

Centre for the Study of Global Development

Annual Report 2023 – 2024



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Cover images:

The photo is of a female resident of a low-income neighbourhood in Dhaka, Bangladesh in the tea stall and shop she was able to set up with support through the CLARISSA cash plus programme. The photo was taken as part of qualitative fieldwork when studying the effects of the programme. Photo by Dr Keetie Roelen.

This image is from the CSGD’s AHRC-funded Ibali Project. Ibali is exploring young people and teachers’ perspectives and experiences of educational inclusion using story-centred approaches. The image shows the setting up of a stop-motion video to illustrate a digital story. One thing Ibali is exploring is how participants can exercise more control and creativity around their representation in research outputs. Photo by Dr Alison Buckler.

In a community scarred by protracted armed conflict and crisis, 13-year-old Falamata (not her real name) chooses to tell a different story—one of resilience, defying the threats that have silenced many girls’ dreams. Her story reflects courage, determination, and the unyielding spirit of children who refuse to be broken. Their hope is that one day, children in the Lake Chad region, will live and learn in safe spaces. Photo by Dr Margaret Ebubedike.



Word of welcome

As Director of the Centre for the Study of Global Development (CSGD), I would like to welcome you to our Annual Report, which gives highlights of our research and activities between October 2023 and November 2024.

A recurrent theme throughout our work in the past year is how our partnerships and research pay particular attention to new ways in which we can explore and understand what works to improve the lives of disadvantaged groups, and what we can learn about resilience from their lived experiences. You will be able to read about our growing strategic partnerships across the globe, portfolio of research projects, and features on activities and achievements from our Research Hubs and Early Career Researchers.

In October, Dr. Olivia Rutazibwa gave the first OU Annual Global Development Lecture on “Abolition and International Aid and Development: Retreat, Repair & Dignity.” In the inaugural event of this OU-wide initiative on global development, her message challenged us to deepen and expand our thinking and practices.



Reflecting this, two books to be published in early 2025 reflect CSGD’s vision of development and exemplify different thinking. In *Reconceptualising the Learning Crisis*, Dr. Sean Higgins, University College London, and I argue for a different paradigm of educational provision that recognises, respects, and affirms African children’s agency resulting in more democratic learning environments. In *The Empathy Fix*, Dr. Keetie Roelen, CSGD Co-Deputy Director, exposes the realities of poverty and how we can respond in ways that give everyone a sense of dignity and agency.

Thank you, everyone, for your insights and contributions to our work over this time. We look forward to continuing and extending our collaborations, conversations and debates over the coming year.

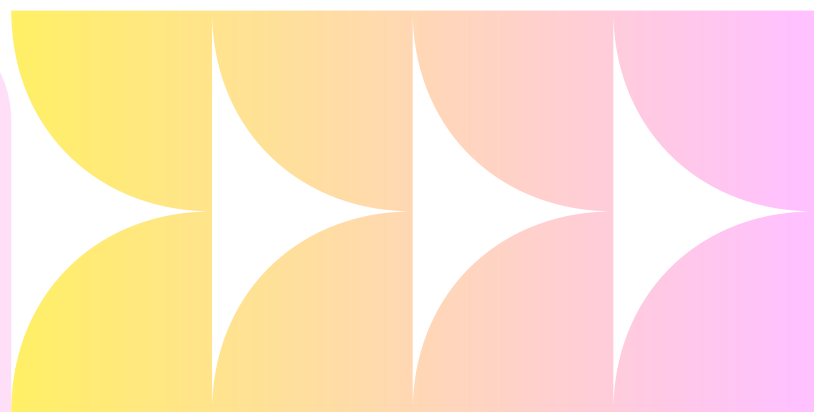
Professor Kwame Akyeampong
CSGD Director

Learn more about CSGD

Explore our website to find out more about our work



Visit
open.ac.uk/csgd



Meet the team



Director

Professor Kwame Akyeampong

Provides overall strategic leadership for CSGD and promotes the CSGD research agenda.

Deputy Directors

Each Deputy Director leads on key focus areas as follows:



Dr Alison Buckler

Growing the CSGD's doctoral and post-doctoral community; Technical expertise in qualitative research.

Image © Hannah Mobyra



Dr Keetie Roelen

Developing knowledge exchange and public engagement; Technical expertise in mixed methods research.

Image © Brian Tomlinson



Centre Manager

Claire Hedges

Provides focal point for research opportunities and collaborations; has oversight and management of Centre and Hub research portfolio.



Centre Co-ordinator

Claire Davies

Coordinates CSGD events, activities and project portfolio.



Strategic Advisor

Professor Freda Wolfenden

Advises on the CSGD strategy and has a leading role in relationship building with external partners and networks.

Mission

The Centre for the Study of Global Development (CSGD) creates a unified space for multi and interdisciplinary research within the Faculty of Wellbeing Education and Language Studies at The Open University.

Human Wellbeing for a Better World: The core objective of research from the Centre is to advance aspects of the Sustainable Development Goals within and across all countries that relate to poverty, health, wellbeing, education, employment and transitions. To reach towards more sustainable responses, the Centre believes that development challenges should be grounded in an understanding of lived experiences and approached through interdisciplinary collaborations.

Find out more, by [watching our animation](#)

Values

The Centre is committed to conceptualising and carrying out research aligned with the broader Open University values of inclusivity, innovation, and responsiveness.



Inclusivity

We develop spaces for constructive debate, prioritising lived experiences, co-creative approaches and knowledge exchange through partnership and respect.



Innovation

We harness creativity and context-specific alternative approaches in our research.



Responsiveness

We seek to respond to global inequality and marginalisation by learning with our partners and collaborators through relevant and value-driven research.

