

ANNOUNCING A NEW ROUTLEDGE SERIES

EDUCATION, POVERTY AND INTERNATIONAL DEVELOPMENT

Series Editors: Madeleine Arnot and Christopher Colclough
Centre for Education and International Development,
University of Cambridge, UK

This new series of significant research based monographs provides original insights into the relations between education, poverty and development and offers important theoretical and methodological frameworks for the study of Southern education systems and local/national cultures and societies.

The series brings together researchers from the fields of anthropology, development studies, educational studies, economics, international relations, and sociology. It represents a unique opportunity to publish some of the most distinguished writers in the fields of education, development and social justice along with new writers working on important empirical projects. The series aims to contribute new understandings of the linkages between education and society based on inter-disciplinary and cross-national studies.

Book proposals are welcomed on a range of different topics relating to education, poverty and development such as:

- Culture, social values and the shaping of formal education
- Poverty, education and the transformation of childhood
- Economic and social outcomes of education and the distribution of opportunity
- Political, economic and educational agendas
- Social inequality, access and social mobility
- Overcoming the challenges of different forms of exclusion from education
- Equality and quality in education
- Health, HIV/AIDS, well-being and linkages to education
- The interactions between, war, conflict, migration and education
- The impact of national educational reforms.
- Financing education and international interventions

The series editors are looking for sharp, critical and highly informed studies that move forward academic and policy makers' thinking, whether in the form of critical syntheses of existing research and policy or through innovative research methodologies, and in-depth evaluations of major policy developments. High quality studies might address topics relevant to poverty alleviation and national and international policy-making and aid, whilst others could be anthropological or sociological studies of how education works within local communities and for families and individuals living in poverty. Preference will be given to studies with a comparative international approach although some single country studies which raise interesting theoretical and policy issues for international audiences will be considered. There will be strong international publicity for books published in this series in order to reach as wide an audience as possible.

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The series editors are happy to consider and comment on initial ideas for a book proposal which should initially be sent to Madeleine Arnot on mma1000@cam.ac.uk and Christopher Colclough on cc413@cam.ac.uk

