



RECOUP

Research Consortium on Educational Outcomes and Poverty

(RECOUP)

International Director - Professor Christopher Colclough

Partners:

- Centre for Commonwealth Education, University of Cambridge - lead partner
- School of Social and Political Studies, University of Edinburgh
- Centre for the Study of African Economies (CSAE), University of Oxford
- Collaborative Research and Dissemination (CORD), New Delhi, India
- Mahbub Ul Haq Human Development Centre, Islamabad, Pakistan
- Associates for Change, Accra, Ghana
- Kenyatta University, Nairobi, Kenya

Research Objectives

- To understand what explains the relationships between education and poverty
- To understand how better outcomes of education can best be promoted
- To elucidate how educational policy can be optimised to help achieve social and economic transformation

Methods

- The research agenda is being addressed via both quantitative and qualitative enquiries, and the generation of knowledge will be based upon new data collected by the consortium.
- A set of innovative household surveys are being conducted in the countries where our southern partners are based.
- Qualitative enquiries, with common designs, are also being conducted across each location.

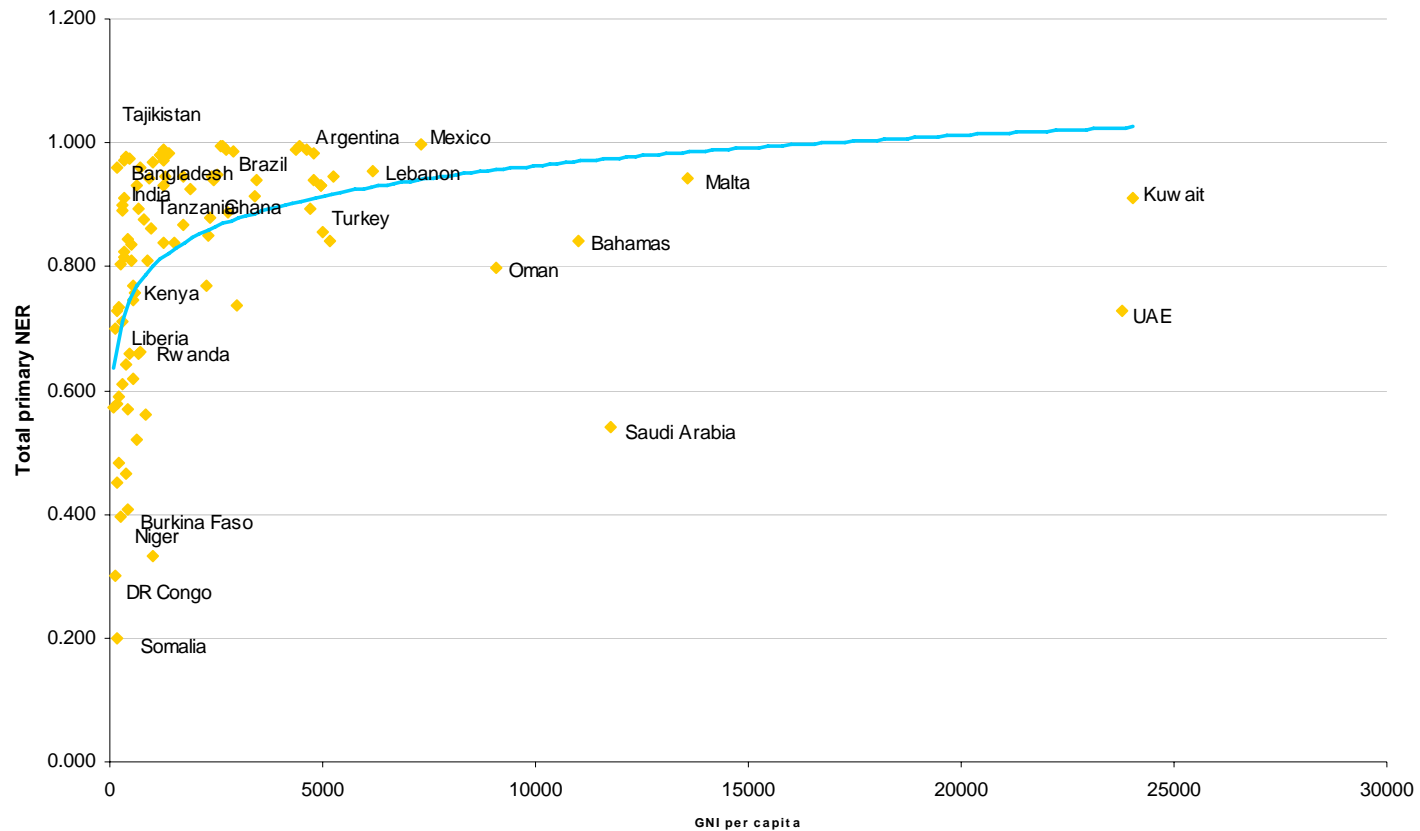
Themes and Projects

- **Social and human development outcomes of education**
 - Disability and poverty study
 - Health and fertility study
 - Youth gender and citizenship study
- **Education and market outcomes**
 - Skill acquisition and its impact on livelihoods
- **Outcomes from different national and international partnerships**
 - Outcomes of Public private partnerships
 - Aid partnerships and educational outcomes

Does more money for education help the poor?

