

1. Record Nr.	UNINA9910783588803321
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Titolo	A comparative analysis of school-based management in Central America / / Emanuela Di Gropello
Pubbl/distr/stampa	Washington, DC : , : World Bank, , 2006
ISBN	1-280-30530-4 9786610305308 0-8213-6526-6
Descrizione fisica	ix, 61 pages : illustrations ; ; 25 cm
Collana	World Bank working paper ; ; no. 72
Disciplina	371.20098
Soggetti	Education - Latin America Schools - Decentralization - Latin America
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Contents; Abstract; Acknowledgments; Acronyms and Abbreviations; Introduction; 1. Conceptual Framework; LIST OF FIGURES; 2. Comparing Education Decentralization Reforms in Central America; LIST OF TABLES; 3. Impact of Decentralization Reforms; 4. Explaining the Impact; 5. Conclusions and Policy Recommendations; References
Sommario/riassunto	This paper provides a comparative analysis of school-based management reforms in four Central American countries (EDUCO in El Salvador, PRONADE in Guatemala, PROHECO in Honduras, and Centros Autonomos in Nicaragua). It starts by providing a characterization of the models and then reviews how they have expanded community participation and empowerment and school decisionmaking autonomy. It then continues by analyzing the impact of community and school empowerment on the teaching-learning process, including measures of teacher effort. The paper assesses the impact of the models on several educati