Abstract

The aim of this work is to study the experience of self-managed schools in San Luis province (S.L.S.M.S.). First of all, it was necessary to place the schools’ experience within the broader decentralizing regional and international trends of the last few decades, advocating educational reform based on institutional autonomy. There was also a need to relate it to an ideological and theoretical current advocating withdrawal of the State from center stage, enabling greater participation of other players as the market and the community whose role had been previously irrelevant in the administration and public policies implementation.

The approach chosen for this work consists in studying rules and regulations and the degree of autonomy of the SLSMS, in contrast to other school types in San Luis on one hand, and on the other the american charter schools, considered the main precedent of the SLSMS. The study focus on the consequences of introducing market logic in education and presenting examples of the “Cuasi-market” and “State monopoly with exceptions (possible exit)” as the framework to set up the rules and regulations and the degree of autonomy which would determinated different types of school management.

The study concludes that while the SLSMS means a contribution towards the search of new ways of sharing schools management by the State and the community, it seems clear that current contextual, legal and financial conditions are not adequate to make the most of the proposed model. The study also makes some suggestions for actions to be taken.