- Education and income - which way do the linkages go
- Educational expenditures and outcomes
- Education and its returns
- National and International Policies

NERs and per capita income 2005



Links between Expenditures, Enrolments and Unit Costs

$$E = (X_g + X_p) / C$$

Where E = Enrolments

X_g = Public spending on Education

X_p = Private spending on Education

C = Costs per student

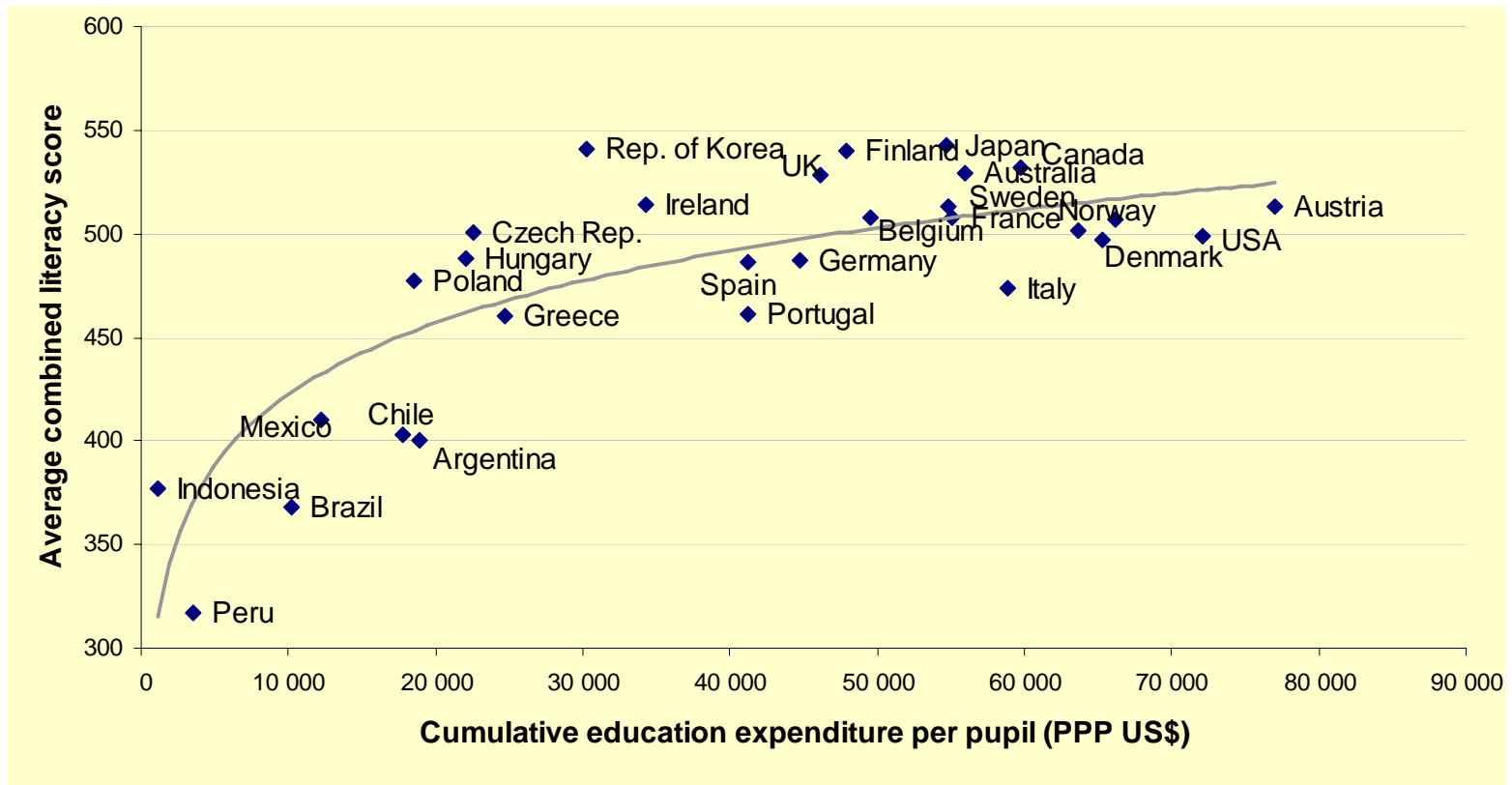
A Paradox:

Test scores and changes in per pupil expenditures in
OECD

Country	Change in mathematics and science score, 1970-94	Increase in real spending per pupil, 1970-94	Increase in real GDP per capita, 1970-94	Staff compensation as % of current expenditure on primary education, 1995
Australia	-2.3	269.8	46.4	79
New Zealand	-9.7	222.5	24.3	n.a.
France	-6.6	211.6	60.7	79
Italy	1.3	125.7	74.6	89
Germany	-4.8	108.1	66.8	76
Japan	-1.9	103.3	100.7	87
United Kingdom	-8.2	76.7	58.3	70
Belgium	-4.7	64.7	68	86
Netherlands	1.7	36.3	52.9	78
United States	0	33.1	70.5	80
Sweden	4.3	28.5	35.1	56

