

e-mergence

CENDEP Newsletter

Welcome to the February 2006 issue of our newsletter!

Since our last edition, the MA course in Humanitarian and Development Practice has continued to develop its distinctive multi-disciplinary approach to reflective practice. Our integrated programme of education for humanitarian, human rights and development practice has been much-strengthened over the past year with new teaching and research staff joining us on the humanitarian practice and disaster response strands of the course.

2005 was a year when our professions face enormous challenges to responsible and effective practice. The mass forced displacement in Darfur; the vast tragedy of the Indian Ocean earthquake and tsunami; the earthquake in Pakistan; the hugely destructive hurricanes that laid waste to much of the Gulf Coast of the United States and to Guatemala; the ongoing humanitarian catastrophe in the Democratic Republic of Congo; the famine in Niger; and the global AIDS pandemic – all these and other crisis situations demand the sustained engagement and advocacy of practitioners everywhere.

One of the many privileges of chairing a course such as this one is the arrival each year of another group of students bringing with them an extraordinary range of experiences and insights to be shared generously with their colleagues. Our 2004-04 and 2005-06 student cohorts have brought with them significant field experience in contexts as diverse as Afghanistan, Cambodia, Liberia, El Salvador, Peru, Brazil, Egypt, Uganda, Kosovo, Iran, Zimbabwe, Bosnia-Herzegovina, Nepal, Democratic Republic of Congo, Sudan, Sierra Leone, Tanzania, Kenya, The Gambia and the Russian Federation among others. Students from the last few years of the course have recently been testing their skills and knowledge in a variety of positions in Afghanistan, Indonesia, Pakistan, Nepal, Sudan, Sri Lanka, Chad and Colombia. We shall include reports from some of these alumni in future numbers of the newsletter. We hope you will find this edition a stimulating one, and look forward to keeping in contact in the months ahead!

Dr Brian Phillips
Course Chair

Sweet dreams are made of this **Annie Lennox to become Patron**

We are delighted to announce that legendary musician Annie Lennox has agreed to become a patron of the MA course in Humanitarian and Development Practice. We very much look forward to Annie playing a vital role in further raising the international profile of our programme.



Annie's first appearance at Oxford Brookes will be at our Fourth Annual Human Rights Film Festival - when she is expected to be with us for the screening of "Yesterday." The film tells the story of a young Zulu woman with HIV - struggling to cope with raising a daughter on her own. "Yesterday" was the first South African film to be nominated for a Best Foreign Film Oscar in 2004. Annie is currently an Ambassador for Nelson Mandela's campaign to raise global awareness about HIV/AIDS, and has been closely involved with the work of the Nelson Mandela Foundation. During the past year, Annie has been a prominent activist for the "Make Poverty History" campaign and performed at last summer's Live8 concert.

Annie Lennox is one of the best-selling and most critically-acclaimed British recording artists of the past twenty-five years - first as half of the Eurythmics and subsequently as a solo artist. Her third solo album (2003) went to number four in the US Billboard Charts and has sold two million copies world-wide. She has won several Grammy and BRIT Awards, and the Eurythmics were given a special BRIT Award in 1999 for their Outstanding Contribution to Music. In 2004, Annie won an Oscar, Golden Globe and Grammy Award for the song she wrote for the last film of the "Lord of the Rings" trilogy.



She has been a long-time supporter of human rights and social justice campaigns, including the work of Amnesty International.

Spring 2006

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School of the Built Environment

4th Annual Human Rights Film Festival - March 2006

In recent decades, film has proved to be one of the most vital and compelling vehicles for raising awareness about human rights violations around the globe. In both feature and documentary films, contemporary writers, directors and actors have highlighted the struggles of men, women and children to claim and defend their fundamental human rights – often in a context of armed conflict, brutal repression, cultural bias and extreme poverty.



The Oxford Brookes University Human Rights Film Festival is an initiative of post-graduate students on the MA course in Humanitarian and Development Practice at the Centre for Development and Emergency Practice (CENDEP) – coordinated by Dr. Brian Phillips, Senior Lecturer in Human Rights at the Centre. Awarded the Queen's Anniversary Prize for Higher and Further Education in 2001, CENDEP was recognised for its "...international reputation for pioneering education and training for humanitarian aid workers. Combining innovative practice-based study with a multi-disciplinary academic approach, its unique emphasis on educating humanitarian practitioners for work in war, political violence and disaster is a model for others."

March will bring the arrival of the 2006 festival. This annual student-led initiative, now in its fourth year, draws on the enormous quantity and diversity of contemporary film making around the work that touches on human rights issues.

Building on the success of the festival in previous years, the 2006 program will be the most ambitious to date. Running over 11 days, the festival will screen over 2 dozen films, from short documentaries to feature length productions. As in the past the films will be organised around themes. This year's themes include 'Responsibility & Accountability', 'Beauty & Human Rights', 'Children's Human Rights' and 'Human Rights and Natural Disasters'.

By highlighting certain themes, the festival aims to raise awareness among students at Brookes and the Oxford

community of some of the many challenges facing people both here in the UK and around the world. It provides an opportunity for reflection and critical discussion, and hopefully will foster an engagement that will continue and grow after the film ends and the lights come on.

We were fortunate enough to have a number of guest speakers during the 2005 festival discussing topics such as incarceration, religion, old age, genocide, conflict and HIV/ AIDS. Directors, producers and representatives of humanitarian and human rights organisations came to discuss their work and share their experiences. The exchange of views often continued long after the film credits, in the corridors outside the venue or down the road at the local pub.

We were delighted to see in the audience new and old faces in equal measure. We would like to extend our gratitude to all those who came to watch, listen and share. As the festival becomes an established feature of the calendar we look forward to seeing many of you again in March.

In April 2004, Oxford Brookes partnered the Human Rights Office Tuzla to present the very first Human Rights Film Festival ever to be held in Bosnia-Herzegovina - in connection with a CENDEP field-based programme on human rights and peacebuilding practice in the Balkans. A second successful festival in Tuzla, again in partnership with Oxford Brookes, was held in October 2005.

4th Annual Human Rights Film Festival – 9th to 22nd March 2006

Films include;

Beauty Academy of Kabul (Liz Mermin) A documentary following American Women (some of whom emigrated from Afghanistan in the early 1980s) who return to the capital city of Kabul to open an American style school for beauticians.

