

Part I: Preliminary Issues

Chapter 1: Different Types of Community and School

This chapter begins by outlining the different types of community with which the book is concerned. It then looks at different types of school.

1. Different Types of Community

A community may be defined as a group of people who share social, economic and cultural interests. Its members recognise social obligations to each other, hold at least some common values, and identify themselves with each other as 'we'. They normally have some shared institutions.

This overall definition embraces the following types and examples of communities:

- (a) A *geographic* community refers to all the individuals living in a village, rural district or urban suburb. In many countries, schools have been formed and are supported by village development associations and by local parents' groups.

In some situations all the people in a country or even a continent may see themselves as a community, though in this

book we are less concerned with global concepts.

- (b) The word 'community' can also describe *ethnic, racial and religious* groups within a wider society. Thus it can refer to the Tamil, Gikuyu or Brazilian-Indian peoples, for example; to Chinese, Europeans or Asians; or to Christians, Mormons, Jews or Muslims. Within the Christian community may exist sub-communities of Roman Catholics, Baptists, Methodists, Anglicans and so on; and within the Muslim community may exist sub-communities of Ismailis, Ahmadiyya, Sufis and so on.

Whether individuals identify themselves as members of the overall religion or of the sect usually depends on their numbers and the context. If people are a minority and see themselves as fundamentally different from others, they are likely to join together more cohesively.

- (c) Some communities sub-divide themselves by *sex and age* for particular purposes. In all parts of the world males and females, and children, youths, middle-aged and elderly, meet separately for some purposes. Sometimes, for example, women's groups are a powerful force. And some West African communities are sub-divided into age groups which play a major role in generating resources for schools.
- (d) Communities may also be based on *occupations*. For example, many commercial companies, universities and missions run schools for the children of their workers. The Rotary and Lions Clubs are communities of businessmen which do not usually run their own schools but often provide grants for specific projects.
- (e) Communities can also arise from shared *family concerns*. Among the most important for school support are Parents' Associations, based on adults' shared involvement with the welfare of their children.
- (f) Some schools are run by *educational trusts* which were created to fund and run them and which have no other community functions. One example is the Tanzania Parents' Association (TAPA), which runs nearly 50 schools. In all parts of the world one can find similar non-profit-making organisations.
- (g) Many schools receive support from *Old Students' Associa-*

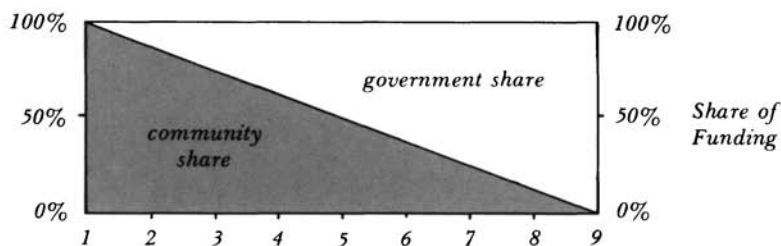
tions. In this case, the communities are based on former membership of the schools.

An individual may simultaneously belong to several communities, for there is considerable *overlap*, and there may be communities within communities. It is also clear that communities may *operate in widely differing ways*. Whereas in some communities both membership and activities are voluntary, in others they are compulsory. Thus an individual may decide whether or not to join the Rotary Club and whether or not to support the Club's assistance to a school, but people cannot decide on their birthplaces, and social sanctions may make it almost impossible for individuals to opt out of village development association projects unless they are prepared to leave the area altogether.

2. Different Types of School

Among primary and secondary schools, which are the main concern of this book, there are many different systems of ownership, financing and management. In some cases, primary schools are owned by local governments but rely on communities to help with buildings and management. In other cases, schools are completely owned by communities and are entirely outside the government framework.

Community and Government Financing



1	2	3	4	5	6	7	8	9
<i>Completely unassisted by govt.</i>	<i>Community schools with some govt. support</i>		<i>government schools with some community support</i>		<i>wholly financed by govt.</i>			

Ownership, management and financing could each be analysed separately. For simplicity, the diagram on the previous page concentrates only on financing. At one end of the chart are unaided schools completely financed by village development committees, churches, or other community bodies, and at the other end are schools completely financed by government. Between these extremes are community/church schools which receive some government subsidies and, further to the right in the diagram, schools which are incorporated into the public system but for which communities are responsible for part of the costs.

This diagram may not closely reflect all the school categories of every country. In some countries there may not be any schools which are 'wholly financed by government'. In other countries all schools may have some government support and there may not be any completely unassisted institutions. Also the model is very simple, and excludes private, profit-making schools. Nevertheless it is useful for present purposes.

 * *What Types of School?* *
 * *
 * *This book is chiefly concerned with collective action to finance* *
 * *schools, not just with individual fee-paying by parents or pupils.* *
 * *We are excluding from discussion private schools which charge* *
 * *fees, are owned by commercial businessmen, and are run for* *
 * *profit. We are also excluding fees that are imposed by central* *
 * *governments as an alternative form of taxation.* *
 * *
 * *However, fees which are set by non-profit-making institutions* *
 * *at the school level are relevant to our discussion, even when the* *
 * *schools are owned by the government.* *
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