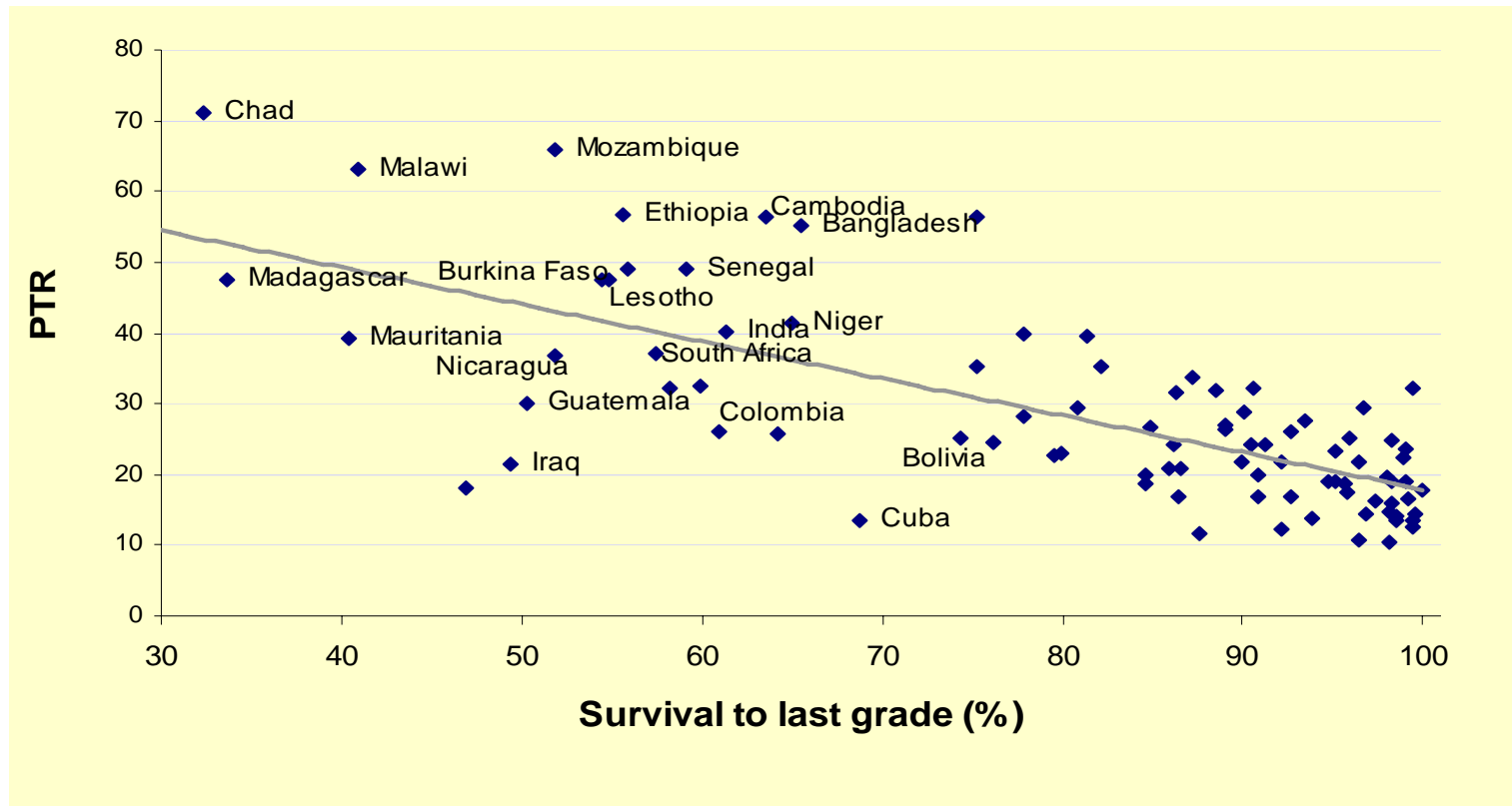
National resources: finance and quality

Students in countries that invest **more** in education tend to have **better** literacy skills. In high-income states, the impact of additional resources is less clear



