee settlements close to the border with the DR Congo. It is hoped that my team and I will be able to expand further in East and Central Africa over the coming years, as well as to other regions of the world. I aspire to work as a Gender-based Violence Specialist, working in conflict and displacement settings. I know that my time at DEV has prepared me for an exciting and rewarding career, and I could not be more grateful to the professors and the students for their unwavering support and encouragement.

ALUMNI – STORIES TO TELL

CASE STUDY

Kevin Merkelz
MA Conflict, Governance and
International Development | 2013



ALWAYS PASSIONATE ABOUT HELPING PEOPLE IN AREAS OF CONFLICT

In my application letter to UEA in 2011 I wrote, “I know what I am passionate about: international development, conflict areas, and helping people.” After more than a decade in the aid sector, the naivety of my words makes me squirm. But upon reflection, these words have been, in fact, the guiding beacons along my career path.

Over the course of a ten-year career in humanitarian aid, I organised peacebuilding talks between Israelis and Palestinians, helped refugees take their first steps on the shores of Europe, distributed emergency relief supplies to thousands of families in Afghanistan and Syria, and managed camps sheltering tens of thousands who had fled war in Somalia and South Sudan.

These are, of course, the curated highlights. There were lowlights too, like flubbing my answers to the UN Security Council delegation, getting chased out of camps by angry crowds, or enduring repeated bouts of intestinal infections – not to mention the innumerable days spent in remote,

sweaty field offices clacking away at a keyboard and writing project reports.

In all, I worked 13 jobs for eight international NGOs and UN agencies in 11 countries across Africa, Asia, Europe, and the Middle East. My CV describes this as “a broad variety of professional experience”. My family, on the other hand, calls it an inability to hold a steady job. But ultimately, I accomplished what I had set out to do: for ten years I went to areas of conflict and – applying the principles of international development that I learned at UEA – did my best to help people in need.

Last year I settled down in Switzerland to start a family. As I transitioned out of the field, I wanted to give something back to the next generation of aid workers who were launching their careers.

The result was The Humanitarian Insider, a website I created that offers career advice for students and recent graduates who aspire to become humanitarian aid workers. What makes

The Humanitarian Insider unique is that the advice comes straight from professionals who are currently working in the field, rather than professors or career coaches. I lean on my own decade of experience as an aid worker, and on my network of friends and old colleagues to ensure that the information is accurate and honest. Watching the site grow each month and reading the messages from students who say that it has helped them in their career journey is incredibly rewarding.

When I started my master’s degree at UEA in 2011, I knew that I wanted to be an emergency response aid worker. Thanks to the School of International Development I was able to make it a reality. Although my focus has now shifted to supporting future humanitarians, my passions remain what they were when I began at UEA: international development in areas of conflict, and most importantly, helping people.

CASE STUDY

Sarah Amu
MA International Social
Development | 2021



UEA WAS MY LADDER TO PROGRESSION

Coming from an African heritage and a developing country, I got to hear and experience a lot of social ills, inequality, unequal access to quality education and lots of issues big enough to take a country backwards. I began to engage in my own little way by volunteering and interning with International non-governmental organisations to give back to my community in Nigeria and make a change. My internship, in the Advocacy, Campaigns and Policy Department at Save The Children, Nigeria, gave me the opportunity to work with young people. Making meaningful changes spurred me into wanting more and going further in my career.

I was very intentional about my choice of course and my university community. I was particularly interested in International Development at UEA because of the rankings, quality of its research, alumni feedback, and the multi-disciplinary approach of the course. Many of the modules gave me the confidence that I needed to move up the career ladder.

I successfully finished up my degree in 2021, despite the global pandemic, and looking back I have no regrets. The support I received from my lecturers, course advisor and dissertation supervisor was enormous. The university helped me to develop my technical writing, and research skills, encouraging problem solving and creative thinking. As an individual who is passionate about quality education and inclusivity, I had the opportunity to volunteer as a mentor to Black Heritage Students with the Insight2Uni organisation. The aim is to boost inclusivity in education amongst black students in the United Kingdom, ensuring that they received a high-quality education, helping them to navigate their way to university and to help with their career choices. I volunteered as a mentor for more than a year and just recently received a recognition certificate for my outstanding contribution.

UEA helped me gain knowledge in development – internationally and nationally – whilst staying focused

on areas I remain passionate about, such as quality education and young people. I now work with a children’s charity in a department with young people and support them to recover from the effects of the pandemic. My job is rewarding because it is both sustainable and supports the life of young adults.

I am delighted to be a representative of the United Kingdom on the Global Youth Panel for Education in Emergencies, where I constantly meet like-minded people, relevant stakeholders and world leaders who advocate for the same thing. I was a representative at the United Nations General Assembly and attended the Youth Action Week as a speaker.

