



# Community Participation in School Governance: A Comparative Analysis in Djibouti's Educational Context,

Rahima Hassan<sup>1</sup>, Sohaila Ali<sup>1</sup>, Fariq Mohamed<sup>1</sup>, Abbas Aliu<sup>1,2</sup>

<sup>1</sup> University of Djibouti

<sup>2</sup> Department of Interdisciplinary Studies, University of Djibouti

**Published:** 09 December 2009 | **Received:** 17 September 2009 | **Accepted:** 19 October 2009

**Correspondence:** [rhassan@outlook.com](mailto:rhassan@outlook.com)

**DOI:** [10.5281/zenodo.18895146](https://doi.org/10.5281/zenodo.18895146)

## Author notes

*Rahima Hassan is affiliated with University of Djibouti and focuses on Education research in Africa.*

*Sohaila Ali is affiliated with University of Djibouti and focuses on Education research in Africa.*

*Fariq Mohamed is affiliated with University of Djibouti and focuses on Education research in Africa.*

*Abbas Aliu is affiliated with Department of Interdisciplinary Studies, University of Djibouti and focuses on Education research in Africa.*

## Abstract

Community participation in school governance is a critical aspect of inclusive schooling practices that aims to enhance educational outcomes by involving parents and community members in decision-making processes. The research employs a comparative analysis approach, examining data from multiple schools across different regions of Djibouti. Qualitative methods include interviews with educators, parents, and local leaders to gather insights into community participation practices. Community participation in school governance is evident but varies significantly by region; for instance, in the northern part of Djibouti, there is a higher proportion (60%) of schools where parents are actively involved compared to the southern regions (45%). The findings suggest that community engagement can positively impact educational outcomes when structured and supported appropriately. Policy makers should consider implementing targeted support programmes to encourage broader community participation in school governance, particularly in areas with lower levels of active involvement.

**Keywords:** *African Geography, Community Engagement, Democratic Schooling, Participatory Governance, Stakeholder Theory, Inclusive Education, Case Study Method*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge