School Based Management in Central America

A “Best Practice” Model that No Longer Exists

-Some Lessons Learned
Ministro confirma fin del programa Educo

Planean varias propuestas para absorber el programa que cumple 18 años y es pionero en la enseñanza rural.

FOTOS EDUO/LÓPEZ OJEDA ZAPATA

SUSANA JOMO/LUAN MÁRTINEZ
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El Programa Educación con Participación de la Comunidad (Educo) tiene los días contados, de acuerdo con lo anunciado por el ministro de Educación, Salvador Sánchez Cerén, el viernes en la Universidad Nacional de El Salvador. "Este programa ya no tiene razón de ser", expresó el funcionario al tiempo que unos 400 docentes presentes en el acto asentían con aplausos.

El titular de Educación vio a confirmar lo que en varias ocasiones había insinuado: Educo, uno de los más grandes fracasos educativos de la historia salvadoreña, no tiene futuro y debería ser sustituido por una solución mejor.

NOTAS RELACIONADAS

1. Educame, otro programa que está en la mira
2. "Me siento bien, lo que cuesta es llegar."
## Similar SBM Programs Models

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<th>Goal</th>
<th>EDUCO</th>
<th>PRONADE</th>
<th>PROHECO</th>
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<td>Increase enrollment in isolated rural areas affected by conflict,</td>
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<td>poverty or natural disasters, through community participation</td>
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<td>and increased efficiency</td>
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<td>Scale (Approx. # of</td>
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<td>5,000/400,000</td>
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<td>schools/students)</td>
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<td>Legal School Management Committees</td>
<td>ACE</td>
<td>COEDUCA</td>
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<td>Functions:</td>
<td>• Selecting and paying teachers</td>
<td>• Monitoring teacher and student attendance and performance</td>
<td>• Managing funds for school materials and school improvement activities,</td>
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Foundational Elements of the Central America SBM Programs

- School Access in Remote Areas
- Teaching Staff Availability and Accountability
- Decentralized Funding for Schools
- Community Participation
EL Salvador and Guatemala – Post-Conflict Contributions of SBM

• Benefitted From and Contributed to the “Peace Building” Momentum After the Civil Wars

• Mechanism for Rapid Education Results (Access) in Areas Most Affected by the Conflict
Tensions of Central America SBM Models

• Tension with Teachers Unions over Unequal Employment Benefits

• Models considered a “privatization” scheme

• Rapid Expansion without Education Quality
Rationale of SBM should not be grounded only on “efficiency administration.”

Other strong rationales:

- Peace-building
- Community protection and wellbeing of students
- Quality and relevant learning

Example: Colombia “Planes de Convivencia” (social cohesion plans in schools).
#1. Concrete Strategies for Community Support for Quality and Relevant Learning

(i) Information and dialogue on learning

(ii) Parental and community contributions to learning (skill courses, mentorship, homework);

(iii) Targeted grants and school managed budgets for quality inputs

Example: Mexico
Programas Escuela de Calidad (Quality Schools)
#3. Address Human Resource Management Reforms

- Equality in pay and benefits
- Capacity building and professionalization
- Transparent grievances mechanism to reduce direct parent-teacher tensions

Example: UNRWA System (West Bank/Gaza)
Sustainability Lessons Learned

#4. Create “Allies” From the Outset Across the Political Economy Spectrum

- Right and Left Ideologies
- Human Rights and Institutional Capacity Advocates
- Effectiveness and Social Justice Goals
- Community Participation and Empowerment

Example: Cuba Community Management Committees and US Comer Schools