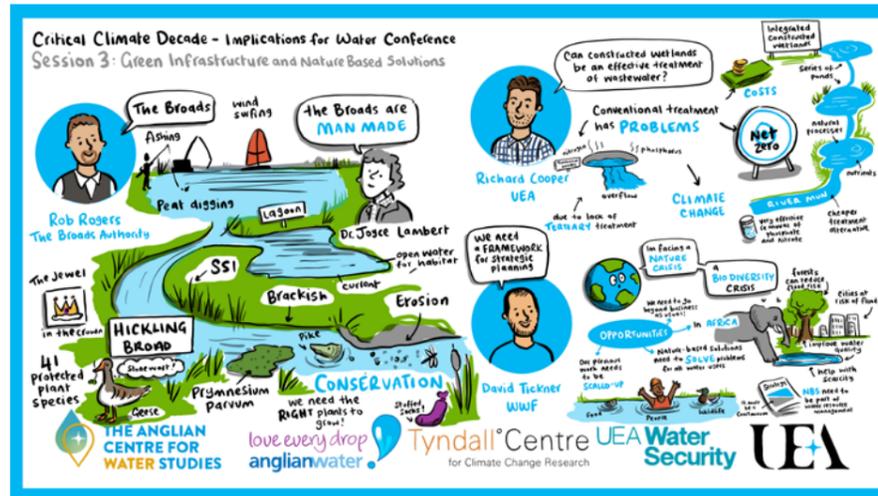
I am not yet where I want to be, but I am proud of where I am and the educational community that has aided my success. I would say UEA gave me the skills and confidence to advance in my career and take on daring opportunities.

SCHOOL NEWS

A RELAUNCH FOR DEV PUBLICATION SERIES

DEV has a long-standing commitment to making its research outputs available in a range of formats, and to widening the communication of key findings. For some years two key vehicles for this dissemination have been the DEV Working Paper and DEV Reports and Policy Papers series, and in conjunction with the new website developments the School is relaunching both series, with new cover formats and a dedicated webpage. The Working Papers are peer-reviewed and provide the opportunity for staff, associated researchers and postgraduate students to rapidly disseminate original research on a wide range of subjects. The Reports and Policy Papers series provides opportunity to publish material in 'report' format, communicating in-depth results of applied research, consultancy and policy work conducted through the School. DEV is now encouraging new submissions, which will join the diverse range of pre-existing papers accessible on the website.

DEV Publication Series
devresearch.uea.ac.uk/publication-series



THE 2020s – A CRITICAL CLIMATE DECADE

Critical Climate decade: Implications for Water Conference
 June 2022, UEA

The 2020s are the critical and decisive decade for climate change where we will need to reduce emissions to limit climate change and prepare for the unavoidable impacts. Impacts of climate change are pervasive for water issues and go beyond the problems of floods and droughts. At the COP26 meeting in Glasgow, there was a renewed attempt at highlighting the role of water in addressing climate change. The need for interdisciplinary perspective and solutions across a range of cross-cutting problems is increasingly recognised.

In this context, this interdisciplinary fully-hybrid conference was held at the University of East Anglia (UEA), sponsored by the Water Security Research Centre, the Anglian Centre for Water Studies, and the Tyndall

Centre for Climate Change Research. The event brought together over 100 delegates both in person and online, comprising a mixture of practitioners and academics to address these challenges and develop a forward-looking agenda. Four themed sessions focussed on how climate change will impact water and health, nature-based solutions for water management, integrated assessment of adaptation options, and urban-rural interdependencies. There was also an overview of the water industry from Peter Simpson, CEO of Anglian Water. The talks and keynotes generated extensive discussion and debate and the conference will feed into wide outputs on discipline hopping and water at UEA and across the Tyndall Centre.

WINNERS

2022 ZIGGURAT COMPETITION

DEV Ziggurat team came 3rd in this year's competition. A big shout out to Heike Schroeder for winning the staff involvement award!



TRANSFORMING EDUCATION AWARDS

Uli Theuerkauf won Postgraduate Advisor of the Year in the recent UEA Student Union (SU) Transforming education awards.

SINK OUR CO2 CHALLENGE – A WIN

Congratulations to Climate Reality Leader Olasoji Fagbola on winning the Sink Our CO2 Challenge!

The Sink Our CO2 campaign organised by African Climate Reality Project aims to use creativity to inspire and mobilise Climate Reality Leaders in Africa and around the world, to play a crucial role in fighting for climate justice at the grassroots. The focus raised issues on the problems facing soils and forests in Africa.



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IMPACT AND INNOVATION AWARD

Congratulations also go to Johanna Forster for winning the UEA Impact and Innovation Award for the best participation project.



VISIT BY WORLD FOOD PRIZE WINNER

The 2021 World Food Prize Winner Shakuntala Haraksingh Thilsted gave a lecture at the Norwich Research Park (NRP) on the 5th of May. Dr Haraksingh Thilsted is the Global Lead for Nutrition and Public Health of WorldFish. Her lecture was on aquatic foods for nourishing people and planet. As part of the visit, she signed a Memorandum of Understanding (MOU) with the DEV-based Norwich Institute for Sustainable Development. This agreement commits to shared research programmes and re-searcher exchange between WorldFish and the Norwich Research Park.





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**DEVELOPMENT
STUDIES**

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