CSGD in summary

The research priorities of the Centre are clustered around six broadly distinct but deeply interconnected domains that we call Research Hubs:



Health and Wellbeing

We explore diversity and inequality in health and wellbeing from the cradle to the grave.

Hub Co-Leads:

Professor Cathy Lloyd, Dr Ayomide Oluseye, Dr Philippa Waterhouse



Learners and Learning

We research the learning that takes place in schools, informal and community settings and its impact on children, young people and educators.

Hub Co-Leads:

Dr Eric Addae-Kyeremeh, Dr Jane Cullen



Language and Society

We research how language and culture enable or hinder equality, justice and fairness worldwide in times of rapid social change.

Hub Co-Leads:

Dr Mirjam Hauck, Professor Kristina Hultgren, Professor Rosina Marquez-Reiter



Poverty, Inequality and Social Protection

We aim to enhance our understanding of the experiences, drivers and dynamics of poverty and how policies can meaningfully engage with these in a dignified and empowering manner.

Hub Co-Leads:

Dr Keetie Roelen, Dr Thais DeCarvalho-R-Lopes



Professional Learning and Technology

We explore how accessible technologies can be harnessed to improve professional learning and practice for front-line workers in health and education, often in challenging circumstances.

*Hub Co-Leads:
Dr Kris Stutchbury, Professor Tom Power*



Youth and Transitions

We focus on how young people manage transitions toward adulthood in diverse and often challenging circumstances.

*Hub Co-Leads:
Dr Joyceline Alla-Mensah, Dr Rod Earle,
Dr Justin Rogers*

Early Career Research (ECR) Leads

Our ECR Leads work across the Hubs, with a specific focus on how the Hub’s research activities link to that of our ECR community.

*ECR Co-Leads:
Dr Jennifer Agbaire, Dr Lesley Boyd, Dr Margaret Ebubedike, Laud Freeman*

See pages 11-14 to read more about each Hub’s highlights for 2023-24.

The Hub and ECR Co-Leads include those who have retired or moved on to new opportunities during this period.



Positioning CSGD's global development research

Reflections from Dr Alison Buckler and Dr Keetie Roelen (CSGD's Co-Deputy Directors)

Global development research that fosters human wellbeing and social justice around the world by crossing disciplinary, methodological, and geographical divides through ethical practice, equal partnerships and decolonial scholarship and ways of working.

It's a mouthful but encapsulates what CSGD stands for and works towards.

This is no easy feat. In an academic landscape that is shaped by disciplinary silos and methodological divides, it is challenging to carve out space for scholars to put their heads together outside of well-trodden paths and beyond familiar comfort zones. Development studies' roots in colonial history and longstanding practices that prioritise extraction of information over collaborative knowledge production provide a blueprint for research taking place in unequal power relationships between researchers in the Global North and their counterparts in the Global South, and those who lead and those who take part in the research. While much progress has been made to disrupt these dynamics, more can and needs to be done.

CSGD is in a unique position to do so.

First, we consider development an issue of global concern. Challenges to human wellbeing and social justice exist around the world, and addressing them requires an acknowledgment of their universal nature as well as their contextual specificities. Taking a global perspective allows for drawing out valuable lessons beyond the simple Global South and Global North divide while at the same time assessing and addressing the colonial legacies that continue to shape global inequalities.

Second, we believe innovative and impactful research comes about by breaking down disciplinary and methodological divides. This doesn't necessarily mean that all research is undertaken by interdisciplinary teams or through mixed methods approaches. However, our calendar of activities, seminars and workshops from across our six Hubs spanning health, education, poverty, professional learning, language and youth enables exposure to other ways of thinking, and brainstorming with colleagues whose different perspectives can stimulate, inspire, and open up new fields of inquiry.

Third, we believe research for positive change is best done in meaningful collaboration with research partners and participants. We invest in establishing long-term partnerships, seeing value in ongoing engagement and the enhanced opportunities for mutual learning and genuine co-creation this facilitates. This also helps us to critically and meaningfully consider how research is responding to the multiple interests and priorities of different stakeholders within projects (including participants) and how it might best add value to their thinking and their practice.

It's an ambitious agenda, and no doubt we will be met with challenges along the way. Yet, together with our thriving and growing community, it's one that we are committed to and excited about moving forward.

Case study: sustainable impact for foundational learning

Reflections from Claire Hedges (CSGD Manager), Professor Tom Power (Professional Learning and Technology Hub Co-Lead) and Malcolm Griffiths (CSGD Member)

As a Centre, we have a commitment to sustainable impact, but how much time do we give to exploring this in the context of our own research and development work?

Through the Improving Gender Attitudes, Transition and Education Outcomes (IGATE-T) project (2017–2020), an innovative whole-school development programme was co-researched and co-implemented to re-imagine teacher professional development within rural schools in Zimbabwe and revitalise the teaching and learning of foundational literacy and numeracy. IGATE combined two of the most cost-effective ‘smart buys’ for improving learning outcomes—structured pedagogy and teaching according to learners needs, not grade.

Covid-19 lockdowns created a pressing need for schools and communities to unite and catch up on lost learning. In 2020, CSGD colleagues collaborated with the Ministry of Primary and Secondary Education in their planning for the National Catch-Up Strategy, through which the IGATE approaches and resources were rolled out nationwide and embedded within the next UK Aid-funded programme, Teacher Effectiveness and Equitable Access for All Children (TEACH).