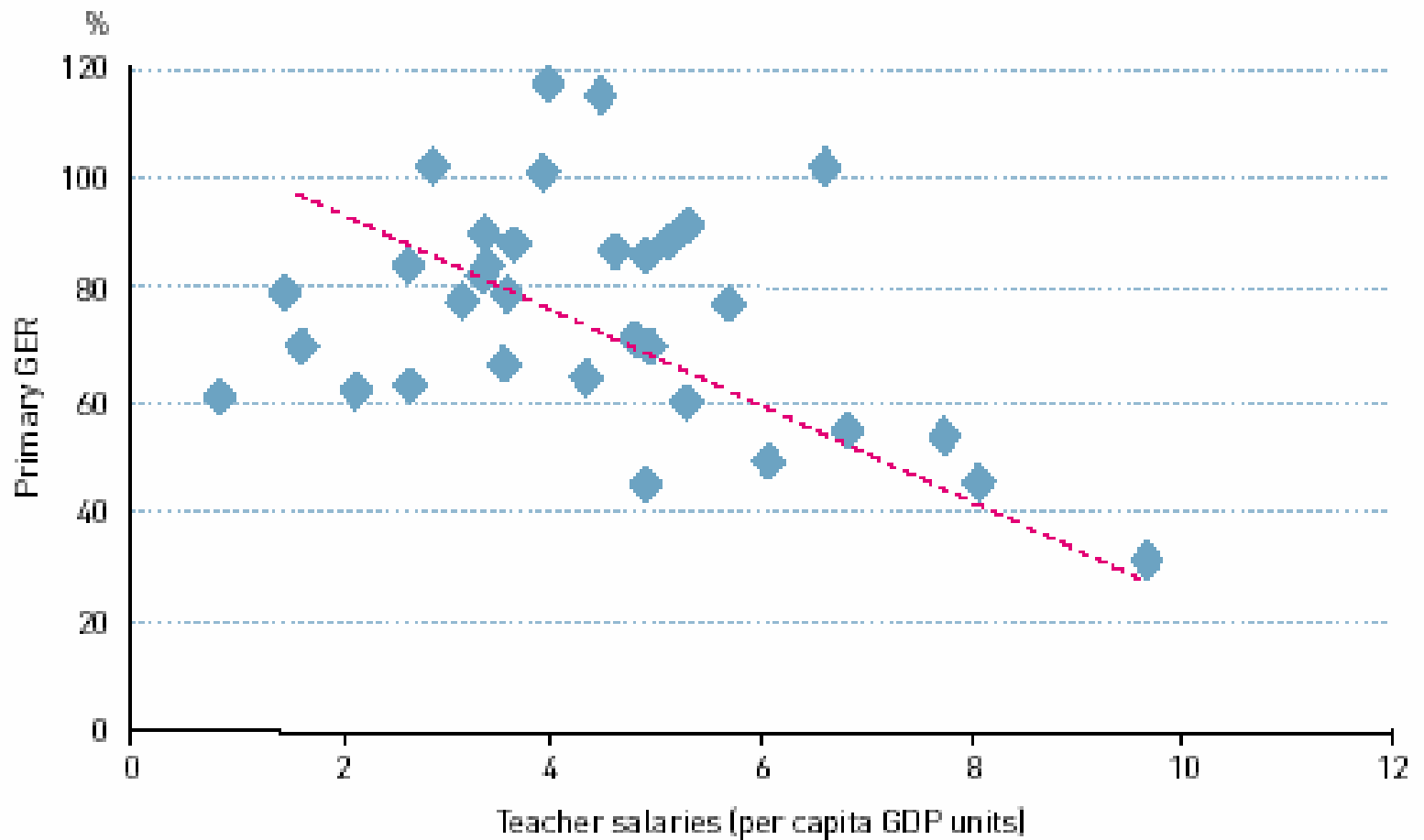
Survival in school and PTR

Only one-third of students reach last grade of primary education where pupil/teacher ratios are high



Primary education: pupil/teacher ratios and survival to the last grade, 2001

Relationship between GER and teacher salary



Measuring Quantity is insufficient

Study	Country	Cohort	% that has ever enrolled (ages 6-14)	% that survived to grade 5	% that achieved minimum mastery	NER in primary for the period before the test
SACMEQ (1995) Grade 6 Reading test	Malawi	100	91	31	7	69
	Mauritius	100	99	98	52	99
	Namibia	100	97	74	19	84
	U. R. Tanzania	100	87	70	18	54
PIRLS (2001) Grade 4 Reading test	Colombia	100	98	60	27	87
	Morocco	100	99	77	59	81
PASEC (mid 1990s) Grade 5 French test	Burkina Faso	100	35	25	21	28
	Cameroon	100	88	45	33	73
	Côte d'Ivoire	100	65	45	38	49
	Guinea	100	48	32	21	36
	Madagascar	100	78	31	20	63
	Senegal	100	48	42	25	51
	Togo	100	82	49	40	66

Quantitative versus qualitative indicators of participation in primary schooling

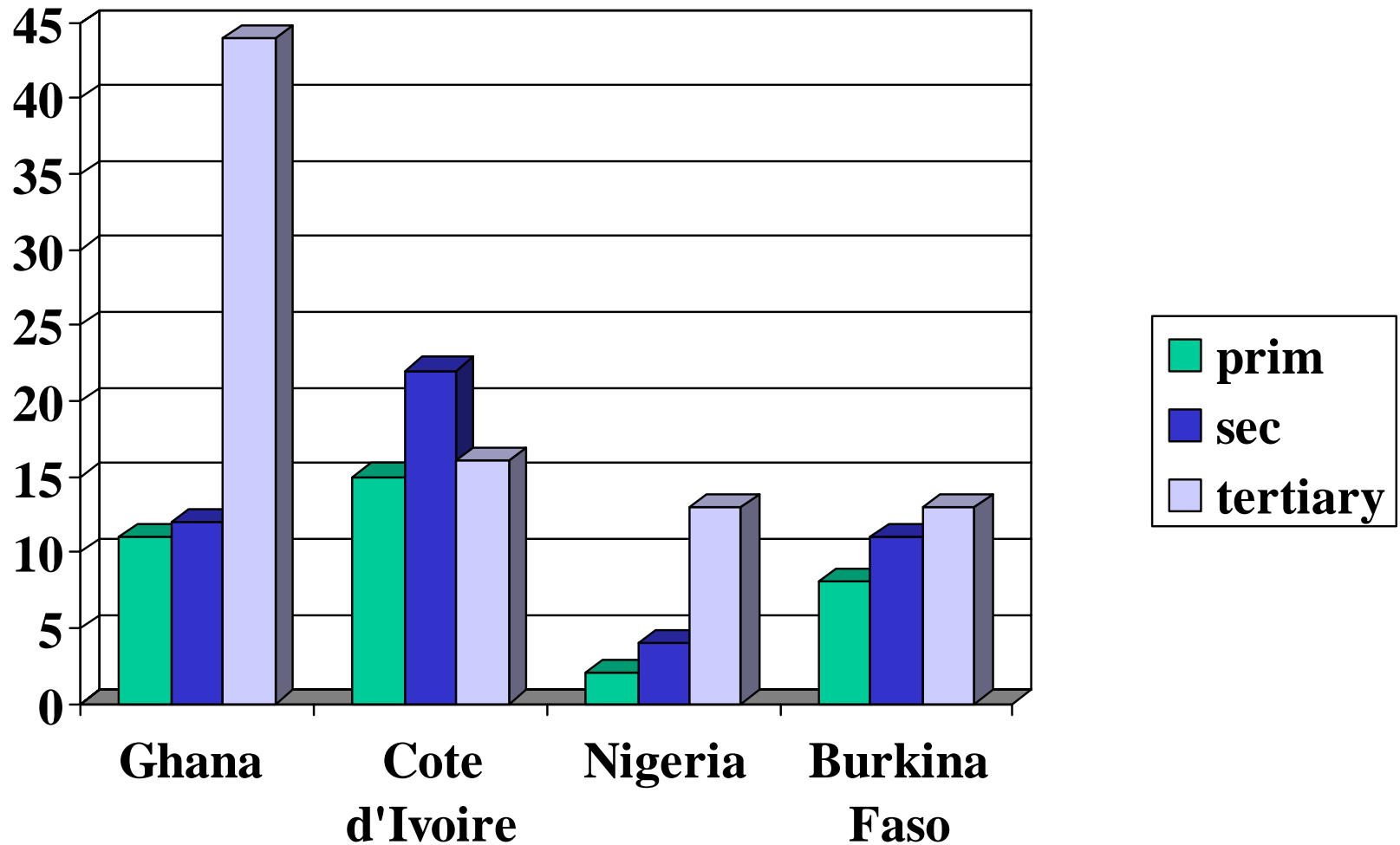
Growth, Skills and Education

- The case thus far:
- Ed is productive so it helps growth
- Ed at all levels brings personal returns, and highest at prim. Balance needed, but even primary level helps all society and directly helps the poor
- Non-market effects and externalities (literacy, numeracy, health and fertility behaviour) are delivered even by primary and particularly for girls
- So UPE is a pro-poor, pro-growth strategy