Shake Hands with the Devil (Peter Rayment) Ten years after he headed the UN's disastrous mission in Rwanda, Lieutenant General Romeo Dallaire returns to the site of the genocide to confront survivors and his own demons.

State of Fear (Pamela Yates, Paco de Onis & Peter Kinoy) State of Fear highlights the long and courageous campaign of resistance by human rights activists and civil society in Peru and their role in the ultimate collapse of President Alberto Fujimori's regime. Presented by the three Directors

The Revolution will not be televised (Kim Bartlet & Donnacha O'Brian) Hugo Chavez elected president of Venezuela in 1998, is a colourful, unpredictable folk hero, tough-as-nails, quixotic opponent to the power structure that would see him deposed. Two independent filmmakers were

inside the presidential palace on April 11, 2002, when he was forcibly removed from office. Their film records what was probably history's shortest-lived coup d'etat. It's a unique document about political muscle and an extraordinary portrait of the man.

Dying to tell the story (Amy Eldon)

This Emmy nominated documentary studies the motivations of journalists dedicated enough to risk their lives for a story. We follow narrator Amy Eldon on a personal journey to find meaning in the death of her older brother, 22 yr old Reuters photographer Dan Eldon. Dan was among a group of 5 journalists attacked by a mob during the Somali famine in 1993; he and 3 others were stoned to death. As she interviews other journalists and the sole surviving witness to Dan's death, we see her attain the peace she sought.

The Schedule for the festival can be found on our website at www.brookes.ac.uk/schools/be/cendep/humanrights

Introducing Dr Brigitte Piquard our new International Humanitarianism lecturer.....

Brigitte Piquard joined CENDEP in October 2005 as Senior Lecturer in International Humanitarianism. As a political scientist and an anthropologist, Brigitte has been researching and lecturing on humanitarian issues at the University of Louvain, Belgium for the last 15 years.

Prior to that, Brigitte spent two years working in Afghan refugee camps on income-generation, capacity-building and emergency education programmes. The experience established her interests in developing fruitful links between research, theory and practice. Her field work includes research in refugee camps, conflict areas or war-torn societies - mostly in Cambodia, where she has been working on genocide and memory. She is also interested in the role of Islamic movements in relief and development in Pakistan, as well as the work of local NGOs struggling against child bonded-labour and dealing with memories of the partition of the Punjab. In the Middle East, Brigitte has worked on empowering Palestinian women and on the impact of armed conflict in Nagorno Kharabagh, South Caucasus.

Brigitte has published quite extensively both in French and English on the understanding of conflict and violence in various cultural settings, on "gender and conflict" and on "Islam, humanitarian action and conflict sensitivity."

"My appointment at Oxford Brookes University will allow me to dig further into crucial issues such as the quality of humanitarian programmes in conflict areas and the participation and ownership of local populations in such programming. I am also delighted to be able to create some bridges between the French and English traditions in the academic and humanitarian practice circles"

Professor Roger Zetter has been engaged in several recent projects in both his research areas – urbanisation and development, and migration and refugees.

Market Economy and Urban Change

Impacts in the Developing World



Urbanisation and Development

Roger has published two books in the last 18 months. The first, *Market Economy and Urban Change: Impacts in the Developing World*, (published by Earthscan in 2005 and jointly edited with Dr Mohamed Hamza- who also teaches on the MA course), explores the linkages between the neo-liberal development paradigm and the policy responses of different actors in the urban sector. The book provides an

understanding the factors driving market enablement and the impacts on urban sector policies and programmes. By linking policy to practice, the book also seeks to inform policy-makers in governments, donor and implementing agencies of the impact of shifts in the development debate on urban sector strategies. Case studies from countries such as Mexico, Brazil, South Africa and Kenya, focusing in particular on issues of urban land, shelter and poverty alleviation, demonstrate the negative impacts of enablement policies on the urban poor and the continued marginalisation of the mass of urban dwellers from the urban economic growth strategies promoted by the World Bank and other major actors.

Complementing his 2002 book *Planning in Cities: Sustainability and Growth in the Developing World*, (published by IT Publications) he has recently completed *Designing Sustainable Cities in the Developing World*, for Ashgate Publishing. Jointly edited with Professor Georgia Butina-Watson of the Department of Planning, the book is due for publication in March 2006. Again including a wide sample of case studies from countries such as Mexico, Brazil, Argentina, India,

Palestine, Saudi Arabia and Burma this richly illustrated book explores the interconnections between the built heritage, urban form and design in the context of globalisation. It is one of the first books to explore the concept of urban sustainability within an urban design framework in the developing world. It explores questions such as: Can conservation of the built heritage be reconciled with the speed of urban change in cities of the developing world? What are the tools of sustainable urban design? How can communities participate in the design of the environments in which they live and work?

Migration and refugees

With colleagues Nando Sigona and Dr David Griffiths from the Development and Forced Migration research group in the School of Built Environment, Roger has also been working on social capital theory and community development amongst refugees and the 'new migrants'. They have recently completed a concept study commissioned by the *Joseph Rowntree Foundation (JRF)* on **Social Capital, Social Cohesion and Immigration – What are the Links?** The project, in collaboration with the *Joint Council for the Welfare of Immigrants*, builds on earlier ESRC research by the Brookes team on **Refugee Community-based Organisations: A Social Capital Approach**.

This work is published in several outlets. A JRF Monograph *Social Capital, Social Cohesion and Immigration – What are the Links?* has been published in February 2006. The ESRC research has been published in *Social Capital or Social Exclusion? The Impact of Asylum Seeker Dispersal on Refugee Community Based Organisations*, *Community Development Journal*, 2005 and *Refugee Community Organisations and Dispersal: Networks, Resources and Social Capital*, Policy Press, (jointly authored with Dr David Griffiths, lead author)

New research for Housing Corporation builds on three projects over the last five years. The current study, completed in mid 2005 is entitled *Still Surviving and Now Settling; Refugees, Asylum Seekers and a Renewed Role for Housing Associations*. Available on the Housing Corporation website Bank of Good Practice, this study develops good practice for social housing providers in the context of large scale demand for housing in the last few years.

