

Sponsor: HDNED

**Upcoming Events:**

Visit the [Events Calendar on SharePoint](#)

**Questions & Comments:** email World Bank Education Events at [wbeducation@worldbank.org](mailto:wbeducation@worldbank.org)

This invitation has been sent to the following World Bank distribution lists:  
**EDUFAM**

**Can't come in person? Join virtually via Audio or Adobe Connect** (click [here](#) for instructions)\_\_\_

## Findings from Ethiopia on determinants of 'community participation' in education

May 1, 2013 | 12:30pm - 2:00pm | G8-090

*Light lunch will be provided*

[Click Here to Register in LMS](#)

*(to participate in person or virtually)*

**Presenter: Dr. Shoko Yamada**, Professor of Comparative Education and Educational Policy Studies, *Nagoya University, Japan*  
**Chair: Harry Patrinos**, Sector Manager, HDNED

A School Management Committee (SMC) is an administrative tool adopted in many developing countries to decentralize administrative and financial responsibilities to the school level. It is considered an effective means to involve local people in the decision-making process and to make education more responsive to community demands. This BBL will share findings from [Determinants of 'community participation' : the tradition of local initiatives and the institutionalisation of school management committees in Oromia Region, Ethiopia](#) which questions the basic assumption of linking administrative decentralization and popular participation. Even when governmental education services hardly reached ordinary people, there

has been a long-lasting tradition of schools built and run by local initiatives in Africa. Instead of seeing the SMC as a means to promote community participation and evaluate its effectiveness, the paper investigates people's motivation to commit to education in their culture, and the social dynamics beyond the institutionalized framework of the SMC. To untangle the complicated situation surrounding school, the paper combined different methodologies, such as participatory rural appraisal, interviews, and document analysis. The speaker will present implications based on the findings regarding school-community relationship in three districts in the Oromia region of Ethiopia and answer the question: *Aren't we misinterpreting the causes why a community is 'active' or 'inactive'?*

---

**About presenter:**

[Dr. Shoko Yamada](#) is an associate professor of comparative education and educational policy studies at the Graduate School of International Development at Nagoya University in Japan. She has conducted research on educational policy making and implementation in developing countries, particularly in Africa. Currently, as a Fulbright Scholar, she is affiliated with Sigur Center for Asian Studies, at George Washington University's Elliott School. She has been involved in SABER school autonomy and accountability work done through joint research JICA's Research Institute and HDNED.

**Background Documents:**

[Determinants of 'community participation' : the tradition of local initiatives and the institutionalisation of school management committees in Oromia Region, Ethiopia](#)

	<a href="#">Educational Borrowing as Negotiation: Reexamining the influence of American black industrial education model on British colonial education in Africa. ” Comparative Education</a>