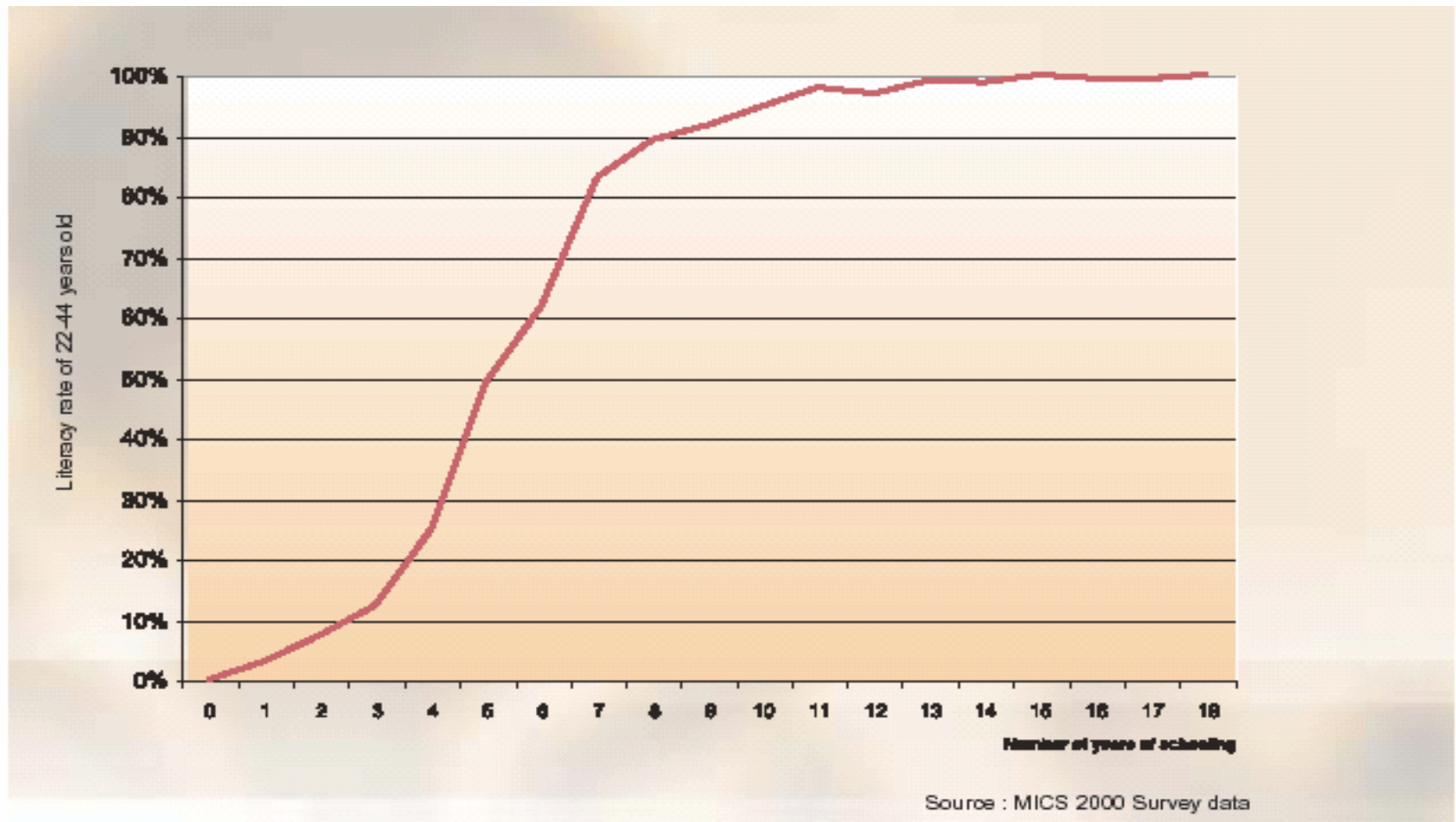
Do changes to the pattern of returns change the earlier logic?

- Evidence that private returns to sec/higher ed are increasing, and often greater than those at primary
- Evidence that some behavioural changes are increasingly associated with secondary
- Why? Supply-side changes in quantity and quality reduce returns at primary and increase returns at higher levels

Changing patterns of returns in SSA (around 2000)