Four years on, we re-visited two Districts and found high levels of continuing traction in environments where projects ‘come and go’. Notable shifts appeared. From non-readers being a hidden issue, this has become a national education priority – *‘Reading is a tool – without reading, no learning [School Leader].’* From teacher isolation and top-down trainings, there is belief and commitment to the power of teacher collaboration – *‘We share ideas amongst ourselves and sometimes invite outside resource persons. It is a continuous process [Teacher].’* Also, from schools and communities isolated from each other, respect and support for each other has grown – *‘We include learners and parents, so they are for everyone, and everyone owns it [School Leader].’*

Reflections on what has and is enabling these shifts foreground District Education Officials’, school leaders’ and teachers’ strong conviction of the benefits of these approaches from their lived experiences of implementing in practice. World Vision has been and is a strong collaborator with these communities for 20+ years. Further, the roll out of the National Catch-Up Strategy and embedding in the TEACH programme gave crucial impetus.

Whilst, hopefully, very rare events, such as Covid-19, have influenced this, it can also be seen that continuity of purpose, long-term collaboration, and joining up Government and global development sector initiatives into a single trajectory underpin the sustained impact. Of course, quality will vary from school to school, teacher to teacher, day to day, but the intent and endeavour is there.

This begs the question of how we research and work as a global development sector beset with bid and tender processes which harbour mixed messages and tensions as to whether, at any point, we are collaborators or competitors with each other. How do we create a new narrative where deeper and more honest conversations allow us to debate and build on each other’s work and this becomes embedded into what we do and into policymakers’ and funders’ strategies, rather than ‘lip-service’ to win the next bid.

¹ IGATE-T was a UK Aid-funded programme through the UK’s Foreign, Commonwealth and Development Office’s Girls’ Education Challenge initiative, led by World Vision and involving a consortium including MoPSE and The Open University as academic partner.

New faces in 2023 – 2024

Hub Leads



Dr Ayomide Oluseye

joined the Health and Wellbeing Hub as the co-lead. Dr Oluseye is interested in the use of qualitative methodologies and creative methods to explore public health perspectives and understand reproductive health issues among women, young people and marginalised populations.



Dr Justin Rogers

joined the Youth and Transitions Hub as the co-lead. Dr Rogers' research interests centre around child protection and alternative care. He is committed to understanding the experiences of children and young people in alternative care and amplifying their voices to inform policy and practice.

New PhD Students

The following students joined us in the 2023/24 academic year, researching in the following areas:



Paul Owolabi Adelana

Exploring STEM Teachers' Conception of Ethical Principles of Artificial Intelligence



Stephanie Akinwoya

Participatory Action Research on Teachers and Students' Lived Experiences of Teaching and Learning with Mobile Technology in IDP Camps in Nigeria



Portia Dery

Re-imagining Reading for Pleasure: An Ethnographic Life History Study of The Reading Lives of Ghanaian Children



Laud Freeman

Enhancing Curriculum Adaptation to Improve STEM Education for Students with Visual Impairment



Holly Parrott

Factors Influencing British Sign Language Interpreter's Decision-Making to Work in Higher Education



Singay Singay

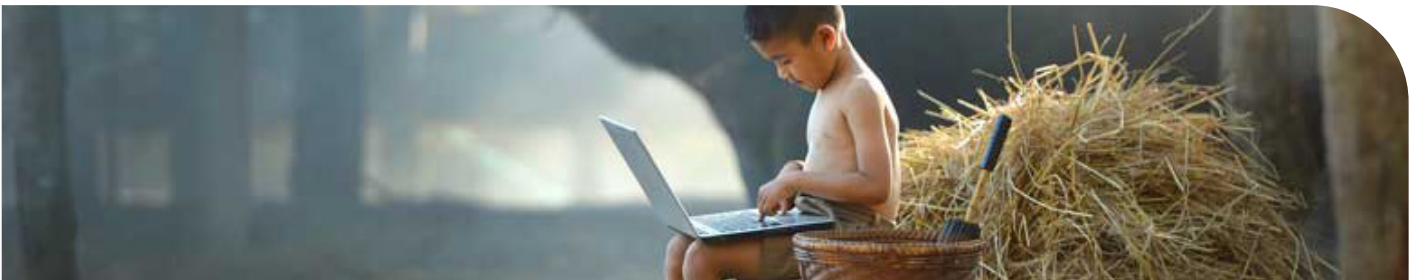
Translanguaging in English as a Medium of Instruction (EMI): Potential to Reshape Language Policy, Instructional Strategies, and Student Outcomes in Bhutan

Hub highlights



Health and Wellbeing

- The Hub welcomed Professor Norman Sartorius, current President of the Association for the Improvement of Mental Health Programmes and former Director of the Division of Mental Health of the World Health Organisation, in October 2023. Prof Sartorius spoke on the topic of ‘Developing collaborative projects: why, how and with whom’.
- We said a fond goodbye to Hub Co-Lead, Professor Cathy Lloyd, who has provided vital leadership in setting up and steering the Hub. We welcomed Dr Ayomide Oluseye, Lecturer in Health, as the new Hub Co-Lead.
- A cross-hub collaboration, with the Youth and Transitions Hub, has been awarded funding as part of The OU’s Open Societal Challenges (OSC). The project, in partnership with the University of Cape Coast, aims to work with young mothers and stakeholders to design an intervention to support the mental wellbeing of young mothers in Ghana.



Language and Society

- The English–Medium Education in Low and Middle–Income Contexts: Enabler or Barrier to Gender Equality? project (EMEGEN) published a [report](#), [video](#) and [policy brief](#) that offers recommendations to policymakers on implementing English-medium education in ways that support girls’ access to education. A set of [Open Educational Resources](#) offers activities for school leaders, teachers and educational facilitators.
- The Hub hosted a one-day workshop on multimodality in July 2024, led by Lorenza Mondada, Professor of linguistics at the University of Basel. The workshop helped to narrow the knowledge gap between practice and multimodal theories and offered opportunities to develop and reflect on hands-on analytic skills.
- Dr Mirjam Hauck, Hub Co-Lead, is running a UK/Four Nations-wide survey in collaboration with Universities UK to establish the current state of students’ access to Internationalisation at Home (IaH) through virtual exchange in UK higher education institutions.



