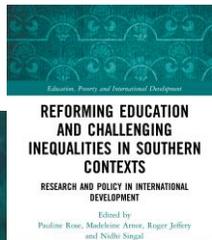


# **REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS**

**RESEARCH AND POLICY IN INTERNATIONAL  
DEVELOPMENT**

A Tribute to Christopher Colclough

# Introduction



# REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS

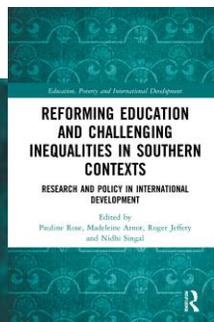
## RESEARCH AND POLICY IN INTERNATIONAL DEVELOPMENT

**Edited by Pauline Rose, Madeleine Arnot, Roger Jeffery and Nidhi Singal**

This book celebrates the work of the late Christopher Colclough, who, as a leading figure in education and international development, played a key role in the global fight for education for all children. Drawing on a range of disciplinary frameworks, the chapters presents new analyses which define the challenges and possibilities of successful educational reform for tackling social inequalities.

Further information on Christopher's research interests and key publications can be found at:

<https://www.educ.cam.ac.uk/people/colclough/>



# REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS

## RESEARCH AND POLICY IN INTERNATIONAL DEVELOPMENT

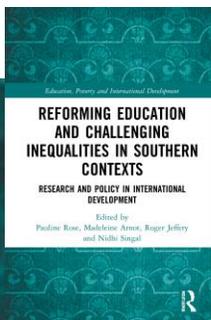
**Edited by Pauline Rose, Madeleine Arnot, Roger Jeffery and Nidhi Singal**

This book was released by Routledge on 25 March 2021 as part of the Education Poverty and International Development Book Series.

The Foreword by Sir Richard Jolly and Chapters 1, 6, 7 and 12 are available Open Access.

More information about the book can be found here:

<https://www.routledge.com/Reforming-Education-and-Challenging-Inequalities-in-Southern-Contexts-Research/Rose-Arnot-Jeffery-Singal/p/book/9780367264895>



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**CHAPTER 1**  
**Education and the reform of social inequalities in the Global South:**  
**An introduction**



**Pauline Rose**



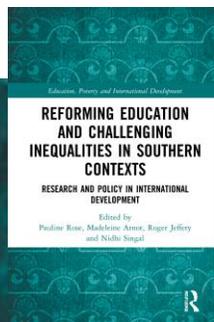
**Madeleine Arnot**

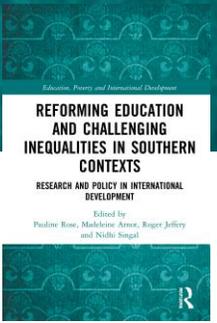


**Roger Jeffery**



**Nidhi Singal**





## CHAPTER 1

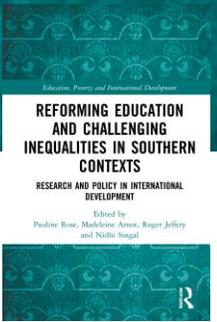
# Education and the reform of social inequalities in the Global South

### Key messages

This chapter provides a rationale for the book's focus, and an overview of some key themes:

1. Education inequality has historical, economic and political roots that limit the impact of education for all.
2. It is vital now to address the realities faced by families living in poverty. The choices and aspirations of parents, teachers and young people play a vital part in shaping, but also challenging, inequality.
3. Key intersectional inequalities are involved, for example, poverty, gender, disability, location, ethnicity and caste, which need to be addressed.
4. Inclusionary teaching strategies have significant effects, especially for children with disabilities and those from disadvantaged backgrounds.
5. Different disciplinary and methodological approaches to educational inequality analysis are needed.
6. Such work is significant and impactful when conducted in strong partnerships with researchers in the South.

**REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS**  
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## CHAPTER 1

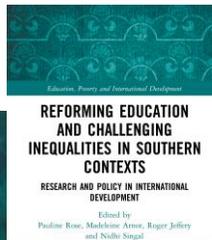
# Links with the work of Christopher Colclough

This introduction chapter highlights the links between the book chapters and the research on education undertaken by Christopher Colclough, notably:

- The Gender and Primary Schooling in Africa research programme at the Institute of Development Studies
- Research Consortium on Educational Outcomes and Poverty (RECOUP) at the University of Cambridge
- And as founding Director of UNESCO's Education for All Global Monitoring Report

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# Part 1: The Economics and Politics of Educational Reform

