

FILM SCREENINGS IN VOLCANIC AREAS, PEACE CORPS IN GHANA AND INTERNSHIPS WITH WATERAID **A YEAR IN DEVELOPMENT**



WELCOME

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It is again a pleasure to write an introduction to the Annual DEV newsletter. It has been a good year in the School, though with a few challenges and surprises sprinkled through the year. One of the biggest, the news of the EU referendum result,

is still fresh: the UK political leadership seems to have disintegrated and a clear picture of the path ahead for the UK, its place in the World etc has yet to emerge! A strongly international and outward-facing School such as DEV is particularly keen to see that the right decisions are made over the coming months and years. We are confident, however, that our international make-up and perspective will mean we are well placed for future opportunities and challenges.

Admissions were strong this year, particularly at undergraduate level where we took in approximately 135 students, double the number of only three years ago. Most of this growth was fuelled by enrolment increases in our **Geography and International Development Programme** and we also launched our new **BA in Media and International Development**, which got off to a solid start. Changes and additions for next year include the launch of our first international field courses (Chile and India, initially for our geography students), launch of separate BA programmes in **Politics and International Development** and **Anthropology and International Development**, and the decision to offer a one year study abroad variant with all our programmes as soon as we can set this up. We are also continuing to plan a brand new **MA in Development Management** to add to our taught postgraduate offerings.

DEV has won a lot of UEA and Faculty teaching awards this year. **Bryan Maddox** won a UEA "most innovative teacher" award, **Hussam Hussein** won the award for "best associate tutor" and **Gina Neff** for "best support staff". **Bruce Lankford**, **Dabo Guan** and **Emil Dauncey** were all short-listed for UEA awards also. In addition Emil and Hussam won Faculty awards, underlining what an asset the PGR community are to the teaching activities of the School.

It is also important for the School that we are able to maintain the volume of non-curricular and engagement activities we currently do. **Jakob von Uexküll's** Blaikie public lecture was a tour de force and DEV held a roundtable earlier this year on the unfolding Syrian refugee crises that was well attended and hugely appreciated by all who went.

It has also been a successful and exciting year for new staff recruitment. Four new lecturers have joined us: **Kavita Ramakrishnan** (Geography and International Development), **Ludek Stavinoha** (Media and International Development), **Caitlin Scott** (International Development Practice) and **Catherine Jere** (Education and International Development). We have also recently appointed **Sarah Jenkins** (Politics and International Development), joining DEV in August. There are more details of the interests of these exciting new editions to the School over the page.

It is certainly also worth celebrating that we have three new professors in the School! **Laura Camfield**, **Mark Zeitoun** and **Adrian Martin** have all been promoted to Chairs this year for their excellent research, teaching, engagement and leadership work.

On the support side there have been some changes; **Jane Bartlett** retired in February as DEVCo Centre Manager and whilst Jane is missed we are extremely fortunate in having **Katharine Trott** as her replacement now in this role. We are also trying to prepare ourselves for the loss in August of **Gina Neff**, DEV School Manager. Gina, who will be managing ECO full time, has been tireless and brilliant in this role. **Rob Gray** will be our new School Manager from August. **Julie Frith** joined DEVCo as Finance/Project Administrator, **Hannah Ings** joined as Project Officer and **Verity Burton** joined in April as School Administrator in the DEV General Office. I feel we have weathered these transitions particularly well and will now be at full strength for the year ahead!

John McDonagh Head of School

**COMMUNICATING
VOLCANIC RISK –
SEE PAGE 5**



Photo: James Hickey.

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WELCOME TO OUR NEW SCHOOL MANAGER

Robert Gray joins us as School Manager from August. Robert has worked at UEA on and off since 1992, although permanently since 2003. He is familiar with some of the staff in DEV having worked as the IT Support in the School from 2005-2007. Since leaving DEV he has spent time in Admissions as an Operations Officer and within the Faculty of Arts and Humanities as a Senior Administrator in the Teaching Office.

More recently Robert has been working in Learning and Teaching Services as a Coordinator and has supported a wide range of Schools at both undergraduate and postgraduate level in this role, including Health Sciences, Norwich Medical School, Social Work, Psychology, Education and Lifelong Learning, Norwich Business School and all of the Faculty of Science at postgraduate level!

NEW TO DEV

NEW ACADEMICS

Dr Sarah Jenkins was awarded her PhD in International Politics from Aberystwyth University in 2013 and joins DEV from August. Her area of expertise is in the politics of sub-Saharan Africa, and her PhD explored the micro-level dynamics of ethnic conflict, with a particular focus on the 2007-2008 post-election violence in Kenya. She has since held posts in the Politics department at the University of Warwick and the Centre for Trust, Peace and Social Relations at Coventry University. Sarah's research is concerned with the political and social development of divided societies. Through examining the micro-level politics and social dynamics of these societies, her research aims to better understand the barriers to democratic development, to develop practices that will improve community security on the ground, and to work towards building more inclusive and socially cohesive communities.

Dr Catherine (Kate) Jere joined DEV as a Lecturer in Education and Development in August 2015. Prior to her appointment she was a member of the EFA Global Monitoring Report team at UNESCO headquarters in Paris and also spent several years with the Centre of Educational Research and Training at the University of Malawi, as Research Fellow and Deputy Director. Catherine received her PhD in Education and International Development from UCL Institute of Education and specialises in mixed-methods research designs, with a focus on participatory and transformative approaches to research. Her research interests centre on exploring how institutional and social barriers to education are challenged and disrupted. Key areas include gender and education, non-formal approaches to literacy and skills development and working with communities in Malawi affected by HIV/AIDS.

Dr Kavita Ramakrishnan joined DEV as a Lecturer in Geography and International Development in September 2015. She is an urban geographer with interests in the aspirations and lived experiences of urban poor communities, particularly in South Asia and East Africa. Her current work focuses on spatial design and labour practices in a Delhi resettlement colony, and the mobilisation of youth activists against extrajudicial violence in Nairobi.

Kavita previously worked as a consultant at Africa's Voices, a Cambridge (UK) and Nairobi-based start-up, where she managed and analysed data from an interactive radio program on polio for UNICEF-Somalia. She is excited to teach on the recently launched 'Urban Geographies' module and lead the new 2017 field course to Bangalore, India.

Dr Caitlin Scott joined DEV as a Lecturer in International Development Practice in November 2015. Before this she taught at Goldsmiths College, the School of Oriental and African Studies at the University of London and the University of Cambridge. Caitlin worked for many years in the development of international NGOs, including various international branches of Save the Children, and as a consultant for several development organisations. Her current research interests include the politics of development, debates about development tools and management systems, and the anthropology of development practices and institutions. She is also interested in the ethics and practicalities of research in contexts of violence, and more broadly in development issues affecting children and youth. Caitlin also teaches on research methods courses, supervises work placements and engages in employability issues within the department.

Dr Ludek Stavinoha joined DEV in August 2015 and is co-Director of the new BA Media and International Development programme. In addition he teaches on a range of modules including humanitarian communication, representations of the Global South and media and conflict. Previously Ludek taught at the University of Bath and Maastricht University in the Netherlands and completed his PhD in Sociology at the University of Strathclyde in 2014. His research interests lie at the intersection of critical media studies, political sociology and international development. In his work he has explored the role of the news media in the global politics of HIV/AIDS and the struggle over intellectual property rights and access to life-saving medicines in the Global South. More recently, he's been interested in the media as a key site of legitimisation struggles in global trade politics.