Learners and Learning

- Research projects explore topics, such as:
 - Initiatives targeting parents and caregivers in poor rural environments on what works to support young children’s literacy and language acquisition skills.
 - Perspectives and experiences of educational inclusion and exclusion with young people and teachers in Nigeria, South Africa and the UK.
 - ‘Learning teams’: how different actors work with teachers in new ways to support children’s learning, with an emphasis on collaboration and partnerships.
 - Pedagogic leadership and what makes useful evidence for educational leadership practice.
- OpenSTEM Africa has been awarded an OSC grant. The vision of this Challenge is that all learners are enabled to engage with context and gender-responsive, technology-based, practical science experiences, inquiry, and learning, without limitations, to develop their STEM-related knowledge, skills and opportunities.
- A policy brief addressing secondary school ICT reform in Ghana is being developed.



Poverty, Inequality and Social Protection

- Dr Keetie Roelen, Hub Co-Lead, delivered a keynote on cost-effective social protection policies and programmes to Latin America Governments in February 2024. Dr Thaís de Carvalho, Hub Co-Lead, led the development of a policy paper feeding into the keynote speech. The event was organized by NGO Fundación Capital.
- Hub members are leading on the following OU Open Societal Challenges projects, highlighting the breadth of work across the Hub. These include:
 - A critical assessment of the equity implications of Public-Private-Partnerships in health in Africa.
 - Examining the role of climate vulnerability in intergenerational poverty in Amazonia: building sustainable futures for Indigenous youth from the ground-up.
 - Addressing the Social Determinants of Malaria in Africa: a Ugandan Case Study.
 - Understanding attitudes and countering stigma to tackle poverty and inequality in Milton Keynes, UK and Laguna, the Philippines.



Professional Learning and Technology

- An external seminar on ‘Technology-supported teacher professional development in LMICs’ by Professor Sara Hennessy took place in November 2024. This drew on insights from technology-supported teacher professional development in Tanzania.
- The 3MPower (Mobile Learning for Empowerment of Marginalised Mathematics Educators) project has produced a series of policy briefs on realising the potential of online teacher development courses to improve student learning.
- The Hub is collaborating with the University of Cape Coast, Ghana, on two OSC grants:
 - TESSA Impact Case Studies: What does quality teacher education look like in context? This Challenge draws on The OU’s Teacher Education in Sub-Saharan Africa (TESSA) programme focusing on its diverse impact.
 - Developing new models for supporting Teacher Professional Development (TPD). This Challenge explores experiences and learning for school leaders and teachers about how Professional Learning Communities can be enacted and experienced.



Youth and Transitions

- A symposium of youth work practitioners and academics critically discussed creative ways of working with young people ‘on road’, focused on two recent books. ‘Exploring Urban Youth Culture Outside the Gang Paradigm’ and ‘Against Youth Violence’ seek to challenge the marginalisation of children and young people and listen to people who have lived experience of life ‘on road’.
- Hub members are involved in the launch of an Experience for Justice collective that promotes the critical voices of people with experience of criminal justice, and presented at the British Society of Criminology and Australia/Aotearoa New Zealand Society of Criminology conferences.
- Dr Justin Rogers, Hub Co-Lead, collaborated with UNICEF and the Ministry of Social and Family Development in the Maldives at a two-day stakeholder consultation and validation event with young people on the National Action Plan for Violence Against Children.

Sex, Research & Resistance

Centre for the
Study of Global
Development – CSGD



Navigating Girlhood

A closer look at the international
development sector



Podcast Series: An Example of Cross-Hub Collaboration

This podcast series was a collaboration between the Sex, Research and Resistance Podcast and CSGD Hubs featuring:

- [Episode 1](#): Untangling the Web: Stigma in abortion, poverty and foster care.
- [Episode 2](#): Navigating Girlhood: A closer look at the international development sector.
- [Episode 3](#): Social Determinants – How social worlds shape sexual and reproductive health.

Project spotlights

Achieving quality, equity, efficiency and sustainability in TPD @ Scale in Zambia

The project aims to understand how Teacher Professional Development (TPD) @ Scale can be adapted to better meet the needs of all teachers, particularly in community schools or schools in which multiple initiatives are implemented.

[Explore this project](#)

Improving the mental wellbeing of young mothers in West Africa

This participatory photovoice research with young mothers explores how the experiences of young motherhood can influence their mental wellbeing and what young mothers rate as a priority for intervention.

[Explore this project](#)

Overcoming colonial continuities in the area of social protection

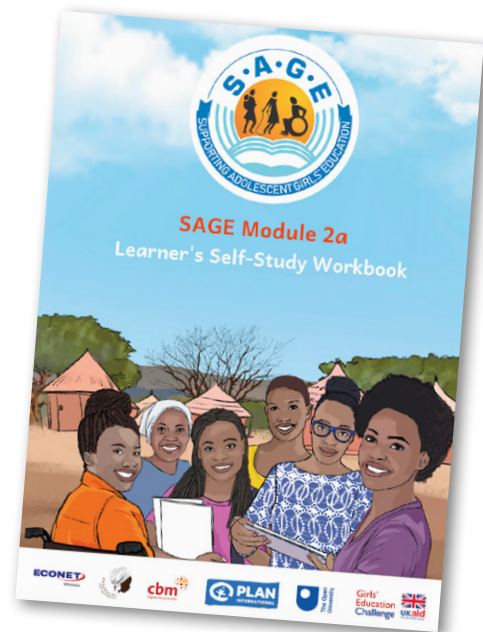
This research aims to develop an in-depth understanding of how colonial legacy and postcolonial dynamics shape contemporary social protection in Africa, with case studies of Tanzania and Ivory Coast.