Student Profiles



"Before I came to study at CENDEP, I had previously worked as a lecturer for a year and a half in The Faculty of Architecture, Silpakorn University in Bangkok, Thailand, where I had obtained my bachelor and master's degrees in Architecture. My thesis was entitled 'Occupied Spaces and Material used in Urban Poor Houses'.

I have also worked for various magazines such as Elle Decoration in Thailand, Art4D (Art/ Design/ Architectural magazine) as a freelance writer, as well as numerous interior, urban lifestyle and female orientated publications.

I'm interested in housing in poor urban areas in Thailand because I find the naïve aesthetic and hidden creativity impressive. From my M.Arch thesis, I found that the people in these areas are very creative when adapting their individual spaces, using low-cost or free materials applied to a basic structure. They also use local skilled constructors to build their houses who despite many limited conditions can respond to their basic needs. I find this truly spectacular".

Supitcha Tovivich
Thailand 2004/2005



"From 1991 to 2001 I worked as a school teacher, teaching 5-15 year olds. During this time I started to train as a counsellor for children who were directly or indirectly affected with HIV/AIDS. This included infected pupils, children living with and caring for an infected family member and those who had been bereaved due to HIV/ AIDS.

As well as counselling the students I had to carry out home visits to determine and prioritise who needed financial help, with support from an NGO called Desseret (Bee Hive).



At the end of January 2001, I resigned as a teacher and went into voluntary counselling full-time. This involved pre and post testing counselling. I found the most disturbing thing was the trauma the children went through as they saw their loved ones dying and the stigma that they had to deal with. There were cases where the children had developed behavioural problems and some where the children were failing to adjust to their new family.

At the end of my studies I hope to be mentally wiser and more prepared to face and tackle some of the problems in the Humanitarian, Human Rights and Development Practice in general and in particular in Zimbabwe."

Nyasha Chiunya-Huni
Zimbabwe 2004/2005

"Having spent 12 years in the IT and Internet world, in 2001 my career took an unexpected turn when I decided to take a sabbatical from the corporate world and do something a bit different. I ended up committing myself to a 3-month stint for a UK children's charity in Sierra Leone. It was a trip that changed my life forever. The place and people were a total inspiration and I somehow found myself running the organisation. We worked with amputees, child soldiers, sexually abused teenage mothers and street children. Despite their trauma and suffering these people inspired and motivated me every single day. Their resilience in the face of adversity and their happy and engaging spirit was contagious. I never got my return flight and ended up staying for 3 years.

During this time I met a few people that had completed, or were about to start a Masters in Humanitarian and Development Practice at Oxford Brookes University. They all raved about it and were good practitioners in the field. My 3 years in Sierra Leone were followed by a year in Kenya and the growing realisation that although I had good experience I was being hampered by my lack of training. My business skills and experience could get me only so far and I realised I needed to invest in developing my skills as a practitioner. I was accepted onto the course to start in Sept 2005. It has, so far, been a revelation; "if I knew then what I know now" is an expression that comes into my head in almost every lecture. I have already learnt many new skills and cannot wait to return to the field and put them into practice."

Matt Banks
UK 2005/2006



Street Kids Centre in Makeni,
Northern Sierra Leone

Project Design and the Art of Practice

The Project Design and the Art of Practice module develops the themes of Development Practice by recognising that while social and technical science may inform development practice, the application of such practice is an art. To this end, the unit provides field-setting options in which to simulate an exercise in needs and capacity analysis, inter-disciplinary and participatory project design, proposal writing and presentation. After a Short Course in community action planning and project management, students join local colleagues for a two-week field study in the chosen place where they will work with NGOs, community organisations, relief agencies and other development practitioners. The aim of the course is to give students the opportunity to learn in groups from a particular situation and to reflect upon their own personal practice and the challenges of integrated and participatory development programming.

Refugee Realities, Oxford

Beginning a project from scratch seemed to become about finding a way to marry up big ideas and a way to realise them – a reflection of the development profession? This challenge was one I was unable to surmount with the first objective discussed – a photo exhibition. Looking back at the presentation I made, the issue of how precisely to gain access to such a hard to reach group was not adequately addressed, and should have played a much larger role in shaping the objectives. I think I tried to address the strategic agenda with a strategic tool rather than a practical one; it was (probably always!) doomed to fail! From this experience I was able to identify a personal need to develop an awareness of what will practically work in reconciling vision with reality.

Joining forces with fellow CENDEP student Francesca enabled finding a way to keep the very large strategic aim and begin to address it in a small and practical way. Yet despite our ability to do this, I feel that in repeating the exercise I would probably start with something much smaller for the purposes of a university module. That said, going through the experience was possibly even more valuable in that it is quite similar to designing the kinds of projects that we heard about from The Art Room: their project began with a large strategic agenda which needed to be broken down into component parts and tackled individually. In working on our project, we consciously attempted to adopt an iterative approach – revisiting our purpose and objectives at each phase and assessing them on the basis of what we know at the time. This is how we would plan to continue if implementing the full advocacy campaign.

The PRA skills we used were, without doubt, indispensable. However, frustration seemed inevitable at the lack of direct access to the two groups we were ostensibly working with: asylum seekers/ refugees, and pupils at the schools, during the course of designing the project. Working through 'gatekeepers' made it difficult at times to get a feeling for or measure of whether the material we were producing was on target and how we might better it. I would like to become more familiar with mapping as a technique; we could have found a way to use it but to do so would have been arbitrary and therefore, I feel, reduced its value and potential.

The project gave much food for thought about the outsider – insider debate. Whilst there is no doubt that it is the issues surrounding this debate (eg. The vulnerability of asylum seekers/ refugees) which prevented us from the aforementioned direct access to those with whom we were working; the freedom to be enjoyed as a result of not belonging to a particular group (we were outsiders to just about everywhere, including Asylum Welcome!) was somewhat enhanced. Finding a way round these issues enabled us to find and pursue our mission of improving accessibility of information, an indirect form of support, falling under the advocacy umbrella.

When we eventually had the opportunity to interact with the students at the school, it was incredibly stimulating and the contribution this group was able to make was invaluable; feedback from them was amongst the most constructive we had. It was suddenly a lot easier to get a tangible sense of our context; a deeper understanding of it with a view to tailoring the product going forward. For me, it was without doubt the most rewarding part of the entire project.