AND HELLO TO...

Verity Burton is the new School Administrator in the DEV Local Support Office. Verity is responsible for managing the DEV website and weekly bulletin, as well as the School's social media channels. She is also involved in creating marketing materials and helping organise key events, seminars and professional skills workshops throughout the year.

Elizabeth Monahan works part-time in DEV's Local Support Office as School Support Assistant. Her working hours are Monday and Tuesday, 9am-5pm, and Wednesday morning, 9am-12.45pm.

Nathalie Horncastle is DEV's new Training Office Administrative Assistant. Having spent over 25 years at the UEA she has acquired vast experience in events organising and planning. Nathalie will be in DEV Wednesday mornings and all day Thursday and Friday.

Hannah Ings joined DEV in July 2016 having previously worked as a Project Officer with the Norwich Medical School for the Research and Enterprise Services at UEA. Prior to this she supported the UEA BBSRC Doctoral Train Partnership bid and the UEA 2014 Research Excellence Framework. Hannah has a BSc in Anthropology and an MA in International Development and is looking forward to working with academics across the School and building on skills learnt in her previous roles.

Hannah Gray is the new Coordinator for the Global Environmental Justice Research Group (GEJ Group). The group of researchers are working on global environmental justice issues and how they are linked to biodiversity conservation, climate change, ecosystem management, forestry, water and disaster risks. As coordinator, Hannah assists the researchers by organising meetings, workshops, training and publicity. Hannah is a former UEA student with a BSc in Environmental Sciences and has spent the last 12 years working for the Broads Authority.



Top from left:
Kate Jere, Kavita
Ramakrishnan,
Caitlin Scott, Ludek
Stavinoha.

Bottom from left:
Verity Burton,
Elizabeth Monahan
Hannah Ings and
Hannah Gray.

/ COMMUNICATING VOLCANIC RISK
/ TALES FROM THE LAB
/ HUMANITARIAN JOURNALISM
/ CLIMATE CHANGE
/ WATER SECURITY
/ IMPACT EVALUATION
/ INCLUSIVE DEVELOPMENT

NEWS AND RESEARCH

STREVA PROJECT

COMMUNICATING VOLCANIC RISK

DEV researchers **Dr Roger Few** and **Dr Teresa Armijos Burneo** have been studying vulnerability to volcanic risk as part of the STREVA (Strengthening Resilience to Volcanic Areas) project in Ecuador, St. Vincent and Colombia. STREVA is an innovative interdisciplinary project that works collaboratively to develop and apply a practical and adaptable volcanic risk assessment framework. This can be used to generate plans that will reduce the negative consequences of volcanic activity on people and assets. Led by the University of East Anglia, the STREVA project brings together diverse researchers from universities and institutes from within the UK and from those areas affected directly by volcanic activity.

The research area focus is on six volcanic sites across the Lesser Antilles, Ecuador and Colombia. These countries are faced with multiple volcanic threats often in close proximity to large towns and cities. However, by working across multiple sites STREVA will identify common issues in volcanic disaster risk in these settings and consider how lessons could be applied worldwide.

COMMUNITY ENGAGEMENT

As part of the engagement activities of the project, workshops and film screenings were conducted in March and April 2016 in all three countries. In Colombia, these workshops were organised by the STREVA project in collaboration with local partners Servicio Geologico Colombiano and Universidad de Manizales. Over 700 people

attended the meetings where films produced by DEV and ENV at the University of East Anglia and Norwich-based Film Company Lambda Films were screened (www.youtube.com/user/STREVAProject). These films have been produced to communicate risk in Nevado del Ruiz.

In Ecuador, workshops to discuss impacts from volcanic hazards were organised in collaboration with local partner Instituto Geofísico de la Escuela Politécnica Nacional. At Tungurahua volcano DEV researchers ran three workshops with local farmers to discuss impacts and adaptation to volcanic ash. Additionally, STREVA researchers participated in community meetings to discuss risk and hazards associated to Volcán Cotopaxi.

In St. Vincent, DEV researcher Teresa Armijos Burneo participated in a range of activities organised by STREVA in collaboration with the National Emergency Management Organisation and the Seismic Research Centre. These activities included community workshops in seven different locations across the island to share results of STREVA research, to conduct scenario exercises tailored to each community and to screen 1979 films and the new volcanic risk communications films (produced by the University of East Anglia and Lambda Films). New household emergency plans were launched. Nearly 200 people attended these workshops.

STREVA WILL IDENTIFY COMMON ISSUES IN VOLCANIC DISASTER RISK AND CONSIDER HOW LESSONS COULD BE APPLIED WORLDWIDE.

STREVA:
www.streva.ac.uk

Research reports for the work conducted by DEV researchers can be found here:
www.uea.ac.uk/devresearch/publications/reports-and-policy-papers



Opposite and above: Tungurahua Volcano (photo: Teresa Armijos). Right: Film Screening, Lerida, Colombia (photo: Anna Hicks).

TALES FROM THE LAB

A CLOSE LOOK AT INTERNATIONAL EDUCATION ASSESSMENT



The School of International Development is host to the *Laboratory of International Assessment Studies*, a global network for researchers, practitioners and testing agencies. International Large-Scale Assessments (ILSAs) have become ubiquitous in recent years. It is a global phenomenon where countries compete on international league tables of educational performance.

GLOBAL ASSESSMENTS

Most readers will know about the OECD 'PISA' – the Programme for International Student Assessment. A standardised assessment of skills and knowledge of 15 year olds that takes place in more than 70 countries. PISA is only one of many international large-scale educational assessments. What readers may be less aware of is the impact that ILSAs are having, as ILSA programmes target different age groups, and the extent of the global expansion of these large-scale, standardised assessments – to middle and low income countries. See for example the OECD's 'PISA for Development'. There are also numerous national and regional assessments such as the work of SAQMEQ – the Southern and Eastern Africa Consortium for Measuring Educational Quality.

Many educationalists and teachers are unconvinced about the value of such assessments. They note that decisions to participate in them are often associated with wanting to be part of an international 'club' of reference societies – who one is compared to, informed by political decisions about one's presence and influence on a global stage. These might be valid reasons to participate but they are one step removed from questions about how large-scale assessment can improve the learning and teaching experience of those most concerned. Researchers also note that the advent of large-scale assessment often goes hand-in-hand with the influence of global business in national education systems – often undermining, or at least bypassing, national systems of accountability and governance.

There are popular movements against large-scale testing springing up in many societies including the UK, Italy and the United States.

Nevertheless, many educationalists feel that large-scale assessments have something to offer, whether it is advancing new techniques of assessment, giving schools and countries a sense of their performance on a global stage, stimulating debates on education, or providing data about the kinds of educational inequalities that are still evident in many societies – in other words, providing data to inform policy and practice. Some researchers argue that assessment data is essential if schools and education systems are to learn from good practice and to improve.