[Explore this project](#)

Power of parents

This research provides evidence that can inform initiatives targeting parents and caregivers in poor rural environments on what works to support young children's literacy and language acquisition skills.

[Explore this project](#)



Supporting adolescent girls' education

The new phase of this project includes former participants as paid co-researchers, supporting the design and facilitation of an exploration of the longer-term impacts of a non-formal learning programme on its learners and their communities.

[Explore this project](#)

Social inequalities and sustainability challenges of ambulant vendors in Latin America

This research explores the relationship between ambulant vendors and city authorities, the social and economic impact of their work, and how it helps to connect marginalized workers with the city.

[Explore this project](#)



Power of Parents

'Co' (co-creation, co-design and co-production)

Dr Kris Stutchbury (Professional Learning and Technology Hub Co-Lead) and Professor Peter Keogh (CSGD Member)

'Co' (co-creation, co-design and co-production) approaches are becoming increasingly popular in development contexts. Research, teaching and learning or policy can be called 'co' when it is produced in active collaboration with the group(s) impacted by it. Examples of 'co' research and curriculum/learning at CSGD include a number of development projects supporting teacher learning through the provision of contextualised, co-produced learning materials, and PhD projects that focus on the process of co-creation and the knowledge that emerges from that process.

As CSGD is a multi-disciplinary centre, there are a range of approaches, aims, expectations and disciplinary traditions informing our different 'co' projects. To explore this variety, a group of 'co' practitioners came together to look at how we do 'co' and to share what we have learnt from our various projects and different perspectives. Our internal discussions and an internal seminar have enabled us to identify a set of common themes.

'Co' is imperfect. It represents an ideal in terms of equity and collaboration which is difficult to achieve owing to structural imbalances, funder requirements and practical obstacles. For example, there was much debate and justified dissatisfaction that our discussions were limited to CSGD members at the OU and did not extend to our global south collaborators. However, we all believe that it is an ideal worth striving for and if we are mindful of our emerging themes and are open to different perspectives and understandings, we will all do 'co' better.

We have learnt that in terms of **uses and expectations** we have different motivations. In some cases, 'co' is used to yield insights and findings that enable us to create a useful product; in some cases, it is about giving voice to vulnerable groups; and sometimes it is the knowledge generated through the process which is foregrounded. Nevertheless, the group shares an understanding of epistemic (in)justice and we see 'co' as an integral part of knowledge production.

When we considered the **theoretical and methodological** aspects of our work, we identified two common theoretical underpinnings informing our work. The first is a foregrounding of, and critical engagement with, political aspects of knowledge production and the power structures and embedded inequalities that impact on the communities with whom we work. The second is a foregrounding of the interactive and relational nature of knowledge production: that knowledge is neither stable nor fixed, but is continually being produced, through encounters between entities. Knowledge is not merely cognitive, but is held, embodied and experienced by multiple actors in multiple ways and is transformed through encounter and interaction.

Power and relationships are key considerations in our work. The iterative, critical, participatory and transformative nature of our 'co' methodologies necessitates the creation and maintenance of enduring relationships. Investing time in relationship building is essential. We do so however, in the context of complex power dynamics which can enable and constrain 'co' activity in unpredictable and often unhelpful ways. Within individual projects we can often identify some kinds of transformation for all participants, but we recognise that this is often within inherently unfair governmental and institutional structures.

The work of exploring co at CSGD and WELS is ongoing. Get in touch if you would like to know more.