One of the 'sticking points' we discussed in our presentation – the lack of response from the Asylum Welcome advocacy and campaigns manager – raised a few questions about this same issue. Was my initial e-mail too formal or too official? Was it so good that she felt she had little to offer (!)? Was it so bad she felt it was a lost cause?! Was she just too busy? Taking time to self-assess and reconsider our objectives was important for us and something we deliberately tried to allot time for.

In terms of how my own values affected interaction with the school with regard to both tutors and students, this was largely governed by the fact that our role was clearly stipulated as apolitical and non-influential. I think most tutors imagined we were concerned with promoting the interests of asylum seekers and refugees but priority was given to our interaction with the students (both personally and through the materials we produced) and how neutral it was. This in itself was very interesting with regard to how we spoke with them, how to phrase questions, keeping them open and simple and tailoring them to encourage the students' thought processes to unfold and lead themselves. Also in how to handle the students acute interest in what our opinions were about the subject (which I hope was a measure of our success in staying neutral!)

As a direct result of the obligation to be neutral, we were very aware of adjusting our approach to suit the context. This neutrality would have been in sharp contrast to the kind of language and approach we would have used in writing letters to the local press – another 'prong' of our advocacy campaign. Positioning ourselves as facilitators was really important and I feel the question of positioning is something to give considerable thought to in the future.

In engaging and experimenting with the ideas and practice of development, the initial feelings of 'its too big', 'We don't have enough time', and 'It needs a more specialist approach' were very present. It was important to return to first principles, acknowledge and build on the skills and knowledge we had and stand back and see the times we got stuck as an important part of the learning process, not the end of it. This wasn't always easy to do and whilst I am thrilled with what was achieved, I found myself at the end of the programmed part of the project struggling with recognising my contribution to it, and therefore in enjoying any real sense of achievement. A project de-brief was key in tackling this.

One of the joys of the project was that we didn't have to imagine what it would be like to do it for real as we were fortunate enough to have the opportunity to do so – a fantastic experience. The concept and significance of all the things we discussed on paper and in class were brought to bear on the real thing and my key learnings from that are the importance of the following aptitudes in development practice:

- Flexibility
- Openness
- Self-awareness
- Reflection

Without doubt, the whole experience has left me better equipped as a prospective practitioner if not with all the questions answered, then at least with some relevant ones asked.

Kate Upshon

Project Design and the Art of Practice

The War After – Reflections on a field trip to Croatia and Bosnia-Herzegovina

The two and a half week fieldtrip was an intense and extraordinary experience. I had not been to a war-torn country before. The warmth, spiritual and material generosity of our many hosts in Croatia, and Bosnia and Herzegovina (BiH) was overwhelming. Before the trip I hadn't, despite our tutor's emphatic enthusiasm, been able to imagine how the organisations we would be visiting could get much value from us. After the ceasefire in 1995 the international community swarmed in, providing much needed humanitarian aid. The subsequent slow day-to-day re-construction of the region seems to have attracted less interest and the small groups whom we met had few resources and few opportunities for discussing their work with disinterested partners. As we travelled around my appreciation of the perseverance, bravery and achievements of those working in the fields of human rights and peace building in the surreal environments of Croatia and BiH grew and grew.

Unable to capture the whole experience I focus on three themes that most struck me: the role of the international community in BiH; the different approaches to peace building which we witnessed, and, because of my interest in the rights of older people, the position of older people in BiH and Croatia.

Reflections on.....

i) The International Community – bottom up or top down?

From our many discussions about Dayton – with the Centre for Peace Studies in Zagreb, the Human Rights Office in Tuzla, the Helsinki Committee on Human Rights in Bijeljina and at Sarajevo University – there is common acknowledgement that the Dayton Agreement was much welcomed for ending the war in region but that it has failed to provide a peace-building framework for the future. The new Constitutions for BiH have enshrined the ethnic division within BiH. There is no doubt that most people wanted the killing to stop, though some did want to continue to a victorious conclusion rather than a blanket stopping of the war. Was the peace settlement, though, just a way for the international powers to get it all over with, to wash their hands and get on with the next thing?



The 'international community' has helped create the complex ethno-political situation that now exists in BiH, it didn't start the war but it has helped create a very fractured peace. For me this raised questions about the responsibility and role of external governments and non-government organisations (NGOs) in supporting the new society they have helped to create.

We repeatedly heard that the main interests now of the external governments are to enable BiH achieve democracy and membership of the European Union. This would provide opportunities for economic development with a greater market, and in so doing help dissolve the ethnic tensions. It became apparent though from presentations by the BiH Directorate for European Integration and the Tuzla Region of the Office of the High Representative (OHR) that little was being done to assist the daily grind of re-building the fractured communities. Surely the long-term success of the country depends on both things happening in parallel? Change manages talk about the need for addressing both structural and emotional processes in order to achieve successful long-term change. Vesna Terselic, doyenne of the peace movement in Croatia and a founder member of the Centre for Peace Studies in Zagreb talked to us of 'dealing with the past', of creating a shared history and enabling the tens of thousands of victims to get on with their lives.

From what I heard throughout the fieldtrip I believe the success of a new Bosnia is dependent upon the marrying of economic success with a state-wide programme for developing a common and shared history of the region. I wouldn't for a moment suggest that the international community, in any form, is the sole answer to this. While the OHR is currently held up locally as performing the role of petty despot (and not necessarily a benevolent one), all of the small organisations and groups whom we met uniformly acknowledged the need for and involvement of the international community. Substantially this was for funding, and funding for what these groups identified as important – not what external governments and NGOs deemed was necessary. How can people become actively and emotionally involved in discussions about effecting change when living in position of economic insecurity? At the Land of Children project in Tuzla I also learned that one international agency seeks monthly reports from the group, and is unable to make any decisions without going through a three tier decision making process: from Tuzla to Sarajevo to London. In the village of Vukosavlje, in the north-east of the federation of BiH, the creation of a mixed working group of Serbs, Bosniaks and Croats, supported by the Tuzla Human Rights office through its community development work, succeeded in replacing the local nationalist party with a social democrat in the recent local elections. In getting people from all sides to work together through a number of shared tasks and by providing a neutral space for all to meet, the villagers are beginning to see their neighbours with a fresh perspective. Starting with small, meaningful and tangible activities and 'living it' have achieved success.

ii) Approaches to peace building

My focus here is on the different approaches taken by two centres to peace building: the Centre for Peace Studies in Zagreb and the Centre for Non-Violent Action in Sarajevo. Both Centres directly aim to transform the lives of their communities to enable them, to quote Vaclav Havel, 'to live in truth'. The different approaches very much reflect the different contexts in which the organisations are working.