ESRC SEMINAR SERIES

The Laboratory is in the final year of an ESRC funded seminar series on the potentials, politics and practices of international educational assessments. The series has involved seminars here at UEA, in Edinburgh, Lancaster, New York, Lima and Berlin. As we get to the end of the series we are identifying some significant themes. For example, large-scale assessments sometimes cause negative impacts and 'shocks' to education systems. Those shocks are not necessarily beneficial – they can undermine confidence in education systems. Also, tests developed in the Global North are not always well attuned to the kinds of linguistic and cultural diversity that we see in low-income countries, or the educational values and aspirations of those societies. These kinds of problems have led some researchers to ask fundamental questions about how we can better anticipate the consequences of large-scale educational testing, and how it can be used more effectively to promote the public good.

You can see many of the presentations from the seminars and some other short videos on YouTube, via the lab website. See www.international-assessments.org and Twitter @AssessmentsLab

Dr Bryan Maddox

...HOW WE CAN BETTER ANTICIPATE THE CONSEQUENCES OF LARGE-SCALE EDUCATIONAL TESTING, AND HOW IT CAN BE USED MORE EFFECTIVELY TO PROMOTE THE PUBLIC GOOD.



RESEARCHING HUMANITARIAN JOURNALISM



Photos: Laxmi Prasad Ngakhushi/UNDP Nepal.

Dr Martin Scott has recently been awarded AHRC funding for a two year project on humanitarian journalism. The project is a collaboration with **Dr Mel Bunce** (City University) and **Dr Kate Wright** (Roehampton University). It explores:

- How journalists define humanitarian news
- How news organisations fund the production of humanitarian news
- The impact of funding models on humanitarian news content.

The project is an interdisciplinary, multi-institutional collaboration that draws on newsroom ethnography, interviews and content analysis. It comes at a time when there is a growing disconnect between the severity of disasters occurring around the world and our ability to find out about them. Between 2004 and 2014, the number of people affected by humanitarian crises almost doubled and factors such as climate change, terrorism, water scarcity and volatile food and energy prices are only exacerbating vulnerability to crises.

At the same time, the international news media, facing significant economic pressures in the digital era, have cut back the number of foreign correspondents posted around the world.

Those who remain are often desk-bound, and have little time and resources to cover even the largest of crises – let alone the day-to-day evolution of complicated humanitarian emergencies.

In this context, those (few) remaining news organisations dedicated to producing humanitarian news on a regular basis have an important role. News about humanitarian crises is vital for informing and supporting the community of relief workers, donors, and policy makers who respond to humanitarian events. It is also the key medium through which citizens learn of faraway crises. As a result, humanitarian news has the potential to influence international donor responses, inform cultural attitudes, and impact international tourism, trade and foreign direct investment.

Despite the importance of humanitarian news, it is poorly understood in the academic literature. Remarkably, no-one has ever studied a humanitarian news agency or the ways in which the notion of humanitarianism is understood and put into practice within a news organisation. This research project aims to address this important research gap.

Dr Martin Scott



Yabelo, southern Ethiopia (photo: Poshendra Satyal).

ADAPTING TO CLIMATE CHANGE IN SEMI-ARID REGIONS

ADAPTATION AT SCALE IN SEMI-ARID REGIONS (ASSAR)

ASSAR is one of four research programmes funded under the Collaborative Adaptation Research Initiative in Africa and Asia (CARIAS), with financial support from the UK Government's Department for International Development (DfID) and the International Development Research Centre (IDRC), Canada.

As the global impacts of climate change become more clearly understood, so too does the need for people to effectively respond and adapt to these changes. Home to hundreds of millions of people, the semi-arid regions of Africa and Asia are particularly vulnerable to climate-related impacts and risks. These climate-change hot-spots are highly dynamic systems that already experience harsh climates, adverse environmental change, and a relative paucity of natural resources. People here may be further marginalised by high levels of poverty, inequality and rapidly changing socio-economic, governance and development contexts. Although many people in these regions already display remarkable resilience, these multiple and often interlocking pressures are expected to amplify in the coming decades. Therefore, it is essential to understand what facilitates the empowerment of people, local organisations and governments to adapt to climate change in a way that minimises vulnerability and promotes long-term resilience.

To date, most adaptation efforts have focused on reactive, short-term and site-specific solutions to climate-related vulnerabilities. Although important, these responses often fail to address the root causes of vulnerability, nor shed light on how to proactively spur larger-scale and longer-term adaptation that has positive effects on socio-economic development. Using both research and practice to address this information shortfall, the primary aim of the Adaptation at Scale in Semi-Arid Regions (ASSAR) project is to produce future-focused and societally-relevant knowledge of potential pathways to wellbeing through adaptation. As a core partner in ASSAR, researchers at the School of International Development are harnessing their interdisciplinary strength to conduct integrated environment-

development analyses to understand some of the key risks and potential pathways to resilience for communities in semi-arid parts of Ethiopia and Kenya.

Working in the Middle Awash Valley, Afar and Yabello Woreda, Oromia in Ethiopia, and Isiolo and Meru counties in Kenya, the research focuses on three issues. The first focus is on the connection between human wellbeing, land tenure, resource access (such as water and pasture for livestock or crops for domestic use), and resource governance (including traditional mechanisms). Examples of this work include understanding pastoralist access to land for seasonal grazing and drought reserves; the potential for sustainable irrigated agriculture; and access to household water and sanitation. The second focus is on linkages at higher scales. Here the objective is to understand issues like the dynamics of pastoral mobility across larger-scale landscapes and the process of fiscal and political decentralisation. The third and final distinctive element of the research is to understand how vulnerability, adaptive capacity and the implications of different adaptation responses are socially differentiated – within communities, between individuals, and according to ethnicity, gender and age.

Through these research activities and by harnessing the strengths of the ASSAR consortium partners, researchers at the School of International Development aim to better integrate the domains of adaptation research, policy and practice to improve the understanding of the barriers, enablers to effective, sustained and widespread adaptation for some of the most marginalised and vulnerable communities in East Africa.

Dr Mark Tebboth

UNDERSTANDING WATER SECURITY
THROUGH RESEARCH-INFORMED
TEACHING, PROFESSIONAL TRAINING
AND INTERNATIONAL COLLABORATION

WATER SECURITY FOR WHOM, AND HOW?

Founded in 2011, the UEA Water Security Research Centre brings together researchers from across the University to address the theoretical, practical and policy challenges of managing and governing water for different human, economic and environmental needs from the local to the global scales. The objective is to be a world leader in contributions of the theoretical and empirical implications of water security. We stress asking – and answering – the questions ‘water security for whom?’ and ‘water security how?’ For us, water security must be for the majority and the marginalised, and comes about first through people-centred, innovative and rigorous research.

The Water Security Research Centre has a strong reputation for critical and policy-relevant research around water and development in the Global South. Examples of ongoing research led by members include projects exploring peoples’ vulnerability in the context of land and water stress in semi-arid regions of Africa and Asia, as well as ways of promoting the resilience of people, local organisations and governments; the impact of armed conflict on essential services in urban areas; exploring conflicts and collaborations in hydropower development in the Eastern Himalayas; understanding the impacts of flooding on the UK’s small businesses and the knock-on effects on the wider economy; developing a mobile phone app for community based data collection on access to drinking water and health in South Africa, to name just a few. The Centre has developed an **MSc in Water Security and International Development** and an annual Water Security for Policy Makers and Practitioners short course.

