

Fwd: AFRICE Conference Abstract Submission

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AFRICE Conference Submission

**Prospective title:**

Community schools: Analyzing the discourse of “community” in Poverty Reduction Strategy Papers

**Abstract**

In Sub-Saharan Africa, Education For All has created the conditions for the recent rise of community schools, non-government institutions built and supported by local communities, in the last two decades. The community school model can be viewed as an informal devolution of educational control and responsibility from governments to communities, particularly in the case of rural areas. While the primary role of community schools is to increase access to education, other rationales include cost-efficiency, locally relevant curriculum, and decentralization. This paper seeks to apply Critical Discourse Analysis to analyze how the role of community schools is articulated in Poverty Reduction Strategy Papers, drafted by national governments in collaboration with the World Bank, and National Education Strategy Plans. How do community schools fit into the World Bank’s education reform model, and how does the rhetoric of Poverty Reduction Strategy Papers contrast with national education plans? While the country of Zambia

is specifically analyzed, policy documents in Southern Africa and the continent will be used to provide context and evaluate continuities of policy rhetoric.

*Keywords:* community school, education for all, Zambia, critical discourse analysis