Doctoral students' postcards

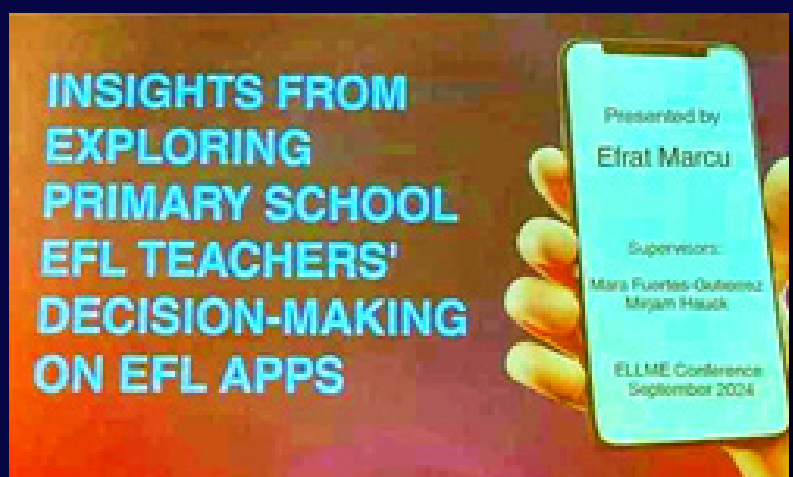


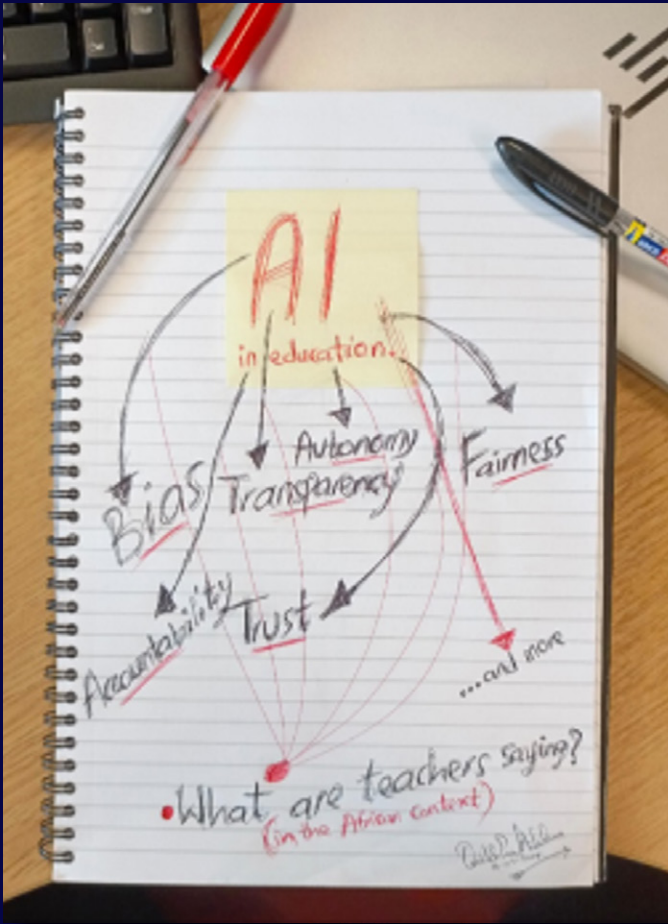
Portia Dery

My first year has been eventful. I took part in OU's Graduate School Poster Competition on my research 'Re-imagining Reading for Pleasure: An Ethnographic Life History Study of The Reading Lives of Ghanaian Children' and presented at the United Kingdom Literacy Association (UKLA) international conference. I am about to start my field work and excited for what lies ahead. This image, made by an 11-year-old girl on the [reading projects](#) I run in Ghana, powerfully illustrates how creative and storytelling methods can put agency into the hands of children to enhance the design of learning activities for them. I hope that the data to be generated from the field will lead to a richer understanding of the lived reading realities of children.

Efrat Marcu

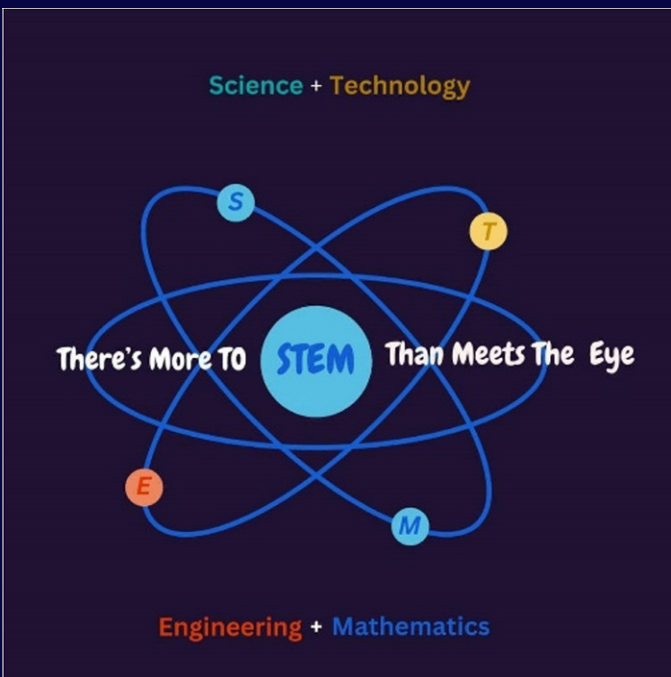
This past year, I made significant progress in my PhD research on primary school English as a Foreign Language (EFL) teachers' decision-making process when selecting educational apps. I conducted focus groups and individual interviews with EFL teachers, which provided valuable insights into the factors shaping their decision and their app evaluation criteria. Additionally, I've begun analysing preliminary data, revealing emerging trends that will inform the next phase of my research. Based on their feedback, I aim to refine my app evaluation framework, to better suit their teaching contexts and learner needs and contribute to practical strategies for enhancing digital tool selection in EFL classrooms.





Owolabi Paul Adelana

My doctoral research investigates conceptions of AI ethical principles among teachers in Nigerian secondary schools, focusing on their socio-cultural dynamics. One of the goals is to design an AI risk policy tailored to their contexts. With training from Microsoft and other international platforms, I have gained skills in AI integration in education and contributed to academic discussions through conferences, workshops, and publications. Currently, I am seeking approval for fieldwork data collection for my study. Despite its challenges, my doctoral journey has been worthwhile and essential for advancing AI ethics in education in the African context.



Laud Ebenezer Freeman

STEM education is crucial for leapfrogging development across the Global South. Inclusive education teachers in Ghana rely on self-designed adaptations of the regular curriculum to teach STEM to students with visual impairment. The limitations and practical challenges of self-adapting the regular curriculum affect the quality of inclusive STEM education delivery, limiting students' access to STEM and STEM-related opportunities. My research seeks to improve STEM education for students with visual impairment in Ghana's junior high schools by investigating how to enhance STEM curriculum adaptation and pedagogy.



Holly Parrott

My research looks at the ‘Factors Influencing British Sign Language Interpreter’s Decision-Making to Work in Higher Education’. The ratio of BSL interpreters to BSL users is one interpreter for every 44 BSL users nationwide. This dearth of support, along with other factors, such as contextual, interpersonal and intrapersonal factors, results in BSL interpreters choosing to work elsewhere and often leaves deaf BSL users without support in their studies. Some of these barriers are present in other environments, so what is unique about Higher Education that interpreters often choose to work elsewhere? The registration bodies and unions have shown great interest and support in the work, and it’s exciting to see these key stakeholders support the research with the hope that it improves working environments for interpreters and, in turn, allows more support availability for BSL students.