Throughout 2015 and 2016 the Centre has continued to increase the impact of the academic research carried out by its members through dynamic outreach activities aimed at building bridges between disciplines and institutions and exploring important contemporary water issues. Outreach highlights include an interdisciplinary workshop with UK and international experts from

the Doherty Earth Observatory of Columbia University, WWF and the IUCN Global Water Programme to discuss the California drought and the future of Integrated Water Resources Management. In addition, the Centre’s infographic “Does the world have enough water?” challenged commonly-held assumptions about the relationship between the physical availability of water resources and people’s access to water in the Global South and was very well received on social media, attracting over 800 views. Take a look: www.youtube.com/watch?v=ODCBgOXAlhI.

In terms of significant publications, **Dr Mark Zeitoun** and **Professor Bruce Lankford** are lead authors for a recent journal article in the highly regarded journal *Global Environmental Change*. They led a team of authors in critiquing overly simplistic analyses that often confuse water security for volumetric water sufficiency, with consequences for policy that then too readily considers more storage to be a priority.

Outreach also means connecting with and enabling knowledge exchange between students and practitioners working in development. Postgraduate researchers, being supervised by members of the Centre, have been presenting their work at international conferences, including the 17th IWA UK National Young Water Professionals Conference 2016 held at UEA. The Water Security Research Centre is putting together a new week-long professional training course on Corporate Water Stewardship aimed at building capacity for stewardship plans among company executives, in collaboration with WWF and IUCN. In addition, a newsletter reporting new scholarship, training opportunities and general updates is currently being developed and will be launched in July 2016.

Susan Conlon

Right: Removing silt from fish farm, Semarang, Indonesia (photo: Lisa Murray).



**OUR OBJECTIVE
IS TO BE A WORLD
LEADER IN
CONTRIBUTIONS
OF THE
THEORETICAL
AND EMPIRICAL
IMPLICATIONS OF
WATER SECURITY.**

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GETTING EXPERIMENTAL WITH IMPACT EVALUATION

The role of experimental economics in mixed methods impact evaluation

Impact evaluation is on the rise! The demand from governments, multilateral and other institutions for monitoring the impact of policies and projects has increased tremendously in the recent past, mainly because of the emphasis on output-based evaluation.



IFAD (photo: Bereket Kebede).

The main challenge of a rigorous impact evaluation is identifying the counter-factual; what would have happened if the project or policy was not implemented? After the implementation of policies and projects, this counter-factual does not exist. To overcome this fundamental problem, a big shift in impact evaluation methods has occurred in the recent past. The dominant trend in this shift is associated with the increasingly widespread implementation of randomised controlled trials (RCTs). RCTs, as their names indicate, randomly allocate projects or policies. The logic behind this evaluation method is since the placement of the intervention is randomised, if there is any significant difference between project participants and non-participants, the difference can be attributed to the intervention; due to randomisation, we do not expect any systematic difference between participants and non-participants that could have driven the change.

While RCT has taken impact evaluation by storm in the recent past, here I'm going to talk about another innovative development which has yet to gain momentum. Most impact evaluation exercises focus on tangible and measureable outcomes. For example, if the project is on poverty alleviation, the outcome could be measured in terms of how many people have been pulled out of poverty (say using a poverty line as reference). If the project is on child education, changes in school enrolment can be the outcome measure. But rarely do we see evaluations focusing on how attitudes and behaviour of people have changed due to the project. If we particularly focus on complex projects – like comprehensive rural development interventions – many components are expected to affect attitudes and behaviours. For example, many rural development projects organise people into groups; micro-credit groups, cooperatives, Farmers' Field Schools are some examples. The setting-up and dynamics of these groups are expected to influence the behaviour of participants towards cooperation. Many projects have gender related components; gender sensitisation, organising women's groups are cases in point. These later interventions are also expected to influence the attitudes of participants towards gender. Most of these potential effects usually are not monitored in standard impact evaluations. There is big role for experimental games to fill this gap.

EXPERIMENTAL GAMES

In experimental games people are asked to make decisions in an incentivised and controlled environment. It is incentivised because people lose or gain money depending on the decisions they make in the games. The games are played in a controlled environment where people make decisions privately and without communication to others to illicit their individual preferences. Because the decisions are incentivised ('put money where your mouth is') and people are making decisions without peer or social pressure,

experimental games are increasingly accepted as very good methods of capturing individuals preferences.

Maren Duvendack (DEV), Jennifer Leavy (DEV) and I implemented experimental games as impact evaluation tools in a recently concluded project for the *UN International Fund for Agricultural Development (IFAD)*. The project evaluated the performance of four comprehensive rural development programmes in Cambodia, Ghana and Laos using experimental games, quantitative and qualitative impact evaluation methods.

Three incentivised experimental games were employed for the purpose. First, to assess whether the risk behaviour of participants has changed compared to non-participants, a risk/lottery game was used; participants were given an initial endowment from which they can buy a lottery ticket that has a 50% chance of winning. The proportion of initial endowment they used for the lottery is a good measure of risk taking.

Second, to examine if project participants have become more cooperative in collective endeavours compared to non-participants, Public Goods games were conducted. After matching each player with another, they were given the chance to contribute to a common pot from their initial endowment. The common pot is increased by a factor 1.5 and divided between the two; note this implies that for every £1 players do not contribute, they collectively lose 50p. More cooperative individuals are expected to contribute all or higher amounts.

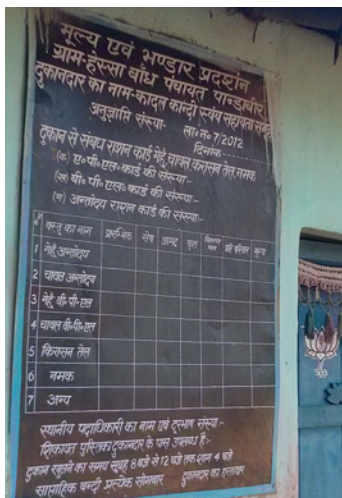
Third, what is called Prisoners' Dilemma game was used. In this game, players have two options, either to cooperate or not cooperate with the other. If both cooperate; both get medium amounts of money. If both choose not to cooperate, both get a small amount of money. If one cooperates and the other doesn't, the one cooperating will get the least amount of money and the one not cooperating will get the highest amount of money. Because of the very high payoff for the player not cooperating while the other is cooperating, there is a strong incentive not to cooperate. To end up cooperating in a Prisoners' Dilemma game, expectation/trust that the other will also cooperate is required. The Public Goods and Prisoners' Dilemma games were played with female and male partners to capture gender effects.

We have no space here to discuss the results from the experimental games or from all three arms of the impact evaluation. Generally, the impacts are mixed and vary by projects. The innovative implementation of experimental games as an impact evaluation tool has provided us with very useful insights that complement and strengthen our understanding from the quantitative and qualitative methods. We believe experimental games will play an increasingly more important role in impact evaluation in the not too distant future.