The Centre for Peace Studies (CPS) works in a relatively stable economic and economic environment. Ethnic divisions have been removed, by virtue of Croatia's cleansing of minorities during the war – only 4% of the population is now Serbian, compared to the former 12%. Many in Croatia also believe that they won a war – they did after all manage to push back the Serb army. It is possible therefore for the peace building work here to be carried out a number of different levels, including victims, activists, war veterans and families of the disappeared. They work in schools, with young people, with local and national government departments and with other groups and organisations. This is in addition to the centre's own peace studies courses. Their starting point struck me though. For me there was something very sad about taking 'peace building' as the platform for social change. I can see why being upfront in talking about and confronting peace is essential in a country with a history of violence and war. But the other side of the peace coin is conflict. Seeing conflict as the core feature of your own society feels like an awful way to view society. Perhaps this will change with time – and maybe 'justice' could take over as the starting point or platform for social change?

At the Centre for Non-Violent Action (CNA) the approach has had to be quite different, with a substantial focus on training for ex-combatants. The three-year siege of Sarajevo, the genocide in BiH and the need for the different ethnic groups to re-establish their ability to live and work with each other on a daily basis led the organisation, at its outset, to concentrate more on individual than collective change in BiH. I was deeply impressed by CNA's training course with ex-combatants. The colleagues there, who hosted us for two half days, exposed their work to us with a level of honesty and openness I don't think I've experienced before.

Some final thoughts

Can I sum up what I've learned from the fieldtrip? The experience feels too big to absorb at the moment. I know there will be times in the future when certain facial and oral expressions will come back to me. The horror of what happened in and to the former Yugoslavia leaves me wide-eyed. The saddest part has been hearing of the total politeness of the war: everyone lost and there has been no economic gain. Many said that the real problems began when the fighting stopped – 'the war after'. Not just the need to rebuild the communities and the economy, but also the need to prevent further wars happening. Children must be taught not to hate, so that they don't pass the anger of their parents on to the next generation. Schools, youth clubs, universities and all places of learning need to address this. Vesna Tereselic is on the process of establishing 'Documenta: Centre for Dealing with the Past'. It seems to me this is an incredible sign of forward movement: when people can move on from dealing with the 'food and latrines' of immediate post-war conflict, to being able to record the history of the conflict and look at its implications. This is hopeful. It is also hopeful that Vesna is able to move on into other work in the safe knowledge that there is a new generation of colleagues able to carry on the educational and training work of the CPS. In Bijeljina there were also signs of a new generation's involvement with the work of the Human Rights Committee, with a number of young activists engaged in voluntary work with the Committee.

However fantastic the work of the small organisations they cannot alone achieve the complete change necessary in the respective societies. Institutional and structural changes need to take place in both countries with the State either implementing the changes themselves or allocating resources to enable the growth and secure the safety of the small organisations that are attempting to re-build their societies.

Something about all sitting around the floor with them and their scribble flipchart – rather than a slick presentation – worked for us as a group. It gave out a message of their own experiences as moderators/facilitators of the training courses had also provided them with strength to set up the public forums for ex-combatants, which they have recently started to run.

iii) Older People in post-conflict Croatia and BiH

With regard to my particular professional interest in the rights and needs of older people, I was struck at how time and time again we were told that older people were a low priority in the reconstruction of BiH and Croatia. Given the weak economies of both countries, especially BiH, the emphasis for public spending was on creating a better environment for younger people and people seeking employment. In response to direct questions about older people, groups and individuals generally talked about the health needs of this section of the population. Basic health services were available but other than this older people were to be dependent on families and neighbours.

But the problem is that many older people have lost their social and family support – people have been killed, disappeared or moved away.

Older people are also victims of the war, experiencing psychological damage and loss. Despite the fact that many are likely to have experienced the Second World War, older people were not formally included in discussions on reconciliation work and peace building. In a Community Development Action Research project carried out by the Centre for Peace Studies, aimed at finding out the needs of the wider community, older people were not a category for consultation. At Sarajevo University we were told that older people are seen as being nationalists, old school and unable to change their behaviour. Yet a different colleague at the university told us that older people had been one of the strongest activist groups, and succeeded, through demonstrations, in getting an increase in their pensions. Would it not be possible for the human rights activists in the area to build common cause with these activists?

Valerie Lipman

Noriko Sakade, UK

I am Noriko, from Japan, and completed the CENDEP course in 2003. After finishing my dissertation on education in developing countries, I began working for a unique UK educational charity located in East Sussex, the Pestalozzi International Village.



I worked at the Village for about a year assisting a cultural education project worker. I am interested in increasing international understanding and awareness through educating people from both developed and developing countries. The Pestalozzi International Village is one of the places where this idea has been put into practice. One of my main roles was to help the students with their research for and preparation of presentations for the Model United Nations General Assembly Conferences, in which they take on the role of delegates from UN member states and debate current political, economic and environmental issues. The conferences, held in Hastings and the Isle of Wight with participants from up to 30 secondary schools in the UK and other countries, help the students to increase global understanding and an awareness of different perspectives, and to develop negotiation and co-operation skills.



I also had a great experience getting involved in planning and delivering workshops for local school children. One of the most valuable activities for me was the work I did in a peace education workshop, in which a Japanese story and origami paper cranes (symbolising peace) were used to teach about the effects of war and the importance of peace. My experience at the Pestalozzi International Village has given me a deeper understanding of the values of education, of how charities work and are organised, of the concept 'charity' in general and of the value of teamwork. It also helped me to learn how people's (especially young people's) values and perceptions can be influenced by education. This reinforced what I learned through my studies and through the people I met at CENDEP where my views on the world were challenged and I developed a more global, legal, ethical, critical and humane perspective.

I have increasingly realised the great impact CENDEP had on me and how relevant what I learned there is to the issues and needs of young people both in developed and developing countries. The CENDEP course provided me with a good foundation for benefiting from my experiences in the Pestalozzi Village and enabled me to contribute more fully than I otherwise would have been able. I am now planning to build on my experiences at CENDEP and at the Pestalozzi Village. I hope to become involved in education programmes and to study how education can be used as a means of conflict resolution, mediation and peace-building.