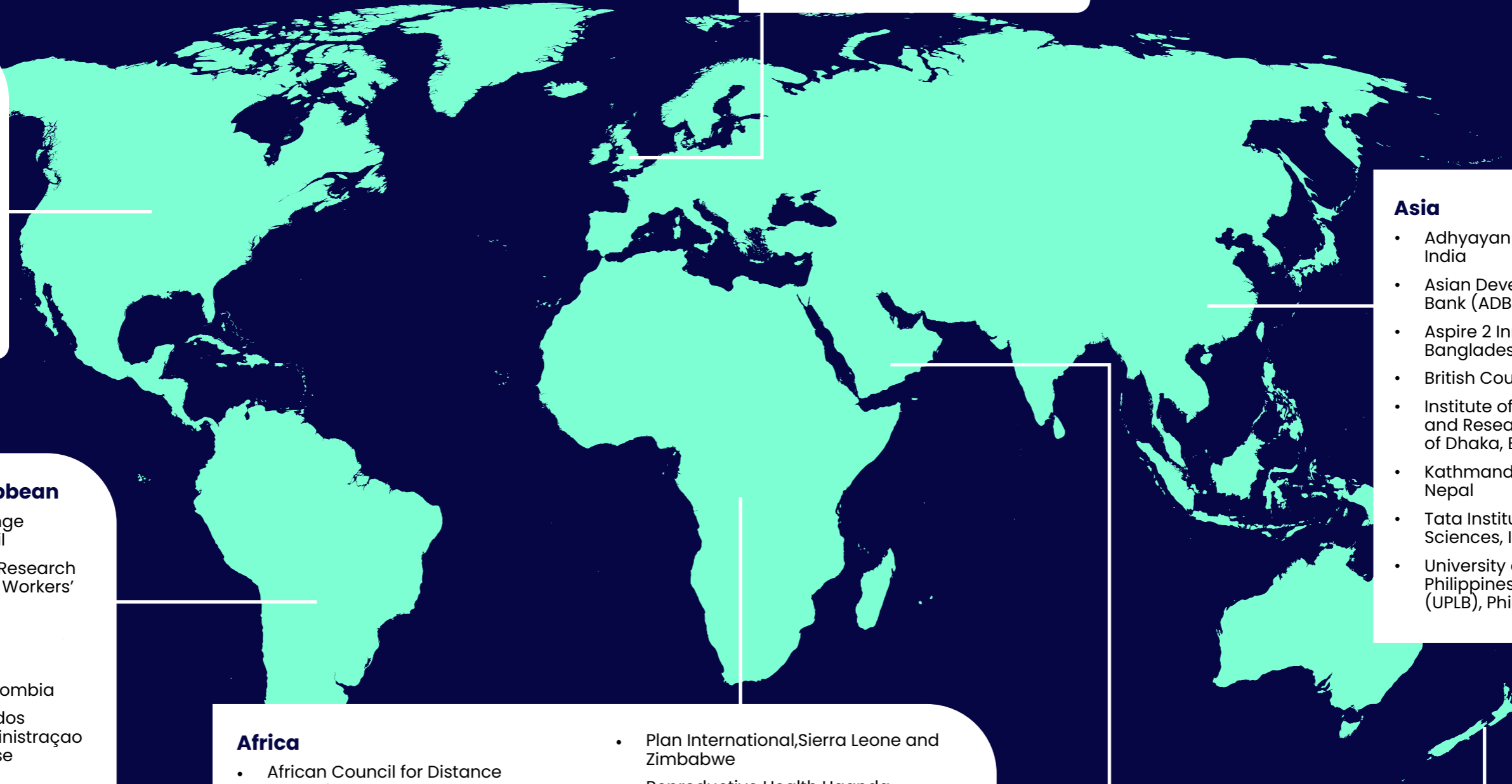


Stephanie Akinwoya

This research is centred on understanding the teaching and learning experiences of teachers and students in internally displaced (IDP) camps in Nigeria. It explores the challenges teachers face in teaching and students face in learning in conflict/crises settings. The study examines innovative pedagogies teachers use to overcome challenges and how technology, particularly mobile phones, can be further utilised for student learning and for teachers’ professional development. It also seeks to collaborate and co-create strategies for using mobile learning to support teachers in meeting students’ needs effectively. By taking a participatory approach, this research study aims to generate evidence-based solutions for education provision in crisis contexts, particularly by leveraging mobile technologies.

Global collaborations

The CSGD is collaborating with researchers, practitioners, policymakers and other academic institutions from across the globe. The below map shows some of the organisations we work with and the locations we work in.



North America

- Brookings Institute
- Child Fund International, USA
- COIL Connect, USA
- iSPARX, Canada
- School of International Languages, Literatures, and Cultures, University of Arizona, USA

Latin America & Caribbean

- Brazilian Virtual Exchange Program (BRaVE), Brazil
- CITRA/CONICET/UMET, Research Centre for the Study of Workers' Innovation, Argentina.
- Famia Planea Aruba
- Fonkoze, Haiti
- Fundación Capital, Colombia
- INeAC, Instituto de Estudos Comparados em Administração de Conflitos, Fluminense University, Brazil.
- International Planned Parenthood Federation Americas & Caribbean Regional Office, Colombia
- MUCA, Movimento Unido dos Camelôs, Rio de Janeiro, Brazil
- UGTI, Colombian Union of Workers of the Informal Economy, Colombia
- UTEP, Argentinian Union of Workers of the Popular Economy
- World Vision, Chile