Dr Bereket Kebede

PROMOTING INCLUSIVE DEVELOPMENT

THERE IS KEEN INTEREST IN THE CREATION OF NEW STATES WITHIN INDIA AS THE MEANS TO REMEDY THE SPATIAL INEQUALITIES OF OLD STATES AND TO FOSTER BETTER GOVERNANCE AND DEVELOPMENTAL OUTCOMES IN THE NEW STATES.



From top: display board outside a fair price shop, West Singhbhum, Jharkhand; train carrying iron ore, Jharkhand (photos: Vidushi Bahuguna).

Has Chhattisgarh done better than Jharkhand in promoting inclusive development? A political settlements' analysis of two newly created mineral rich Indian states.

Chhattisgarh and Jharkhand are two mineral rich states in central and eastern India, created in November 2000. Starting out with some broad similarities (significant Adivasi populations, large forested areas, and mineral wealth), the two states have embarked upon quite distinctive trajectories of growth, poverty reduction and social welfare programmatic outcomes, with Chhattisgarh leading in important respects. Chhattisgarh has aggressively pursued industrial investment, promoted an ambitious agenda of power generation and reformed the Public Distribution System (PDS) to deliver subsidised food grains to majority poor households.

Both states have pursued mining activities as a part of a broader emphasis on modernisation based on mega industries and development. However, while mining is important for economic growth, it comes with large-scale questions of dispossession, environmental transformations with unfair burdens for the poor, and acts of resistance, as seen in both states. So how the two newly created states compare not only in terms of facilitating mining but also in dealing with the social costs of mining, either through direct investments from mining royalties or through other welfare agendas, is an extremely relevant question. While there is abundant research on the PDS in both states, especially Chhattisgarh, and on mining, no other study has tackled these two in relation to one other. By juxtaposing the politics of extraction with the politics of social welfare provisioning, this study sets out to examine the extent to which inclusive development has been promoted in each state.

In order to compare the trajectories of development, this research adopts a political settlements' approach which characterises the political arrangements between the various socio-economic groups in society, i.e., between political, economic and other social elites, and between elites and a range of subordinate groups, which are stable at a point in time, and influence the distribution of benefits by the existing institutions. It also considers which ideas or cognitive maps become influential within the political settlement, and the role they might assume in driving outcomes.

Over two years, researchers carried out more than 200 key informant interviews at the respective state capitals and four purposively selected district headquarters, plus case study work with interviews, group discussions and field observation at the block and village level, involving one public and one private sector mining actor in each state. Project partners also carried out an analysis of fiscal policies for the two states.

Adopting a political settlements' approach has allowed us to go beyond conventional explanations centring on the type of regime or political agency or institutional functioning that have dominated scholarship so far. Chhattisgarh's political settlement is marked by relatively higher levels of elite cohesion in political competition, greater bureaucratic autonomy enabled by better

organised and more centralised rent seeking, more explicit state capitalism, and harsh crackdowns on networks of non-violent civil society and violent Maoist resistance. In contrast, Jharkhand's political settlement has lower elite cohesion in political competition, low bureaucratic autonomy produced by multiple decentralised transactions for rent seeking, weak state capitalism and stronger networks of peaceful civil society resistance as well as more dispersed acts of violent resistance.

Research findings strongly suggest that differences in outcomes and trends in development between the two states, Chhattisgarh and Jharkhand, depend on their respective political settlements. Being multi-dimensional, the political settlement approach lends itself to a more nuanced and multifaceted assessment of their respective performance in moving towards inclusive development. We can conclude that the political settlement in Chhattisgarh has certainly enabled the promotion of service delivery and, to an extent, facilitated mining better than that of Jharkhand. Jharkhand's PDS system is both inefficient and corrupt, its mining sector is ridden with delays and hurdles, but equally, those protesting in favour of the rights of local communities are not as easily dismissed. At the same time, the continuation of high levels of corruption in Chhattisgarh (both in mining and within the PDS system through expanded rice procurement) and brutal dealings with protestors raises serious questions around transparency, accountability and political inclusion.

Chhattisgarh's superior functioning PDS is a vital constituent in the ruling coalition's bid for legitimacy and management of social costs, given the wider accumulations and dispossessions underway. The same is not possible within Jharkhand's political settlement, where the broken nature of the welfare system leaves the ruling elites relatively more exposed to criticism for all round mismanagement. This suggests that we cannot conclude that Chhattisgarh has necessarily done better than Jharkhand in promoting inclusive development, or that it should indeed be regarded as an exemplar amongst low income states in India.

These lessons are pertinent for those who advocate smaller new states, for ostensibly reducing spatial inequality and promoting the positive politics of recognition of historically disadvantaged communities. This research shows that whether this happens in practice, as in the case of Jharkhand and Chhattisgarh, would depend on the political settlement, around elite bargain, cognitive maps that elites hold, historically acquired state capacity and state treatment of protest. This research will come to an end in December 2016.

Dr Vasudha Chhotray

An Effective States Inclusive Development Research Centre study
Project partners:
DEV, Centre for Policy Research
and National Institute for Public
Finance and Policy, New Delhi, India

ALUMNI STORIES TO TELL

“I JUMPED AT THE OPPORTUNITY... I’M CURRENTLY THREE WEEKS INTO MY INTERNSHIP AND IT’S A POSITION AND RESPONSIBILITY I’M RELISHING.”

BILLY BARRACLOUGH



WaterAid

/ WATERAID
/ PEACE CORPS IN GHANA
/ CLIMATE CHANGE
/ (UN)CIVIL SOCIETY
/ EDUCATION IN MOROCCO

INTERNING WITH WATERAID

I never planned to get a job from the off. After three years of intense but thoroughly enjoyable work for my **BA International Development and Economics** I originally planned to have a summer delaying entering the 'real world' and instead spending time exploring the British Isles in a beat up old van with friends from UEA, shooting a photography project about the EU referendum and its fallout.

When I received an email towards the end of my degree from within the International Development department about a photography internship at WaterAid I thought I may have managed to find a way to satisfy my need to take photographs, to answer both my family and friends' frequent question 'what are you going to do after University?' and a way to earn some much needed money in a field I'm deeply interested in. I jumped at the opportunity and with previous photography commissions, photography-related work experience, but most importantly my Development Work Experience (DWE) placement under my belt, I managed to secure the internship at WaterAid.

For my DWE back in the autumn term of 2015 I once again utilised the department's diverse links within the development field and worked for three months for a small education-based refugee-relief NGO based in Beirut, Lebanon. My experience not only confirmed my direction and desire to work within development, but also gave me a platform on which to practically apply the previous two and a half years' theoretical knowledge learnt during the course. The NGO relied heavily on interns and as such I was handed a lot of responsibility within various roles and positions. The responsibility I was given, as well as working alongside the most talented, smart and passionate colleagues, meant that I learnt a great deal about development in practice. On top of my working responsibilities – which included teaching, writing program reports and proposals, taking photographs and running social media – evenings would be spent collecting evidence for my dissertation and taking more photographs. Whilst I was in Lebanon the country erupted into civil unrest as the government faltered on the delivery of another public service; this time, rubbish collection. I would attend protests after work and at weekends, taking photographs for international press such as the BBC, ITV and Deutsche Welle. I quickly developed an interest in the organisation of activities and began also interviewing activists and organisers about the role social media played on the social movement's leadership and organisation for my dissertation.