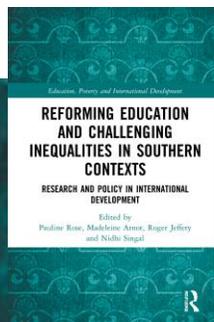


**REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS**  
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**CHAPTER 2**  
**The changing pattern of returns to education:  
What impact will this have on earnings inequality?**



**Harry Anthony Patrinos**



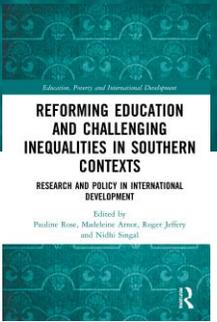
## CHAPTER 2

# The changing pattern of returns to education

### Key messages

This chapter looks at the evolution of the returns to education over time to document growing inequality in earnings in many countries:

1. Since the 1980s, the returns to higher education have increased most (compared to primary and secondary education), due to an increase in the demand for more educated workers.
2. This has implications for equity. If supply of more educated workers does not catch up with demand soon, then earnings inequality will continue to rise.
3. This puts those with lower levels of schooling at a distinct disadvantage. Efforts to improve the quality of basic education are necessary.



## CHAPTER 2

# Links with the work of Christopher Colclough

This chapter builds on Christopher Colclough's work on the benefits of education.

Previous estimates showed that the private labour market returns to education were highest for the primary level of education and lower for secondary and higher education levels, but Colclough et al. showed that this pattern was already changing, such that the returns for higher education were higher than for primary.

See in particular:

Colclough, C., Kingdon, G., and Patrinos, H. (2010). The changing pattern of wage returns to education and its implications. *Development Policy Review* 28(6): 733–747.

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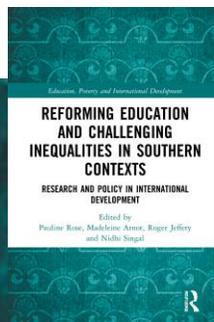
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**CHAPTER 3**

**Unequal access to education: Accounting for change and counting costs**



**Keith M Lewin**



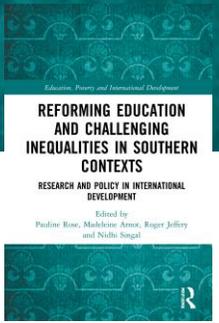
## CHAPTER 3

# Unequal access to education

### Key messages

This chapter has five key messages:

1. Transitions in demography, patterns of enrolment, gendered participation and numbers of out-of-school children reveals a very heterogeneous set of challenges; development takes place in a divided world.
2. Aid to education has peaked and is not likely to succeed in filling financial gaps between what is needed and what can be prudently provided.
3. A new realism is needed about how grants and loans accelerate development without inducing dependence, unsustainable debt and reliance on the unpredictable replenishment of global funds.
4. The only way to break out of the financing trap that underpins crises in learning is to replace 'gap filling' aid with catalytic support that enhances efficiency and effectiveness.
5. Sustainable educational development is feasible if coupled with the development of fiscal states able to self finance education provided as a public good, and this deserves more global emphasis.



## CHAPTER 3

### Links with the work of Christopher Colclough

Our work on educational financing in the context of debt and structural adjustment led to our paper for the Bellagio Group of donors to education in 1982. Over the next decade, Chris and I worked on papers which successfully argued for a shift in aid to prioritise basic education and equity. This led to the Round Table on Financing we convened at the World Conference on Education for All (EFA) in 1990 for UNICEF, at which we provided the first global estimates of the costs of EFA and the reforms discussed in “Educating All the Children”. As Directors of sister research centres for DFID we explored aid effectiveness and shared a global dialogue that provided insights for the concluding part of this chapter.

- Lewin, K.M., Little, A.W., and Colclough, C.L. (1982). *Adjusting to the 1980s: Taking Stock of Educational Expenditure*, in Financing Educational Development, IDRC, Ottawa. 13-39.
- Colclough C.L., Lewin K.M., and Oxenham J.C.P. (1985). Donor Agency Support for Primary Education: Strategies Reconsidered. *International Journal of Educational Development*, Vol 3 No 1. 1-11.
- Colclough, C. with Lewin, K.M. (1993), *Educating All the Children: Strategies for Primary Education in Developing Countries*. Oxford University Press, 328pp.