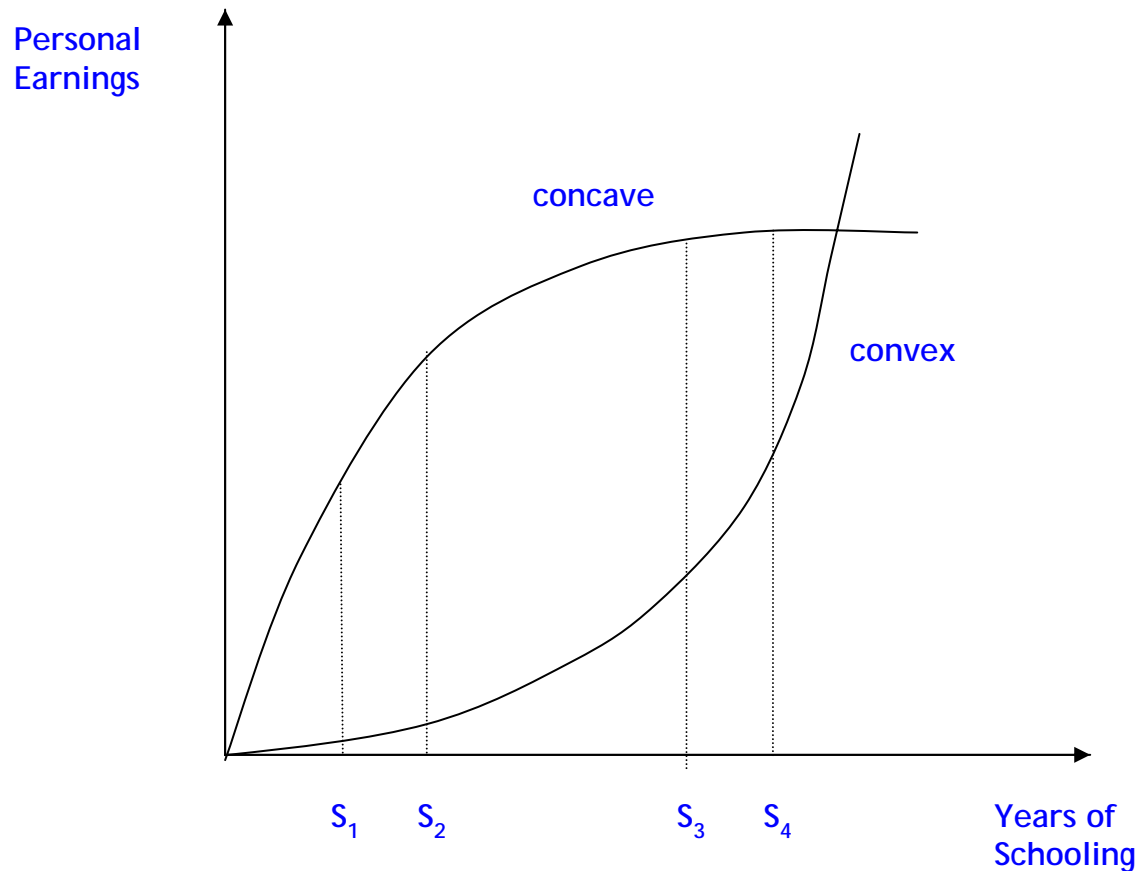


Literacy rate of 22 to 44 year-olds in Central African Republic, according to years of schooling (2000)



Possible relationships between schooling and earnings

Positive returns to primary mean that primary schooling reduces poverty and supports growth.



Policy Choices in Education

- High sec/tertiary returns may imply under-expansion and skill constraint. Increased supply may boost production and employment, thereby increasing opportunities for the poor. Balance obviously required
- Emphasis on quantity will not solve the quality crisis
- True returns depend on costs, which are tiny for primary, very high for tertiary. Most data cover only the wage-employed. Returns in self-employment may be different, and higher for primary.
- Where returns to primary remain positive, priority for EFA/primary remains necessary on poverty and growth grounds. Some obsolescence over time, but human capital, once given to the poor, cannot be taken away. Its advantage is there for life
- The rights case remains fundamental

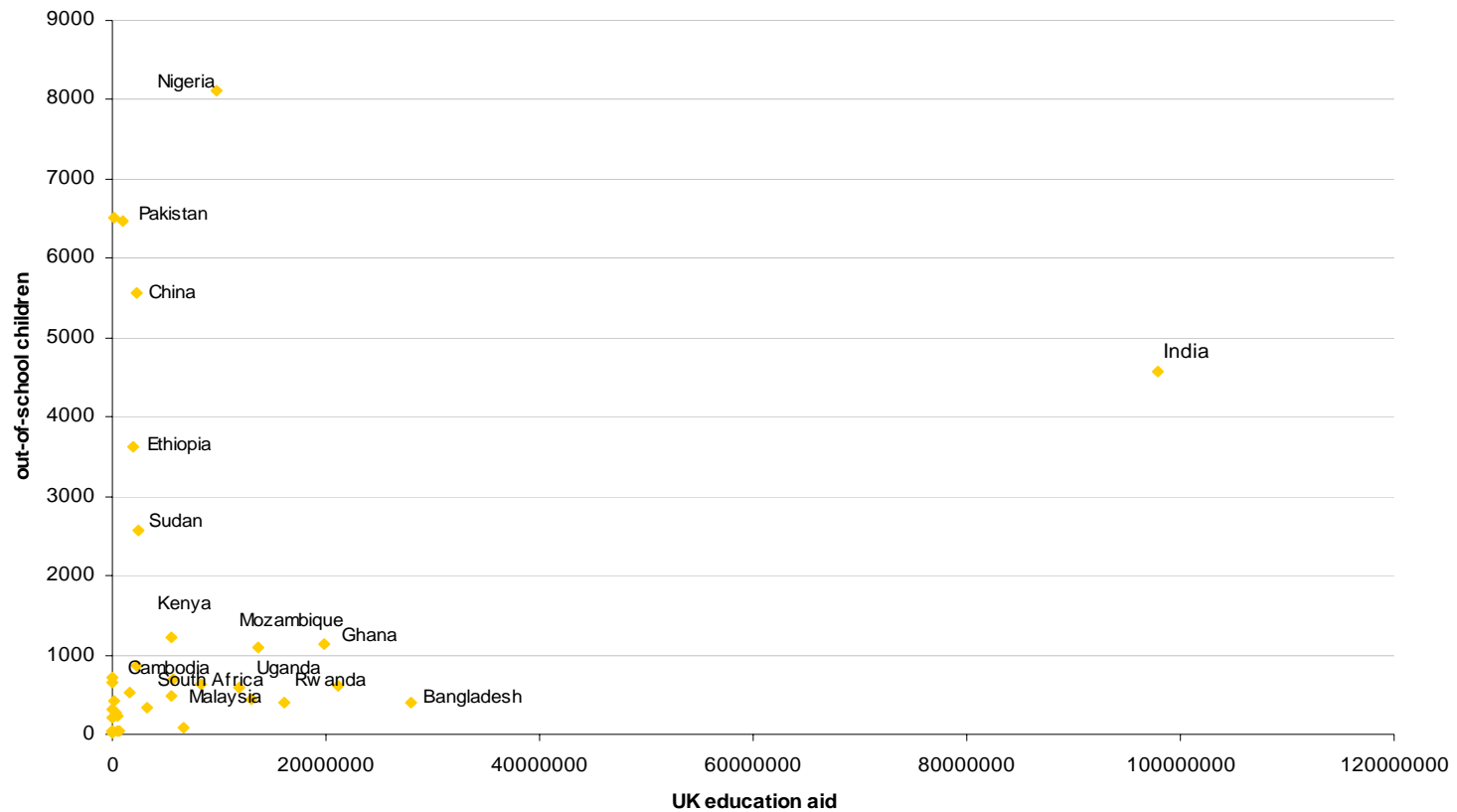
Does Aid to Education Help the Poor?