It was the experience in Lebanon that helped me get the internship at WaterAid, but ultimately at the core of both opportunities was the combination of the department's diverse links within the field and me utilising these links. Without taking advantage of the lecturers' contacts, as well as their advice and generous time to help out with any course-related questions, I would not have got anywhere near as much out of my degree and time at UEA and would have had no hope securing the DWE placement and job at WaterAid. If I had any advice for new students starting the course it would be about utilising all the opportunities, advice and time the lecturers so generously offer up.

I'm currently three weeks into my internship and my responsibilities include a combination of taking photographs for WaterAid in the UK and assisting with managing the photos which are coming in from the field. It's a position and responsibility I'm relishing.

The use of photographs for humanitarian communication is somewhat a minefield of ethics; a balancing act of simultaneously raising funds for future programmes whilst crucially keeping intact dignities, withholding identities and conveying the correct message from the subject to the audience. This is something I was concerned about before starting but these worries and challenges have been in part dealt with by WaterAid's Voices From The Field (VFTF) method. VFTF works by employing country locals as communication staff to collect the photos, video clips and stories from the field for WaterAid's communication needs. Through VFTF, issues of power, cultural sensitivities and communication are, in part, addressed. Although ethical considerations remain and need to be catered for as part of my role, VFTF is definitely a step in the right direction and it is something truly exciting to be working on and something I'm proud to be a part of.

Although I never planned for a job from the off, I'm truly grateful for the job I'm currently in. I'm looking forward to the following weeks; getting to grips with people's names, learning more about humanitarian communication and the workings of a large NGO such as WaterAid, and finally, joining the WaterAid football team. I also hope for the experience to inform my own ethical practice and sensitivity within photography, and plan to put it all into practice when I return to Lebanon in late September to complete my first photojournalism project there.



Protests in Lebanon (photo: Billy Barraclough).

Billy Barraclough | BA International Development and Economics | 2016

See more of Billy's photos:
www.billybarraclough.co.uk

Instagram:
[@billybarraclough](https://www.instagram.com/billybarraclough)

CAN YOU OFFER AN INTERNSHIP?

WaterAid have kindly offered three paid internships in their Filmmaking Department and one in their Photography Department in the last two years. Internships are hugely beneficial to graduating students and a number of organisations offer opportunities each year.

If you have placements/ internships you would like to offer to students please contact Caitlin Scott (Caitlin.Scott@uea.ac.uk) who is the Director of Employability in DEV.



PEACE CORPS IN GHANA

Maria Hettel | BA International Development with Spanish | 2009

Follow my blog
ghanagogo.wordpress.com

“IT IS BECAUSE OF MY TIME AT UEA THAT I AM WHERE I AM NOW, LIVING ONE OF MY DREAMS TO BE A PEACE CORPS VOLUNTEER AND MORE IMPORTANTLY, IN THE SECTOR I WANTED.”

MARIA HETTEL

I graduated in 2009 with a **BA in International Development with Spanish**. Currently I am a Peace Corps Volunteer in Ghana. Peace Corps is a developmental branch of the United States Government that sends American citizens around the world to volunteer in various sectors such as education, health and agriculture.

The Peace Corps Mission is to promote world peace and friendship by fulfilling these three goals:

- Help the people of interested countries in meeting their need for trained volunteers
- Help promote a better understanding of Americans on the part of the peoples served
- Help promote a better understanding of other peoples on the part of Americans.

I am an agricultural extension volunteer and live in a small village in northern rural Ghana. I am partnered with an internationally funded project that focuses on value chain improvement. Specifically, I am managing a demonstration plot to test a hybrid maize variety. Although this is my primary project I have other projects in my village, such as a permaculture garden and girls club.

After graduating from UEA I changed course, away from development, and only now through Peace Corps have I made my way back into the field- pun intended. We all know how difficult it is to get a foot in the development door and an undergraduate degree was not enough, especially in the years after the economic crisis. I went to Law School and from 2013-2015 I lived in Washington, DC home of the World Bank, International Monetary Fund and countless other development institutions.

My experience in the School of International Development allowed me to explore my interests and gave me the opportunity to find work experience, namely through overseas work experience. Between my second and third years, I took up an intern position at the Maya Mountain Research Farm in Belize and worked in agroforestry and permaculture. DEV is what led me to Law School as I wanted a career marrying the two fields, particularly in land law and gender equality, with the overarching goal of achieving food security. It is because of my time at UEA that I am where I am now, living one of my dreams to be a Peace Corps Volunteer and more importantly, in the sector I wanted. The year I applied to Peace Corps (established in 1961) they received 23,000 applications – the highest volume of applications in 40 years (www.peacecorps.gov/news/library/peace-corps-director-announces-40-year-high-in-applications). My application was full of experiences I had because of my time with DEV and I know it is what made me a strong candidate. Peace Corps service is a two year commitment and I am almost half way through.

HOW DOES CULTURE INFLUENCE ADAPTATION TO CLIMATE CHANGE?

“MY RESEARCH UNCOVERED A SPECIFIC SET OF CULTURAL VALUES, WHICH WERE SHOWN TO PERMEATE AND FACILITATE THE EXISTING RESPONSES AND ADAPTATIONS TO CLIMATE CHANGE.”

RORY WALSH



Photos: Rory Walshe.

Rory Walshe | MSc Climate Change and International Development | 2015

Even in a best-case scenario, the impacts of climate change on indigenous communities are anticipated to be early and severe, so it's fair to say that effective adaptation could be the single biggest factor separating the continuity and safety of indigenous peoples and a humanitarian crisis on an international scale.

The question of how to develop effective adaptation projects is therefore an important one, and the role of local culture and knowledge as a valuable potential contributor to the understanding and management of environmental change in developing countries is being increasingly discussed. Unfortunately it is often just this: a discussion. The policy landscape has largely failed to integrate such culture or knowledge in adaptation policy. Instead the international community often pursues counter-productive, technical, top-down policies that neglect the culture of indigenous peoples and their capacity to respond.

An interest and passion in this value of traditional knowledge and culture in response to environmental change was the reason I started an **MSc in Climate Change and International Development** at UEA. As part of my MSc I undertook an internship with Peruvian NGO the Indigenous Peoples Bio-cultural Climate Change Assessment Initiative (IPCCA).

This involved spending three months living in Cusco high in the Peruvian Andes. My role in the organisation was coordinating the IPCCA's 'synthesis report' – an overview from a number of local assessments of indigenous communities from around the world. As part of this work I visited the communities of the 'Potato Park', a community-managed 15,000-hectare cultural

and environmental conservation area in the Cusco province of Peru, at an altitude of around 3900 meters above sea level.

Talking to the communities about the considerable negative impacts of climate change, which they are already experiencing, led to my research thesis for my MSc dissertation. Basically, I surveyed the communities of the Park to find out how they are responding and adapting to these impacts of climate change. The research uncovered a specific set of cultural values: *ayni* (reciprocity), *ayllu* (collectiveness), *yanantin* (equilibrium) and *chanincha* (solidarity), which were shown to permeate and facilitate the existing responses and adaptations to climate change in the Park. The limited current adaptation strategies not only neglect these values but also undermine them.