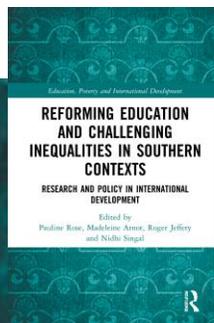
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**CHAPTER 4**  
**Education for All in India and Sri Lanka:**  
**The drivers and interests shaping egalitarian reforms**



**Angela W Little**



## CHAPTER 4

# Education for All in India and Sri Lanka

### Key messages

1. The road to Education for All (EFA) is long. EFA is driven by many forces and is surrounded by many interest groups. EFA policies and programmes pre-date both Jomtien and the independence of former colonies. Political independence was a powerful driver of educational expansion.
2. Despite similar colonial histories and common cultural roots, India and Sri Lanka have demonstrated different rates of progress towards EFA. Baselines are important.
3. In the post-independence years, inequalities in education contributed to political instability, which in turn have driven egalitarian policy reforms.
4. EFA goals have shifted – from primary education to secondary education. Elite groups will continue to seek to maintain their lead in this shifting education landscape.

## CHAPTER 4

### Links with the work of Christopher Colclough

Reviews of research in the late 1970s on relations between education and development and government rationales for education spending, identified development goals ranging from economic growth to manpower development, nation-building, education quality and efficiency and social equity. They underlined the importance of investment in primary education and fed into the 1990 World Declaration on 'Education for All'.

Colclough, C.L. (1982). The impact of primary schooling on economic development: a review of the evidence. *World Development*, 10 (3) 167-185.

Lewin K.M., Little A.W. and Colclough C.L. (1982). *Adjusting to the 1980s: Taking Stock of Educational Expenditure*, in Financing Educational Development, IDRC, Ottawa.

Colclough, C.L. and De, A. (2010). The impact of aid on education policy in India. *International Journal of Educational Development*, 30 (5) 497-507.

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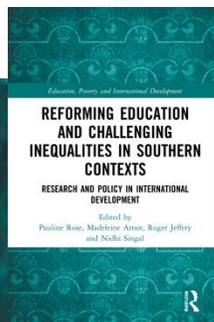
**CHAPTER 5**  
**Public-Private Partnerships in education:**  
**Do they offer an equitable solution to education in India and Pakistan?**



**Monazza Aslam**



**Geeta Gandhi  
Kingdon**



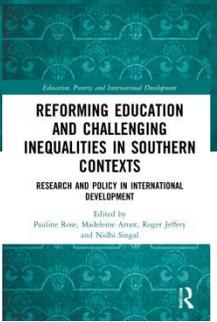
## CHAPTER 5

# Public-Private Partnerships in education

### Key messages

This chapter is a critical exploration of evidence on the nature and evolution of private and non-state education provision and public-private partnership (PPP) arrangements in the education sectors in India and Pakistan:

1. The private and non-state education sectors are thriving in India and Pakistan and cater to large/growing numbers of children.
2. The governments in both countries have entered innovative partnerships with the private and non-state sectors with mixed results.
3. Whilst PPPs in education in the two countries may improve access and enrolment, the extent to which they may do so for the poor and disadvantaged is questionable.
4. Success of PPP arrangements is contingent on the state's recognition of their potential and the creation of an enabling environment.



## CHAPTER 5

# Links with the work of Christopher Colclough

This chapter builds on Christopher Colclough's seminal work exploring education and the market, in which he concluded that private schooling ('the neo-liberal solution') can offer a solution to financially-constrained governments, but only under tightly defined circumstances.

See in particular:

Colclough, C. (1996). Education and the market: which parts of the neo-liberal solution are correct? *World Development*, 24 (4), pp. 589-610.

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**CHAPTER 6**  
**The influence of politics on girls' education in Ethiopia**



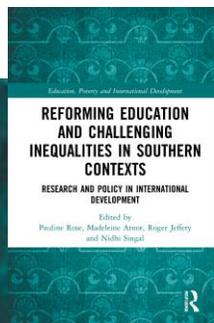
**Louise Yorke**



**Pauline Rose**



**Alula Pankhurst**



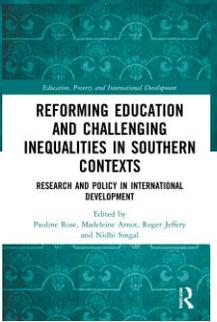
## CHAPTER 6

# The influence of politics on girls' education in Ethiopia

### Key messages

This chapter adopts a political analysis of girls' education in Ethiopia to understand the gap between high-level commitments and slow and uneven progress:

1. Getting gender equality and girls' education on the agenda has been driven by key influential figures.
2. Strategies pursued in relation to girls' education are shaped by the wider political context, and education systems are not gender-neutral: gender inequalities emerge in nominal and substantive ways.
3. There is a need for more transformative strategies for girls' education that move beyond gender parity and take account of the diversity of girls' lives.