- Aid to basic ed doubled from \$2.2 to \$4.4bn, 2000-'04. But this was 1/3 of projected additional needs.
- Slow start means that an additional \$10bn now needed annually to 2015
- Gleneagles promised an extra \$50bn total by 2010, of which \$10bn to education
- DFID will increase aid to ed from £0.5 to £1bn by 2010. This doubling over 4yrs is the scaling-up problem

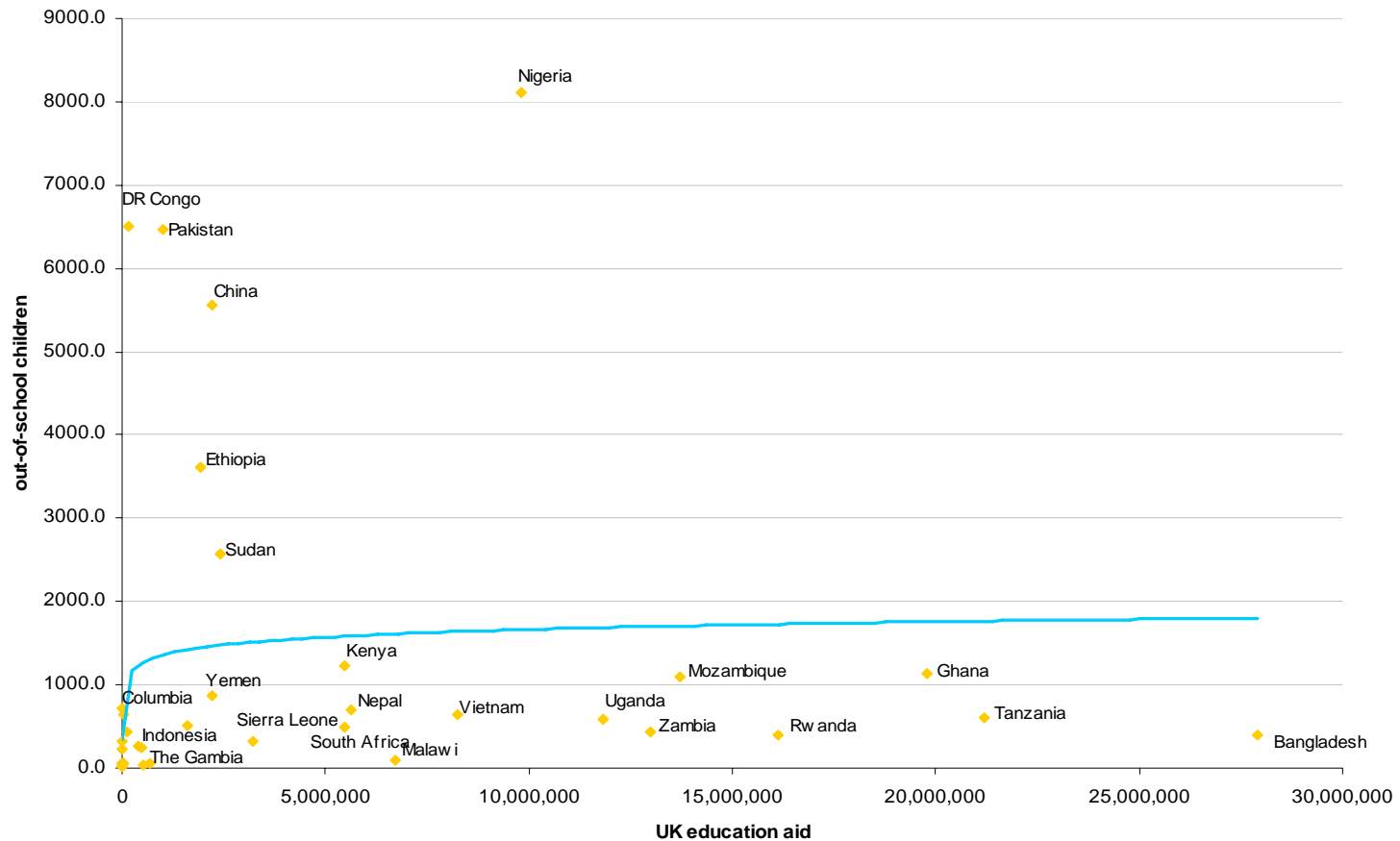
Out of school children and UK aid to education