Kate Bowen Jalalabad

I am writing this as I listen to the BBC in Jalalabad, Afghanistan where I have been for the past year working for a small British based NGO doing development work. I started as the Technical Advisor to the management of the big disability project in the Eastern region and after 6 months took on the role of Regional Coordinator for the region and its five projects covering disciplines from forestry, animal husbandry, public health, blindness prevention and education for the deaf, blind and mentally disabled.

Jalalabad has its restrictions on life style for two main reasons, the weight of the Pashtun culture and Islam, and the poor security of the region and residual dislike of foreigners compounded by the Al-Quaida activity. Jalalabad is situated close to the Pakistan border. The Pashtuns epitomise the hospitality for which the country is legendary.

My time here has been filled with wonderful relationships with wonderful people. Seeing expertise practised by experienced Afghan project managers who need a few lessons in community, mobilisation or advocacy. I have had to practice my

own lessons from Nabs and the development perspective, not doing everything for my team but teaching them how to do it themselves and equipping them to approach the problems and discover how to solve them when there is no one to tell them the answer. For example, taking a week to create a budget with a whole management team instead of spending a day or two to do it myself.

I am still new at this, having only worked for two years in a British NGO for refugees and asylum seekers before studying at CENDEP and waiting a few months after graduation before being given this opportunity. It is my first field job in development and humanitarianism and I could not have done it without the grounding I had across the disciplines from my time at CENDEP. Not least for the contacts I made in order to ask advice about things and see if anyone still had handouts for things that they could email me for guidance or provocative email essays I have written on long boring weekends when locked in for security reasons which solicited weeks of articulate replies from friends from the course.

Khuda Hafeez from Jalalabad

Building communities, The Eden Project 2005

In order that architects might better understand how low-income communities come to exist in developing countries, and to bring together the various people who could resolve residential problems in such cases, ASF U.K. Summer School 2005: Building Communities launched at The Eden Project during September 2-7, 2005.

This project came into being from the work of many groups. The subject matter and direction of work was provided by Prof. Nabeel Hamdi from his course, Humanitarian and Development Practice at Oxford Brookes University, and by Stuart Parker, a development architect with work experience in Africa, Asia, and Latin America. The project was co-ordinated by Architecture Sans Frontières (ASF) U.K., the Eden Foundation, Community Architects for Shelter and the Environment (CASE), and academics in various fields.



Twenty five architectural students from universities throughout the UK took part, whom then were expected to build a community out of waste materials from The Eden Project recycling centre within two days. The participants had then to live in their own shelters for one night.

The students' enthusiasm and enjoyment in building a community and a private home out of used materials was evident. Of course, the houses they built had architectural flaws, but what they learned from actually going through this experiment taught them a lot about what do we mean by "slums", "communities", and "architectural design".

Supitcha Tovivich



2003

- **Rwanda: Land of a Thousand Hopes. Designing a development resource education for Schools (Includes video)** Christine Foster
- **In what ways could NGOs and CBOs more effectively Mitigate Earthquake Disaster in Developing Counties? Special case study, El Salvador** Angus Freeman
- **Marketing and Urban Solid Waste Composting. An investigation into the role of marketing in urban solid waste composting in the Indian context** Claire Richardson
- **Is it reasonable or indeed feasible, in the light of the past half century, for Palestinian refugees to maintain and implement the right of return to their homeland? The right of Palestinian refugees to return to Palestine is a right based in international law, yet it has been ignored by Israeli occupation, refuted by continued settlement expansion and systematically eroded through years of negotiation.** Yasmin McDonnell
- **Black and Minority Ethnic Housing Associations: Serving communities** Claire Truman
- **Evaluating Policies and Practices of Urban Land Supply for Residential Development in Post-independent Eritrea: the case of Asmara** Simon Iyob
- **Valuing Housing, Vulnerable People** Catharine Ann Taylor
- **Entertaining Angels: The church and sanctuary asylum-seekers in the twenty first century** Esther Byrom
- **Building Bridges: Strengthening social capital through peace building interventions** Deborah Wheeler
- **Searching for Appropriate Education in Developing Countries** Noriko Sakade
- **New Arrivals on the NGO Community Block** Josef Pazderka
- **Provincial Reconstruction Teams (PRT's): An analysis of their contribution to security in Afghanistan** Charlotte Watkins
- **Bridging the Gap: What is the role of Psychosocial Assistance?** Katharine Bowen
- **A Study to Examine the Extent and Processes by which Armed Conflict has Influenced Food Security in a Chronic Deficit District of Nepal** Gerrard Ferrie
- **Challenges for Civil-Military Co-operation in Peace Support Operations: Reframing the debate for Non-Governmental Organisations and the Military** Stephanie Knell
- **Early Warning of Violent Conflict: The use of indicators in academic and organisational efforts to predict violent** Pete F Cody
- **Words into Deeds – How do international development NGO's practice a rights based approach to development** Julie Kercher

- **Great City, Terrible Place. Saigon South and its impact on the Urban Development context of Ho Chi Minh City** Lars Henrik Folkar
- **The money merry-go-round: An examination of changes in the donor funding of Humanitarian aid** Pete Garratt
- **A Chinese Facelift: The 2008 Olympic Games in Beijing, China – an assessment of the impact on Urban development** Colleen H L Yuen
- **The Debt Crisis and Debt Relief Campaign for Developing Countries** Julie S Sisenda
- **Next to the Strawberry fields: Migrant workers in Southern Spain** Nina Odeh
- **Birth Registration in Bangladesh: Is the current approach sufficient** Philip P Thorpe
- **Quick Impact Projects (QIPs): Linking the gap between relief and development from the aspect of conflict sensitivity** Hiroko Miyoshi