## CHAPTER 6

# Links with the work of Christopher Colclough

This chapter builds on the Gender and Primary Schooling in Africa (GAPS) project, led by Christopher Colclough in the 1990s, in collaboration with the Forum for African Women Educationalists (FAWE).

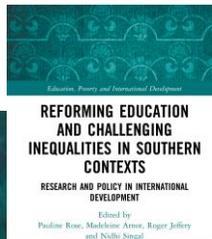
At the time, Ethiopia had one of the lowest levels of enrolment globally, with wide gender gaps. The project identified key strategies to increase enrolment and improve the quality of education equitably.

See in particular:

Colclough, C., Al-Samarrai, S., Rose, P., and Tembon, M. (2003). *Achieving Schooling for All in Africa: Costs, Commitment and Gender*. Ashgate, Aldershot.

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# Part 2: Challenges and Opportunities in Addressing Inequalities through Education

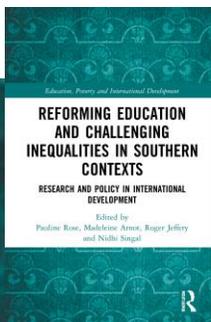


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**CHAPTER 7**  
**Overriding social inequality?**  
**Educational aspirations versus the material realities of rural families in Pakistan**



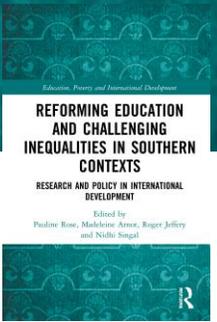
**Arif Naveed**



## CHAPTER 7 Overriding social inequality? Key messages

This chapter adapts an intergenerational lens to provide a cultural analysis of the unequal uptake of educational expansion in rural Punjab in Pakistan.

1. Schooling is a critical strategy to achieve social mobility. It is valuable as long as it offers a pathway out of social and economic disadvantage.
2. The meanings and values attached to social mobility and schooling, and the capacity to aspire are entangled with the 'pentagonal rural social structure'.
3. The interplay between structure and agency, and between cultural, economic and social resources risks schooling becoming a mechanism for social reproduction, perpetuating existing inequalities.
4. Without creating a level-playing field, there is little that educational expansion alone can achieve in reducing inequality and eradicating poverty.



## CHAPTER 6

# Links with the work of Christopher Colclough

This chapter builds on a Youth, Gender and Citizenship study under the project 'Research Consortium on Educational Outcomes and Poverty (RECOUP) 2005-10', led by Christopher Colclough, in collaboration with the Mahbub-ul-Haq Human Development Centre.

See in particular:

Colclough, C. (2012). *Educational Outcomes and Poverty: a reassessment*. London: Routledge.

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**CHAPTER 8**  
**Confronting social inequality through fertility change in Punjab, Pakistan:  
The role of girls' schooling**



**Feyza Bhatti**



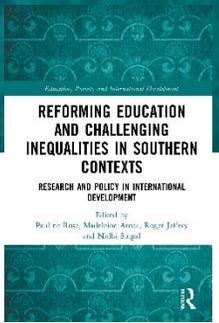
**Roger Jeffery**

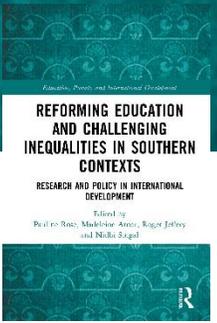
## CHAPTER 8

# Confronting social inequality through fertility change in Punjab, Pakistan

### Key messages

- This chapter contributes new insights into how changing socio-economic environments and the increasing schooling of children inflect the dynamics of intergenerational contracts and influence social inequality.
- We analyse the interactions of fertility and reproductive decision-making with family and gender systems.
- We also explore in-depth the role of female schooling in transforming gender roles and family relationships in rural and urban areas.
- We conclude that the desire for better schooling of children has become more important than mothers' (or fathers') own schooling in influencing couples' fertility decisions: the aspirations of parents for children's upward social mobility are the key factor in fertility decline in contemporary Pakistan.





## CHAPTER 8

### Links with the work of Christopher Colclough

The chapter draws on research undertaken by Christopher Colclough, notably as Professor of Education and Development in the Faculty of Education, University of Cambridge.

