

**Election, Implementation, and Social Capital in School-Based Management:
Evidence from COGES Project in Burkina Faso**

by

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Abstract

In this paper, we investigate the role of School Management Committees (COGES) in Burkina Faso in facilitating voluntary contributions to public goods among community members and teachers. We adopt a hybrid evaluation method of randomized controlled trials and artefactual field experiments with which we can approach unexplored issues on sustainability of voluntary provision of local public goods closely and identify the mechanisms at least partially. We find that the COGES project increased social capital significantly: with the treatment of the COGES project, the amount of people's voluntary contributions to public goods increased by around 8.5%-24%, which can be explained by 0%-14.7% of the election effect of COGES members and 8.5%-9.4% of the COGES project implementation effect. Our findings are inconsistent with learning or repeated game hypotheses but are supportive of other-regarding preferences, such as altruism, trust, and social norms. Community management projects also seem to improve local cost recovery, potentially leading to better fiscal sustainability of community-driven projects.

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