2004

- **Re-establishing Protection: In what ways are NGO programmes inducing Bosnian authorities to recognise returnees' rights?** Emily Adamsdale
- **What are the Risks of Relying on Single Gender Programming in Micro Finance, and what Lessons can be drawn from the Health Sector?** Mark Arcedeckne-Butler
- **HIV/ AIDS and Human Rights in Thailand** John Berry
- **The Inter-Organisational Relations of Capacity Building NGO's in the Slums of Nairobi Kenya** Sue Cavanna
- **Mirror, Mirror on the Wall, what does Asylum Policy look like after all? A three part analysis of harmonised, European Union Asylum policy between 1999 & 2004** Rachel Criswell
- **The Importance of Individuals and Relationships. The potential and limitations of the World bank NGO relationship** Peter Ewins
- **Are Policy Makers from Venus and Practitioners from Mars? Understanding the gap between policy and practice in the Humanitarian aid sector** Ian Gavin
- **Gender and Disaster Risk Management in Vietnam: An analysis of practice and policy** Vyu Minh Hai
- **HIV Prevention in Emergencies** Corynne O Harvey
- **Adjusting Rights: An examination of transitional violations and obligations** Nicholas Lee
- **Armed with Resilience: A study addressing the issues of reintegration and resiliency of formerly abducted girl child soldiers in Northern Uganda and their potential role as peace builders** Jessica Lenz
- **The Role of Peace Education within the British Education System** Hayley Nicholls

- **The Armed Rebel's Dilemma: when to compromise and when to fight – The Sri Lankan case** Peter Nuland
- **The Medical Treatment of Civilian Casualties in Armed Conflict: who cares?** Marty Slade
- **Complex Conflict Environments, Decreasing Humanitarian space, and Humanitarian Access to Vulnerable Populations** Simon Springett
- **Can Fashion be Fair? Fashion vs Fair-trade & Appendix** Tamsin LeJeune
- **Project Monitoring in Complex Humanitarian Emergencies** Achieng N. Obia
- **How can the Guiding Principles on Internal Displacement Assist Practitioners to Improve Return Programmes in Areas Under Chapter VII Mandated UN Administrators?** Mark Choonoo
- **Fragile Avenues to Integration. The refugee experience and the labour-intergrative processes in the European context** Eleonora Lungu
- **Urban Development: The urban planning system and operations of the informal sector in Gaborone, Botswana** Moemedi Gabana
- **How can the role of the Bosnian media be understood in the post-conflict period? How does the media interact with human rights, civil society and truth reconciliation?** Carol Parkes
- **'Livelihoods' at work: Linkage theory to practice and change** Godfrey Lokuju Peter
- **Protection of Separated Children in Armed Conflict. A case study of the 'Lost boys' of Sudan** David Birrech
- **Trafficking in Human Beings in Macedonia. An assessment of existing prevention and remedial activities to protect refugee women and victims of human trafficking and the role of the United Nations High Commissioner for Refugees** Graziella Piga
- **A Study of Issues facing Non Governmental Organisations in Post Revolutionary Iran** A.G. Bell
- **Micro-finance for Disaster Mitigation – Training Manual** Rachel Grivas
- **Welcoming newcomers? Migration to Greece – current perceptions and practices** Aikaterini Pateraki

2005

- **Universal Justice? The Universal Declaration of Human Rights, US Immigration Legislation, Oregon State Policy and the Rights of Oregon's Undocumented Farmworkers** Beverly Anderson
- **The Paradox of Humanitarian – Military Intervention in the context of International Law** Enrico Bona
- **Free Primary Education in Kenya: The Success and Challenge** Naomi Kegome
- **Refugee Children Education: How can teachers facilitate the education of refugee children?** Susan Okach

- **Developing Pro Poor Sustainable Tourism for Developing Countries** Dawit Seyoum
- **Triangular Conflict Management** Kalie Sillah
- **Informal Workers (Waste Pickers) and Solid Waste Management: The Case of Recife** Betania Silva
- **Domestic Violence Against Women in Japan: an evaluation of current policies** Tomomi Sugiyama
- **An Examination of the Origins of the Cambodian Genocide and its Consequences for Contemporary Cambodian Society** Rika Yamada
- **The Bubble** Alberto Saccavini
- **Who is helping Kenya's children? An assessment of NGO programmes for Street Children in Nairobi** Cherie Siggelkow
- **Teaching Young Dogs Old Tricks: education and the absence of older people in the discourse in development** Valerie Lipman
- **From the Mouths of Children: a participatory approach exploring the message of HIV/ AIDS to children** Jordan Lycan
- **HIV/ AIDS and the Elderly in Zimbabwe** Nyasha Chiunya-Huni
- **A Business for Development? Exploring the Social Enterprise approach as an alternative for housing the Urban poor in Mexico** Mara Cortes Lara
- **Education for Change: Exploring the gaps in education for today's development practitioner** Supitcha Tovivich
- **The Role of Architects in Development Practice: Challenges in Architectural training** Rumana Kabir
- **Memorality: The Case for Counter- memorials** Tamara Pierson

The above dissertations are available to read, either in the CENDEP resources centre (by appointment) or borrow through the inter-library loan system.

Nabeel Hamdi's new book Small Change (published by Earthscan) is a down-to-earth look at the realities of the urban planning environment and the complexities and contradictions that shape its challenges. It offers the practitioner an inventive yet grounded approach to the art of practice and articulates the practitioner's craft of finding a valid position and balance between the artifice of design and the natural process of emergence.

Small Change begins by setting the wider global context, and proceeds by focusing on the story of (amongst others) Mela, Tandia, Seva and Tomi as they strive to build self and community, showing how 'intelligent practice builds on the collective wisdom of people and organisations on the ground'.

It shows the importance of starting small and letting knowledge trickle up rather than down