Feyza Bhatti was involved in all research undertaken in Pakistan from 2005 to 2011 by the Research Consortium on Educational Outcomes and Poverty (RECOUN); She also conducted follow-up research as part of her PhD at the University of Edinburgh.

Roger Jeffery was lead co-investigator for the University of Edinburgh in RECOUN.

Both benefited enormously from the intellectual leadership provided by Christopher.

Further information on key RECOUN publications can be found at:

<https://www.educ.cam.ac.uk/centres/real/researchthemes/teachingandlearning/recoun/>

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**CHAPTER 9**  
**Teenage pregnancy and social inequality:  
An impediment to achieving schooling for all in Uganda**



**Florence Kyoheirwe  
Muhanguzi**



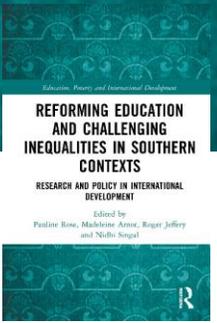
**Grace Bantebya  
Kyomuhendo**

## CHAPTER 9

# Teenage pregnancy and social inequality: Key messages

This chapter draws on quantitative and qualitative data from studies conducted in Uganda to identify the two-way relationship between teenage pregnancy and social inequality that continues to hold back educational progress for girls from disadvantaged backgrounds.

1. Teenage pregnancy is a major impediment to girls' educational attainment in many countries in sub-Saharan Africa, including Uganda. Yet the effects of teenage pregnancy on schooling have received limited attention.
2. Both educational inequality and teenage pregnancy are influenced by the interaction of social inequalities within girls' social ecology. Without concrete action, teenage pregnancy is likely to reinforce social inequality in education.
3. Initiatives that target the multiple social and economic factors focusing on education for all beyond the adolescent girl can be a key strategy for enhancing girls' life skills and aspirations with a potential to reverse the situation.



## CHAPTER 9

# Links with the work of Christopher Colclough

This chapter builds on the Gender and Primary Schooling in Uganda (GAPS) project, led by Christopher Colclough in collaboration with the Forum for African Women Educationalists (FAWE) and the Institute for Development Studies (IDS), in the late 1990s.

Uganda was one of the countries of focus because of the persistent gender inequalities in education access and attainment at the time, especially for girls. The GAPS project identified key strategies to increase enrolment and improve the quality of education for all.

See in particular:

Colclough, C., Al-Samarrai, S., Rose, P., Tembon, M. (2003). *Achieving Schooling for All in Africa: Costs, Commitment and Gender*. Ashgate, Aldershot.

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**CHAPTER 10**  
**Complementary Basic Education: Parental and learner experiences and choices in Ghana's northern regions**



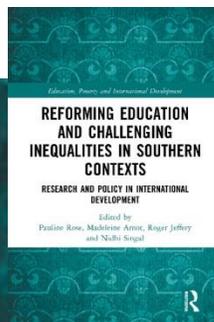
**Leslie Casely-Hayford**



**Adom Baisie Ghartey**



**Justice Agyei-Quartey**



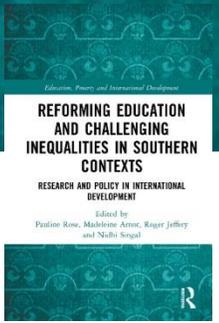
## CHAPTER 10

# Complementary Basic Education

## Key messages

This chapter explores the choices made by parents to send their children to the Ghanaian Government's, Complementary Basic Education (CBE) programme, which is designed to address the out-of-school challenge and provide alternative education pathways for children in remote rural areas. The study revealed that hard-to-reach communities in the northern regions largely preferred CBE over formal primary education due to the following key issues:

1. Livelihood patterns /needs of communities, the poverty profile of the family, and the quality/ flexibility of the CBE programme need to adjust the timing of educational needs of children.
2. The high levels of food insecurity and the families' high level of reliance on some children to work and support the family through farming and household chores made CBE the only option for families in extreme poverty.



## CHAPTER 10

# Links with the work of Christopher Colclough

This study drew on methodological approaches that were developed through the Research Consortium on Outcomes to Education and Poverty (RECOUP) led by Professor Christopher Colclough. These approaches helped researchers delve deeper into the interface between poverty and education using context analysis. RECOUP sought to study the mechanisms that drive the cycle of deprivation, and to identify the policies needed to ensure that educational outcomes benefit the most disadvantaged.

The research presented in the chapter is built on a 'deep dive' inquiry into three regions of Ghana where the dynamics of poverty and educational attainment are explored using a variety of qualitative methods.