Countries	Scaling up country	Low income country	PSA country	Out-of-school children (000) 2004	DFID bilateral spending on education 05/6
Nigeria ⁴	*	*	P	8109.6	9,815,850
DR Congo	*	*	P	6512.0	148,119
Pakistan ⁵	*	*	P	6463.0	1,016,017
China			P	5555.0	2,225,297
India	*	*	P	4583.0	97,885,160
Ethiopia	*	*	P	3615.0	1,935,727
Sudan	*	*	P	2562.0	2,404,221
Saudi Arabia				1425.0	
Niger		*		1326.0	
Afghanistan ⁷	*	*	P	1288.0	
Burkina Faso		*		1271.0	
Kenya	*	*	P	1226.0	5,478,318
Cote D'Ivoire		*		1223.0	
Mali		*		1172.0	
Ghana	*	*	P	1129.0	19,798,722
Somalia ⁶	*	*		1126.0	
Mozambique ⁴	*	*	P	1089.0	13,694,255
Totals				49674.6	154,401,686
Global Total				76800.0	308,473,321
% of Global total				64.7	50

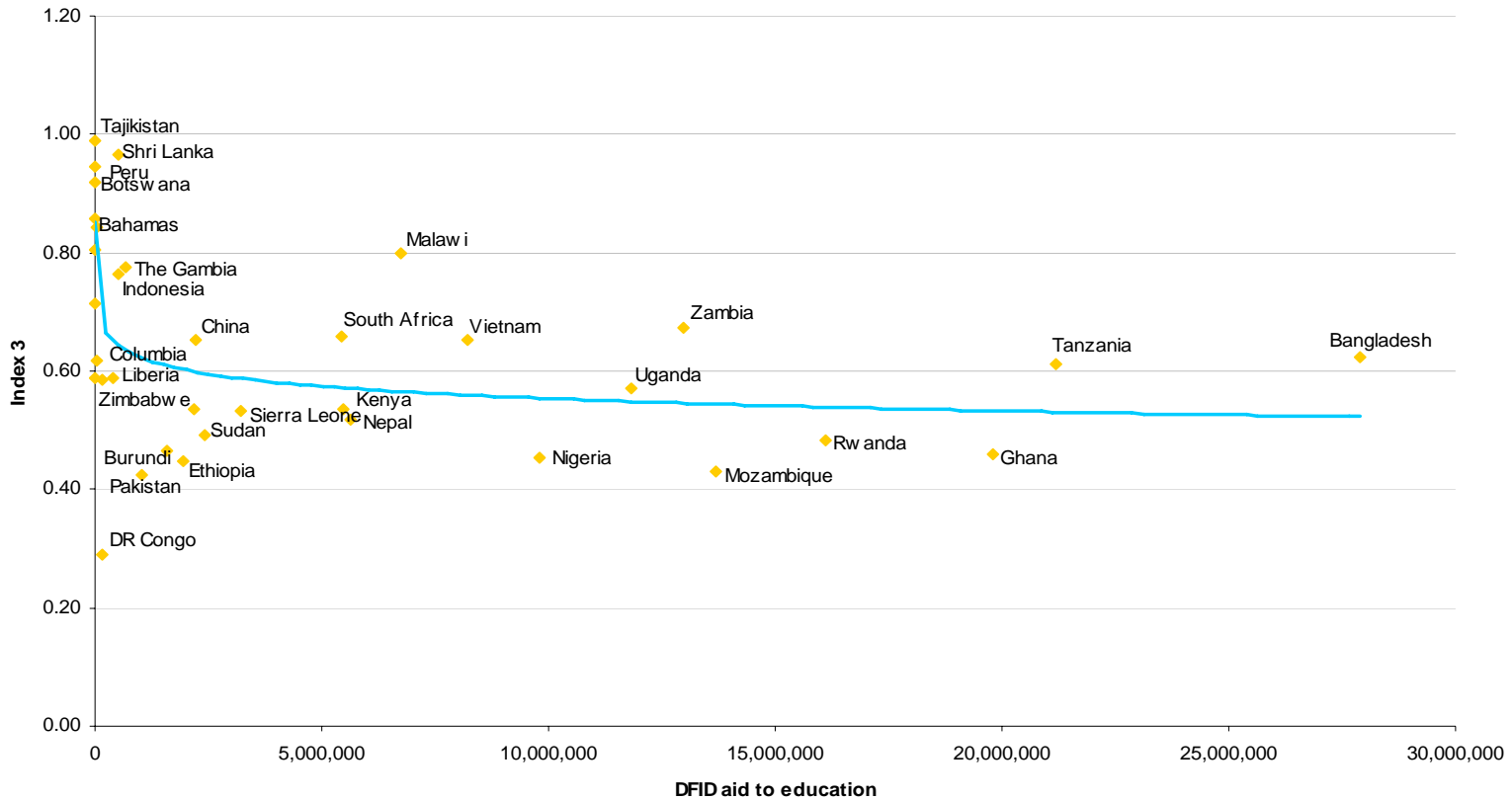
UK aid to education 2005/6 and out-of-school children



UK aid to education 2005/6 and out-of-school children (excl. India)



UK aid to ed and NER/Survival/out-of-school children



Aid Policy

- Continued core support for primary/basic cycle with shift to mid-secondary where UPE within reach
- Strong support to quality -inputs do matter
- Support to fee-free policies, with gender emphasis, in basic cycle
- Advocacy of balanced ed provision in light of economies' needs