RECEIVING RECOGNITION

I submitted this research as my MSc dissertation and was very lucky (and honoured) to be presented with the **Piers Blaikie Annual Student Prize** from DEV for the best dissertation on a theme related to the politics of the environment. After I graduated I also submitted the research in the form of a shorter paper to the International Journal 'GAIA – Ecological Perspectives for Science and Society' and was awarded the **2016 Masters Student Paper Award** by a jury for research with relevance for important societal transformations and new paths of inter- and transdisciplinary environmental research.

Since leaving UEA I have started a PhD at the Geography Department of King's College London, where I am now investigating the impact of climate change on communities in Mauritius and Tobago.

TALES OF (UN)CIVIL SOCIETY

ON MORE THAN ONE OCCASION, WHILE STOOD IN A COLD, WIND-SWEPT ENGLISH CAR-PARK WATCHING PEOPLE CHANT 'E-E-EDL' OR 'MUSLIM BOMBERS OFF OUR STREET', I WONDERED HOW ON EARTH I HAD COME TO BE THERE.

Joel Busher | PhD | 2010

Four years earlier I had been on the Namibia-Angola border: a DEV PhD student exploring efforts to cultivate community led and community owned responses to HIV/AIDS. While not without its challenges, I by and large admired and respected the people I spent my time with. In many ways it felt as though we had a project in common – it was easy to imagine ourselves as part of the same struggle. Four years later, surrounded by English Defence League (EDL) activists, I found myself deprived of such relative identity-comforts. I was determined to produce a fair account of the activists I met, many of whom I had come to know quite well and who did not fit the popular stereotypes of shaven-headed knuckle-dragging thugs, but some of my data made my stomach churn.

It was as I began analysing my data on EDL activism that my professional trajectory started to make a little more sense to me – and I started to appreciate the extent to which my time in DEV had become part of who I was and how I thought about the world around me.

The more I looked at my data, the more I realised that the concepts and theories that I had previously used to understand civil society responses to HIV/AIDS in Southern Africa could also be used to analyse phenomena such as anti-minority protest movements. Specifically, it became apparent to me that we can enhance our understanding of how a group such as the EDL can generate and sustain support by explaining how it works as a project of

collective 'world-making' – a concept I draw from Deborah Gould's *Moving Politics*, an account of AIDS activism in the USA. Phenomena such as anti-Muslim activism are partly about trying to change the world 'out there' by attempting to influence policy and public opinion, but they are also about the way they transform the everyday lives of activists.

My book, *The Making of Anti-Muslim Protest: Grassroots Activism in the English Defence League* (Routledge), explains how the activists I met came in effect to live out their apocalyptic narratives about an imagined 'clash of civilisations' – how they consolidated belief in their cause, forged new social ties, managed intra-movement tensions and generated new and often emotionally rewarding identities. In some ways it is an uncomfortable book, showing and engaging the humanity of people with whom many of us are not accustomed to empathise. I do believe however that it offers valuable insights into the dynamics of this type of activism and the ebb and flow of the viability of such movements.

Joel is currently a Research Fellow at the Centre for Trust, Peace and Social Relations, Coventry University. After completing his PhD in DEV he first worked in the Defence Science Technology Laboratory (DSTL), part of the UK's Ministry of Defence, before holding research positions at the University of East London and Huddersfield University. His book, *The Making of Anti-Muslim Protest*, was joint winner of the British Sociological Association's Philip Abrams Memorial Prize, 2016.

English Defence League march (photo: Joel Busher).





Photo: Peter Casier.

EDUCATION IN MOROCCO



Ryosuke Teraoka | MA Education and Development | 2010

I am a Japanese alumni who graduated from DEV in 2010 with an **MA in Education and Development**. Before studying at DEV I worked for two years as an educational coordinator in a detention centre in Marrakesh, Morocco, as a Japanese Overseas Cooperation Volunteer (JOCV). This experience led me to study education and development in DEV.

I am currently working as a consultant for Koei Research Institute (www.kri-inter.co.jp/english/), a leading think-tank of the biggest Japanese international development consultant firm, Nippon Koei (www.n-koei.co.jp/english/). The job requires me to take frequent business trips across the world. I am currently assigned to a technical assistance project, Promoting Education with Equity and Quality (equivalent to more than 4 million USD), in Morocco where I stay more than half the year. Ameliorating the equity and quality of education in Morocco by achieving academic progress and decreasing dropout rate and increasing advancement rate is the absolute goal for the project. The concrete works include: providing advisory services including innovative suggestions to the ministry, delegations and schools to support and monitor their plans and implementation of the school activities; researching and analysing existing disturbances in terms of access to the schools; distributing subvention to the schools to procure goods and services for the school activities to solve

disturbances; drafting and finalising monthly, mid-term and completion reports in English and French (I hope!); building and developing networking with the ministries, delegations, schools and communities and also international donors and local entrepreneurs; supervising three local employees.

Just after graduating from DEV in 2010, I started to work for Crown Agents (www.crownagents.com/home), the UK-based procurement agency. There I had the opportunity to develop skills in project and procurement management. After spending nearly four years there, I decided to change my career as I was eager to commit to my expertise and interest of education and governance as a consultant, and so joined my current employer Koei Research Institute.

Obviously the MA Education and Development at DEV and what I learned and experienced there helped me to reach my current position, in particular the overall concept of education in the developing world. In addition, meeting and communicating with other DEV students from diverse countries and regions gave me the confidence to forge relationships with stakeholders in nations around the world, from Morocco's children in the detention centre to Guyana's diplomats.

STUDENT WORD

A STUDENT-LED CAMPUS INITIATIVE TO REDUCE FOOD WASTAGE AND TO MITIGATE CLIMATE CHANGE

Lea Sarah Kulick | MSc Climate Change and International Development | 2015-16

Rajesh S Kumar | MSc Climate Change and International Development | 2015-16

Liam Upson | MSc Climate Change and International Development | 2015-16

THE PROJECT TEAM

Cristina Bajet Mestre
Viviana Bohorquez
Jacob Briggs
Mathias Edeter
Ana Gomez Guerra
Lea Sarah Kulick
Rajesh S Kumar
Colton Naval
Tho Ngyen
Liam Upson
Jiwhan Yun

WATCH YOUR FOODPRINT UEA FOOD RESCUE PROJECT

One third of the food produced around the world is not eaten and needlessly wasted. This is not only morally incomprehensible but also creates a huge carbon footprint. According to the Food and Agriculture Organisation of the United Nations (FAO), food waste ranks as the third top emitter after USA and China with an estimate of 3.3 gigatons of CO₂ equivalent. This is an issue that needs to be addressed if we are serious about putting a stop to climate change.

On the positive side, food wastage can easily be avoided through redistribution and recycling. Therefore, a group of DEV Masters students founded an initiative in October 2015 with the collaboration of experts and the Student Union that aims at 'rescuing' edible surplus food on UEA campus. This student-led climate change mitigation initiative promotes sustainable development and putting food wastage high upon the agenda of the UEA community. We want to bring together different organisations, societies and charities who are working to combat food wastage across the university and in the Norwich community. This includes the well-known Norwich charity Foodcycle, who prepare a meal for the Norwich community every Friday.