<https://ceid.educ.cam.ac.uk/researchprogrammes/recoup/>

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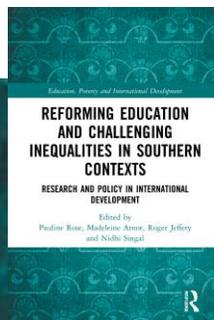
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**CHAPTER 11**

**Addressing dilemmas of difference:  
Teachers' strategies to include children with disabilities in rural primary schools in India**



**Nidhi Singal**

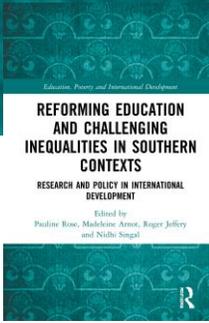


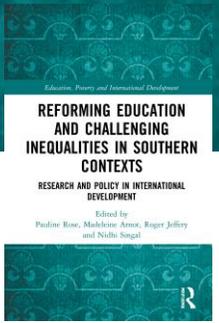
**CHAPTER 11**  
**Addressing dilemmas of difference**  
**Key messages**

This chapter exemplifies the tensions, challenges and opportunities accorded in the inclusion of children with disabilities in mainstream classrooms, with a specific focus on teacher practices.

1. Poverty and disability are not simply barriers to accessing schooling, rather deficit assumptions made about 'poor and/or disabled children' that permeate classroom processes and practices.
2. Concerns voiced by mainstream teachers are not necessarily driven by a rejection of children with disabilities, rather they highlight the many quandaries teachers face as they navigate teaching and learning in complex and resource-constrained classrooms.
3. Educational reform efforts need to be underpinned by values of social belonging, acceptance and dignity, rather than universalistic and idealistic notions of 'inclusive education'.

**REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS**  
**RESEARCH AND POLICY IN INTERNATIONAL DEVELOPMENT**





## CHAPTER 11

# Links with the work of Christopher Colclough

The chapter builds on the disability work under the aegis of the Research Consortium on Educational Outcomes and Poverty (RECOUP) led by Professor Christopher Colclough.

Under Christopher's visionary leadership, RECOUP (2005-2010) supported the development of the Disability and Poverty study, which was pioneering in highlighting disability and education issues in international development. Working across Ghana, Kenya, India and Pakistan, the study provided important insights into the relationship between disability and household poverty, educational participation of young people with disabilities and how their schooling shaped their future aspirations and employment prospects.

Overview of RECOUP and key outputs emerging from the disability work are available at:

<https://ceid.educ.cam.ac.uk/researchprogrammes/recoup/>

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**CHAPTER 12**

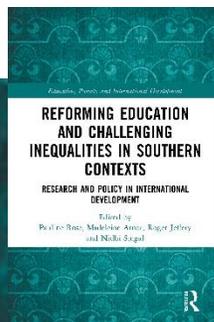
**Social distance, teachers' beliefs and teaching practice in a context of social disadvantage: Evidence from India and Pakistan**



**Anuradha De**



**Rabea Malik**



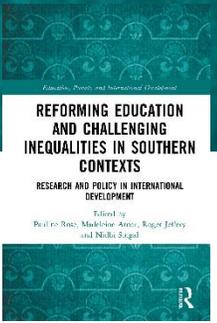
## CHAPTER 12

# Social distance, teachers' beliefs and teaching practice in a context of social disadvantage

### Key messages

This chapter develops a framework that links teachers' beliefs and their teaching practice to understand ways in which social distance can impact students' learning. We find that:

1. Teachers believe that a student's family background is the most significant determinant of a child's capacity to learn and do well in class.
2. Their conceptualisation of a 'good student' comprises a set of characteristics and behaviours that are more likely to be demonstrated by students from stable, well-to-do backgrounds, or naturally gifted children. In their practice, teachers favour the good students; increasing the likelihood of children from marginalised backgrounds being excluded.
3. Through their expectations and their practice, teachers may be reproducing disadvantages that students arrive with to school.



## CHAPTER 12

### Links with the work of Christopher Colclough

In his work, Christopher explored mechanisms through which poverty and exclusion worked to limit outcomes for the marginalised. The RECOUP programme, which Christopher led, showed that while education can improve life outcomes, initial levels of income and education (family background) acted as constraints for those from poor backgrounds.

This chapter builds on that work to demonstrate mechanisms of exclusion in classrooms, and ways in which they limit progress on learning outcomes for children from marginalised backgrounds.

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