

Pauline Margaret Rose

List of Publications by Year in descending order

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Version: 2024-02-01

31
papers

570
citations

758635

12
h-index

676716

22
g-index

33
all docs

33
docs citations

33
times ranked

310
citing authors

#	ARTICLE	IF	CITATIONS
1	“We Look Ahead Where his Thoughts Never Reach” Pakistani Mothers’ Agency to Expand Educational Opportunities for Their Daughters and the Theorisation of Negative Capability. <i>Journal of Human Development and Capabilities</i> , 2023, 24, 98-117.	1.2	1
2	How equitable are South-North partnerships in education research? Evidence from sub-Saharan Africa. <i>Compare</i> , 2022, 52, 654-673.	1.5	13
3	Are children with disabilities in school and learning? Evidence from a household survey in rural Punjab, Pakistan. <i>Compare</i> , 2022, 52, 211-231.	1.5	6
4	Persistent inequalities in early years’ access and learning: evidence from large-scale expansion of pre-primary education in Ethiopia. <i>Early Childhood Research Quarterly</i> , 2022, 58, 103-114.	1.6	11
5	Assessing cost-effectiveness with equity of a programme targeting marginalised girls in secondary schools in Tanzania. <i>Journal of Development Effectiveness</i> , 2021, 13, 28-46.	0.4	3
6	The influence of politics on girls’ education in Ethiopia. , 2021, , 98-119.		6
7	The Implications of COVID-19 for Early Childhood Education in Ethiopia: Perspectives from Parents and Caregivers. <i>Early Childhood Education Journal</i> , 2021, 49, 855-867.	1.6	30
8	How Accessible are Journal Articles on Education Written by Sub-Saharan Africa-based Researchers?. <i>Development and Change</i> , 2021, 52, 661-669.	2.0	3
9	The effects of language preference and home resources on foundational literacy retention during school holiday closures in Ghana: Lessons from the Complementary Basic Education Programme. <i>Prospects</i> , 2021, , 1-22.	1.3	1
10	Sustaining literacy from mother tongue instruction in complementary education into official language of instruction in government schools in Ghana. <i>International Journal of Educational Development</i> , 2020, 76, 102195.	1.4	8
11	A rising tide of access: what consequences for equitable learning in Ethiopia?. <i>Oxford Review of Education</i> , 2020, 46, 601-618.	1.4	12
12	Trapped in low performance? Tracking the learning trajectory of disadvantaged girls and boys in the Complementary Basic Education programme in Ghana. <i>International Journal of Educational Research</i> , 2020, 100, 101541.	1.2	10
13	Do government schools improve learning for poor students? Evidence from rural Pakistan. <i>Oxford Review of Education</i> , 2019, 45, 802-824.	1.4	13
14	Achieving the Promise to Leave No Girl behind in Commonwealth Countries. <i>Round Table</i> , 2019, 108, 383-398.	0.2	0
15	Introduction: Identifying the Qualities of Research “Policy Partnerships in International Development” A New Analytical Framework. <i>IDS Bulletin</i> , 2019, 50, .	0.4	10
16	Who benefits from public spending on higher education in South Asia and sub-Saharan Africa?. <i>Compare</i> , 2018, 48, 630-647.	1.5	15
17	Learning in India’s primary schools: How do disparities widen across the grades?. <i>International Journal of Educational Development</i> , 2017, 56, 42-51.	1.4	48
18	Is equal access to higher education in South Asia and sub-Saharan Africa achievable by 2030?. <i>Higher Education</i> , 2016, 72, 435-455.	2.8	50

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19	Does private schooling narrow wealth inequalities in learning outcomes? Evidence from East Africa. Oxford Review of Education, 2016, 42, 495-510.	1.4	22
20	Schools and learning in rural India and Pakistan: Who goes where, and how much are they learning?. Prospects, 2015, 45, 345-363.	1.3	48
21	Introduction: Overcoming inequalities in teaching and learning. Prospects, 2015, 45, 279-283.	1.3	2
22	Three lessons for educational quality in post-2015 goals and targets: Clarity, measurability and equity. International Journal of Educational Development, 2015, 40, 289-296.	1.4	25
23	Is a global system of international large-scale assessments necessary for tracking progress of a post-2015 learning target?. Compare, 2015, 45, 486-490.	1.5	5
24	Understanding Education's Influence on Support for Democracy in Sub-Saharan Africa. Journal of Development Studies, 2012, 48, 498-515.	1.2	32
25	Non-€state provision of education: evidence from Africa and Asia. Compare, 2009, 39, 127-134.	1.5	30
26	NGO provision of basic education: alternative or complementary service delivery to support access to the excluded?. Compare, 2009, 39, 219-233.	1.5	49
27	Scaling-up aid to education: Is absorptive capacity a constraint?. Prospects, 2009, 39, 109-122.	1.3	1
28	International development targets and education: towards a new international compact or a new conditionality?. Journal of International Development, 2005, 17, 97-100.	0.9	11
29	From the Washington to the Post-Washington Consensus: The influence of international agendas on education policy and practice in Malawi. Globalisation, Societies and Education, 2003, 1, 67-86.	1.9	38
30	Community Participation in School Policy and Practice in Malawi: Balancing local knowledge, national policies and international agency priorities. Compare, 2003, 33, 47-64.	1.5	62
31	Is the Programme for Results approach fit for purpose? Evidence from a large-scale education reform in Ethiopia. Third World Quarterly, 0, , 1-22.	1.3	0