Africa

- African Council for Distance Education
- Bayero University, Nigeria
- Culture Beyond Borders in Accra, Ghana
- Education Design Limited, Kenya
- Iballi network, Nigeria and South Africa
- Lumos, Kenya
- Ministry of Education, Zambia
- Ministry of Primary and Secondary Education, Zimbabwe
- Plan International, Sierra Leone and Zimbabwe
- Reproductive Health Uganda
- Right to Play, Ghana
- Soliya Connect Program, Tunisia
- Spice FM Hoima, Uganda
- TESSA network
- University of Cape Coast, Ghana
- University of Ghana
- University of Zambia
- World Vision, Ethiopia, Zambia & Zimbabwe

Europe

- British Council, UK
- Community Action: Milton Keynes, UK
- UNICollaboration, Belgium
- UNESCO-UNEVOC, Germany
- University of Newcastle, UK

Global

- Class2Class
- International Planned Parenthood Federation
- Learning Generation Initiative
- Luminos Fund
- Transformative Story

Asia

- Adhyayan Foundation, India
- Asian Development Bank (ADB), Philippines
- Aspire 2 Innovate, Bangladesh
- British Council, Nepal
- Institute of Education and Research, University of Dhaka, Bangladesh
- Kathmandu University, Nepal
- Tata Institute of Social Sciences, India
- University of the Philippines Los Baños (UPLB), Philippines

Middle East

- Arab Open University, Kuwait
- Modern University for Business and Science (MUBS), Lebanon

Australasia

- SPARX – Auckland University, New Zealand

Events from the year

Here are examples of events and activities we have hosted, led and participated in over the last year.

First OU Annual Global Development Lecture

Abolition and International Aid and Development: Retreat, Repair & Dignity

Conferences

BAICE 2024 – Transgression and transformation: (Re)bordering education in times of conflict & crises

CIES 2024 – Navigating crisis: Dangers and opportunities in development

Seminars

Insight and experiences from teacher professional development research

Reducing poverty and improving wellbeing: time for a new 'human' face?

Developing collaborative projects: why, how and with whom?

Exploring teachers' identity – towards mental health well-being

Tackling early pregnancy and motherhood: the health and education nexus

Engaging diverse stakeholders in advancing gender equality

Digital-by-default service delivery & the vicious circle of digital poverty

Towards a theory of development and development studies of liberation

Should social protection speak to social justice?

Shifting power: artificial intelligence researchers from the margins

Supporting Adolescent Girls' Education (SAGE) programme: 'What are we learning about girls' education? Different data sets, different stories.'

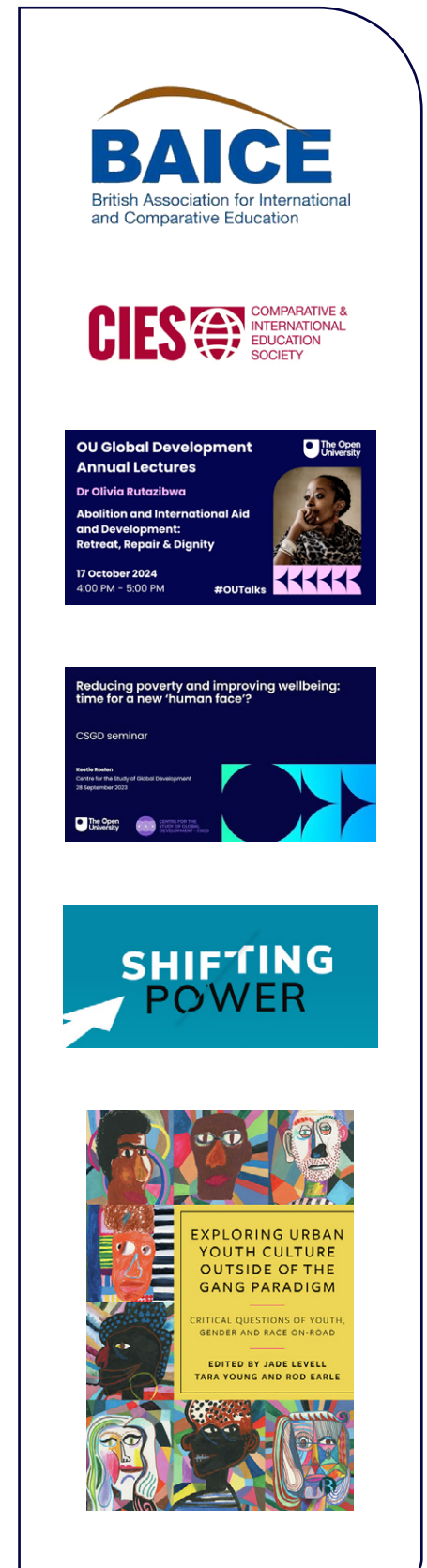
Technology-supported teacher professional development in low and middle-income countries: A study in Tanzania

Book launch

Exploring urban youth culture outside the gang paradigm

Workshops

Multimodal Conversation Analysis: Principles and Practice



Publications

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[Hultgren, Anna Kristina](#); Upadhaya, Anu; [O’Hagan, Lauren Alex](#); [Wingrove, Peter](#); Adamu, Amina; [Greenfield, Mari](#); [Lombardozi, Lorena](#); Sah, Pramod K.; Tsiga, Ismaila A.; Umar, Aishat and [Wolfenden, Freda](#) (2024). [English-medium education and the perpetuation of girls’ disadvantage: Parental investment and gendered aspirations in Nepal.](#) *English Today* (Early Access).

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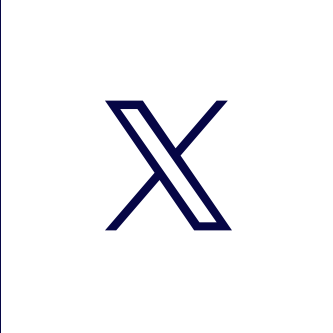
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