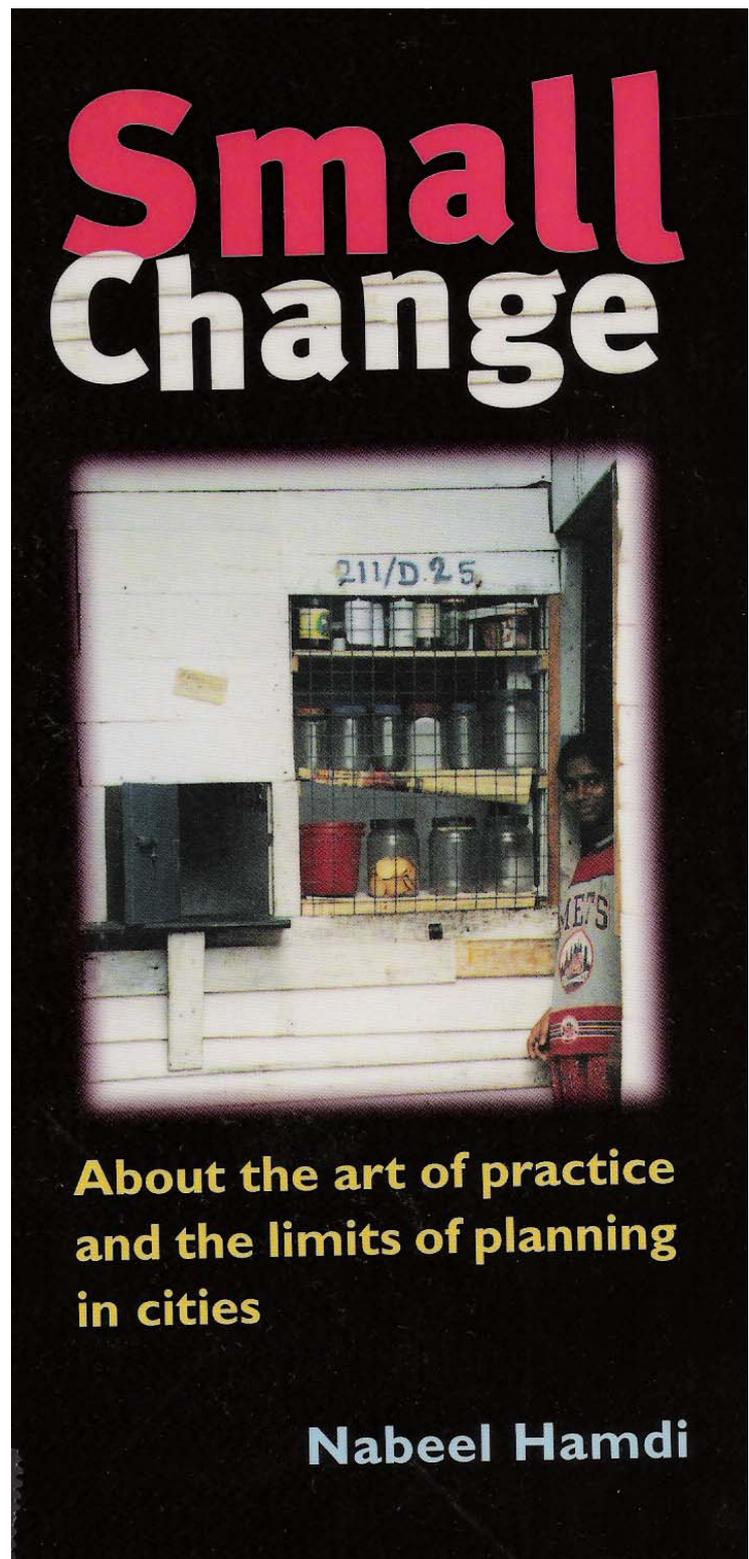
Of reversing the traditional survey-plan-analyse process; it shows the value of working backwards and, in the process of going to scale, allowing for the unanticipated and improvising accordingly; controlling the unexpected in a creative way.

The book acknowledges the harsh realities of poverty and deprivation but retains valuable positivity, redefining barriers to practice as contexts for practice, and showing us that part of skilful practice is in identifying and accepting what you cannot change, and adopting the most suitable approach to what you can. It helps us find ways to integrate the local and global in order to be effective practitioners, and to manage conflict in a way that permits rather than prohibits true participation. It teaches us to embrace the unexpected, to relish the norms in the name of common sense, to challenge rationality and to seek inspiration within and without ourselves. It demonstrates the value of reflective practice, and creates a setting for discovering the values, ethics, techniques and tools implicit in artful and competent practice.

Small Change is accessible to the inexperienced yet challenging to the professional; encouraging him or her towards critical self appraisal and seeing the same view through different eyes. It is less a handbook that teaches what to do, more a set of suggestions for how to do. *Small Change* challenges what we think we know and shows us the paradoxical truth- that sophisticated and skilful practice is often about acknowledging our own ignorance and making room for knowledge not authored by us.

Reviewed by **Cathryn Upshon**

Small Change by Nabeel Hamdi is published by Earthscan



MA/ Dip in Humanitarian and Development Practice

“Oxford Brookes University has gained an international reputation for pioneering education and training for humanitarian aid workers. Combining innovative practice-based study with multi-disciplinary academic approach, its unique emphasis on educating humanitarian practitioners for work in war, political violence and disaster is a model for others.”

Citation from The Queens Anniversary Prize for Higher and Further Education 2001.

This course seeks to develop reflective practitioners who combine the art of sensitive community development and humanitarian/human rights work with an appreciation of the wider political context in which they operate. This is a course that reflects upon the art of development, humanitarian and human rights practice and the role of the practitioner intervening in poverty, armed conflict or disaster. In doing so, it seeks to equip practitioners with the requisite knowledge in community development, international humanitarianism, human rights and global politics that will allow them to operate with greater sophistication.

The course is an education and not a training in technical skills. It concentrates primarily on the development of intellectual knowledge and the cultivation of reflective skills like synthesis, analysis, interpretation understanding and judgement, although it reflects constantly on practice it does not teach the nuts and bolts of practice that are far better learned on-the-job or as part of an organisation’s staff development programme. Instead, the course seeks to set humanitarian, human rights and development practice within a wider global context and explore it as an art.

The programme offers an interdisciplinary and practice oriented post-graduate programme to people from all disciplinary backgrounds. Teaching and learning are grounded in theory, case studies and field-based study to emphasis the programme’s focus on practice. The MA is targeted at those having or seeking careers within NGOs, bilateral or multi-lateral humanitarian, development and human rights agencies or governmental and commercial organisations actively promoting social justice and international development.



Dr Brian Phillips (Course Chair) & Prof. Nabeel Hamdi

While few qualifications today can guarantee a job, the majority of CENDEP Masters students have gone on to work in international humanitarian and development organisations and usually at a more senior level. Former students are currently working for UK Department for International Development, British Red Cross, International Federation of Red Cross and Red Crescent Societies, MERLIN, MEDAIR, Oxfam, Save the Children, CARE, MSF, Concern, Children’s Aid Direct, UNHCR, UNICEF, UNDP, OECD, the Council of Europe, INTRAC, International Alert, Tear Fund, Homelessness International and Habitat for Humanity as well as for a number of architectural practices specialising in social housing and community development.

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