



## Does Community Management Help Keep Kids in Schools? Evidence Using Panel Data from El Salvador's EDUCO Program

Author(s)	Emmanuel Jimenez, Yasuyuki Sawada
Contact	ejimenez2@worldbank.org
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Abstract	<p>This paper investigates how community management of schools can affect educational outcomes, such as retention and repetition rates. In our model, parents make decisions about whether their children should remain in school or not, and they monitor the performance of the teachers. To test the theoretical implications, we use a unique data set from El Salvador, which has recently expanded the role of communities in school management through its EDUCO program. We find that EDUCO has a positive and robust influence on students, encouraging them to continue their schooling. Our results suggest that community participation is largely responsible for the positive effect of the EDUCO program. The better classroom environment and careful teacher management under the EDUCO program also seem to contribute to the positive results. We conclude that in El Salvador, decentralization of responsibilities to communities has had significant positive effects on educational outcomes</p>
Gender Connection	Gender Informed Analysis
Gender Outcomes	Gender disaggregated school attainment
IE Design	Instrumental Variable
Intervention	In EDUCO schools, the community education association has a central role in the school administration and management. The association is responsible for allocating school budgets, hiring and firing teachers and monitoring teacher performance.
Intervention Period	1991-
Sample population	The sample is comprised of 311 randomly selected primary schools. Included in the sample are 878 students in 35 pure and mixed EDUCO schools and 107 pure and mixed traditional rural schools.
Comparison conditions	The study compares EDUCO participants to similar individuals who are not participants. To control for endogeneity, the study creates a formal model of program placement.
Unit of analysis	Student level
Evaluation Period	June 1996-July 1998



Results	The EDUCO program had a significant positive impact on the decision to remain in school beyond age three. The probability of continuing school is negatively related to age when all else is constant. Students in EDUCO schools are less likely to repeat grades than students in traditional schools, however, this effect is not statically significant. There are no significant gender differences in program impact.
Primary study limitations	There are high rates of internal and external emigration rates that may bias the results. Program placement was likely endogenous.
Funding Source	
Reference(s)	Jimenez, E., & Sawada, Y. (2003). Does community management help keep kids in schools? Evidence using panel data from El Salvador's EDUCO program (No. CIRJE-F-236). CIRJE, Faculty of Economics, University of Tokyo.
Link to Studies	<a href="http://www1.worldbank.org/prem/poverty/ie/dime_papers/541.pdf">http://www1.worldbank.org/prem/poverty/ie/dime_papers/541.pdf</a>
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