One of the first successes was to establish the distribution of surplus food from the Union Shop via the Norwich Food Hub to a local charity. Norwich Food Hub is a recent initiative aiming to distribute food that would otherwise be wasted from supermarkets and restaurants to charities in Norwich. Our long-term vision is to not only integrate the Union Shop in the distribution network, but also all the other food facilities on campus so that more food can be distributed to the Hub.

Alongside our efforts to distribute food surpluses, we have begun collecting data on the emissions that can be saved from using food that would have been wasted. We are currently establishing an emission baseline and developing a calculation tool to determine the greenhouse gas emissions that will be mitigated thanks to the UEA Food Rescue initiative.

While the project reflects on youth engagement and interventions for climate change, it has the potential for replication elsewhere. It offers a template for other student communities wanting to embark upon an initiative on climate change response and sustainability. We are part of the Global University Climate Forum led by Yale University and the International Alliance of Research Universities in collaboration with the International Sustainable Campus Network. We have met other students from all around the world and presented our project during a side-event of the COP21 in Paris. It has been a great opportunity to share our ideas and get inspired by the enthusiasm in all of these campus communities to combat climate change in many different ways.

In April 2016, we held a great kick-start event on UEA campus for interested people and explained the connection between greenhouse gas emissions and food wastage. There were lively discussions on what can be done to reduce food wastage in different settings, e.g. at home, at university and at the national level. The next step is to recreate a foodcycle on campus with cooking sessions using surplus food from the Union Shop to prepare meals for the campus community.

Left: members of the UEA Food Rescue Initiative, April 2016 (L-R: Liam Upson, Viviana Bohorquez, Cristina Bajet Mestre, Colton Naval, Lea Sarah Kulick).

Logo of the Think.Eat.Save campaign of the Save Food Initiative: this is a partnership between UNEP, FAO and Messe Düsseldorf, and in support of the UN Secretary-General's Zero Hunger Challenge.



BECOME PART OF THIS!

Join the Facebook group: **UEA Food Rescue**, or leave your information at this Student Union website: www.ueastudent.com/main-menu/opportunities/volunteering/uea-food-rescue

THE PATHWAY FROM PARIS TO MARRAKECH

Insights from DEV students at the climate change negotiations

The adoption of the Paris Agreement last December was a historic moment for UN climate talks. Now countries face the even more difficult task of figuring out how they will proceed to effectively implement the commitments they made. As a first step in this process, countries met this May in Bonn, Germany, for their first conference since Paris. DEV students from the **MSc Climate Change and International Development (CCID)** have a history of engaging in the climate talks; Bonn was no exception, as several current and former students were in attendance.

LIAM UPSON, a current CCID student, attended Bonn for his second intersessional in May, and followed closely the topic of Loss and Damage. Although the talks in Bonn were not directly centered on Loss and Damage, the Least Developed Countries still paid it particular attention, as did actors in civil society. Loss and Damage is foreseen by many as the third response to climate change, following mitigation and adaptation measures, and is set to be one of the major talking points of the talks in Morocco at COP 22 in November. Despite the reluctance of many developed countries to accept Loss and Damage as a form of liability and compensation, it nevertheless forms part of the Paris Agreement. An Executive Committee has been tasked with determining how economic and Non-Economic losses can become integrated in the five year programme that follows on from COP 22. With the current national climate pledges consistent with warming of 2.7-3 degrees, it is vital and far more effective to ratchet up the level of ambition of these targets now, before the current levels are locked in and losses and damages are multiplied.

TIMOTHY DAMON, a CCID alumnus from 2012-13, attended the Bonn session as part of an ongoing involvement with the UN climate talks. While conducting research at the Bonn session three years ago, he became involved with YOUNGO and the topic of intergenerational equity. YOUNGO (Youth NGOs) is the official constituency for youth representation at the UN climate negotiations, serving as a global network of young people involved with climate change. Subsequently, he joined SustainUS, a U.S. youth-led organisation which sends delegates to the negotiations, where he applied his academic background to the task of youth advocacy and peer training. His main focus was pushing to have the Paris Agreement recognise the concept of intergenerational equity – the idea that there should be a fair balance of costs and benefits across generations – as crucial in the context of climate change. Working closely with youth from around the world through the conferences in Warsaw, Lima, and Paris, they succeeded; the Paris Agreement is the first international legal document to explicitly mention this principle. The new challenge from this Bonn session is the question of how countries will actually implement this concept. While continuing to develop that answer, Timothy now also serves as Focal Point for YOUNGO, an unexpected position he certainly would not have reached without the defining experiences he had while studying climate change and international development at UEA.

LEA SARAH KULICK, a current CCID student, attended the Bonn intersessional for the first time after following COP21 closely. Previously, she interned with the chair of the Alliance of Small Island States (AOSIS) in New York and therefore kept a particular eye on their involvement in the UNFCCC negotiations. The goal of keeping global warming below 1.5 degrees is a new element in the Paris Agreement and was persistently pushed for by AOSIS during the intense negotiations. These low-lying island states are on the frontline of the adverse effects of climate change and they have been demanding ambitious action since day one. During the intersessional in May the Maldives, as current AOSIS chair, emphasised that even if all of the nationally-determined contributions are fully met 'we would still be on track for warming of close to 3 degrees'. This would not only be catastrophic for the island states but also for the major part of the rest of the world. Evidently, a rapid scale up of climate action is vital in the lead up to Marrakech. In Lea's opinion, no more time can be wasted on setting the agenda or by countries underachieving in their contributions. For COP22, the hope is that substantial progress will be made regarding the establishment of a transparent monitoring system for the national pledges.

MATHIAS EDETOR is a current CCID student who counted himself among the privileged few youths from the Global South attending in Bonn. A newcomer to the climate talks, he found topics discussed very relevant to the modules and seminars included in the CCID course. Having attended as many sessions as possible, he particularly found the active engagement of young people in translating Intended Nationally Determined Contributions (INDCs) as a major first step in involving them in the implementation of the Paris Agreement. Youth have a clear role in helping to translate their countries' INDCs in the remotest of their localities. This does not only represent an effective mechanism to harnessing collective climate action but also to guarantee continuity of such efforts. The younger generations have to be seen as tomorrow's implementers of INDCs. In this regard, YOUNGO has been working tirelessly to implement a number of interventions (including the Global South Scholarship) to increase youth participation in the climate processes. These interventions will equip young people with the necessary tools to effectively spread understanding of climate issues, including the INDCs. Clearly, it is based on the solid understanding of INDCs that initiatives could be identified and proposed to national and local governments for a collective implementation of the Paris Agreement. This in itself is a great practical climate awareness creation.

Tim Damon | MSc Climate Change and International Development | 2012/13

Liam Upson | MSc Climate Change and International Development | 2015/16

Mathias Edetor | MSc Climate Change and International Development | 2015/16

Lea Sarah Kulick | MSc Climate Change and International Development | 2015/16



OUTLOOK

Having concluded their meetings in Bonn, countries will next convene in November for COP22 in Marrakech, Morocco. The session will be crucial for the implementation of the Paris Agreement, with productive outcomes required not only for each of the topics DEV students have outlined here, but for others as well. As the process continues, so too will the varied participation of DEV students and alumni who carry on their School's proud tradition of engagement with the UN climate talks.

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