



Requirements and Role of Increasing the Decentralization of Education Management under Good Governance - The Hashemite Kingdom of Jordan

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Abstract

Through changing challenges including globalization and great technological development, the application of the concept of good governance is becoming more difficult, especially in the educational management sector. I will talk about an important part of international issues and its role in promoting the principles of governance in the education sector in the Hashemite Kingdom of Jordan. Which is to increase decentralization and activate it further and to indicate its requirements and achieve a balance between central administration and decentralization. Therefore, I will review the models of developed countries and their experience with decentralization, in addition to the Jordanian experience, during my study of the governance guide of the Jordanian Ministry of Education, I noticed a weakness in enhancing the role of decentralization in education and more financial and administrative powers should be given to elected decentralized councils and administrative independence. The people of the region in administrative decisions. The term "decentralization" appears only three times in the guide, hence the idea of the paper. Especially with the orientations of developed countries began to activate decentralization and curb bureaucracy, On the other hand, I will mention in this article the growth and development of the advantages of decentralization of education and the proposed solution to the challenges in Jordan.

Key Words: Decentralized, Educational Management, Decentralized in education

Introduction

Decentralization of the education system is a very important issue in the current political situation. This is especially true in the context of reforms likely to be required as countries move to more inclusive institutions. The central theme of reform in each country is the right balance between centralization and decentralization (Caldwell, 2009). The development and implementation of policies to determine credibility, accountability, and accountability in education are the main causes of tension and conflict.

The idea of delegating responsibility and decisions to local authorities seems to be moving towards a more democratic and participatory approach. It is an integral part of government policy and practice.



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However, in a complex distributed system, it is difficult for all students to have transparent funds and fair opportunities. For decentralization, it is important to know who controls education and who should control education (Zajda, 2012). It is also important to consider the features that need to be completely decentralized. For example, management, staffing, funding, methodology, evaluation etc.

The education crisis in the Arab world has nothing to do with poverty and lack of resources, but is not mainly related to the crisis in education administration (Al-Sunbal, 2004, 204).

What is decentralization?

Decentralization is an expression used to transfer responsibility and authority to a community or educational institution. So they can make their decisions in many aspects of politics and practice. In a centralized system, a central body can manage finances, personnel and resources, as well as manage policies, methodologies and evaluation (Andronecan and Ristea, 2014). Many scientists (Andronecan and Ristea, 2014, Busemeyer, 2012, Urbanovič and Patapas, 2012) point out that the resources of distributed systems can be used more efficiently. The result is better learning, increased parental satisfaction and greater responsibility through community involvement and support.

Methodical evaluation of distributed systems is not available. Effective, ineffective and efficient governments seem to have the right balance between centralization and decentralization (top-down and bottom-up). Although governments are decentralized, they have a strong responsibility to develop effective and efficient internal policies for decentralization and to strengthen the capacity of local authorities to take on new responsibilities (Bernbaum, 2011, 8).

The study often discusses decentralization models (eg, Radó, 2010, Bernbaum, 2011) is a mission, focus, transition, and release. Decentralization of the education system

The power of decentralized systems

Proponents of decentralized systems do not agree that they can improve quality and satisfy local demand for better information on local needs. Such systems can provide families with more democratic control, participation, and choice. Other scientists say that increasing competition between regions can increase efficiency (Urbanovič and Patapas, 2012, Busemeyer, 2012). In addition, creating smaller and more flexible retirement units can help overcome the inertia and red tape of larger systems. Symposium report

There is little evidence that decentralization alone improves the quality of education. The more attention is paid to quality issues and decentralization processes that are closest to education / local government, the more likely it is that decentralization, along with other necessary resources, will increase the quality of education (Bernbaum, 2011). The Agency's recent work at EEA 2016A also shows



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that decentralized systems offer more opportunities for innovative forms of inclusive education. These systems have the flexibility to train, support, and improve school management (Stubbs, 2008, NESSE, 2012).

Transfer of responsibility and responsibility for training services to local or regional authorities increases responsibility and effectiveness. This is because it bridges the gap between the parent and the decision maker, or the decision maker, and the school. There may also be an increasing need for parents to improve the quality and / or improve the ability of managers to implement programs (Weidman and DePietro-Jurand, 2011).

Rado (2010) points out that centralized education management and management systems cannot provide decision-making authority to large groups of stakeholders (ie, dual democratic political legitimacy). This reduces the ability of stakeholders to implement decisions (i.e. low professional legitimacy). He points out that these weaknesses in centralized systems can lead to a “crisis of legitimacy”

What is meant by decentralization in educational administration?

The existence of common local interests within the limits of the educational function in the development of the educational process necessitates its management and self-implementation. It requires recognition of the legal personality of the regional unit (administration and administration) and its affiliated units (the school) and subjecting them to the supervision of the central authority (Ministry of Education) Concept:

1. A specific geographical area in which the decentralized system is practiced.
2. Self-independence and financial independence.
3. Administrative, financial, political and community-based decentralization dimensions.

Refers to the transfer of power and decision-making, or temporary or permanent transfer from the central authority (Ministry of Education) to the lower administrative levels (Directorate / Administration / School).

Work style based on the principle of power distribution, planning and distribution of materials from the central level (MOE) to the local level (Directorate / Management / School).



One of the methods of administrative organization refers to the multiplicity of sources of administrative activity in the state and is based on the distribution of competencies of the administrative function between the central authority and the various administrative bodies, each of which has its independence in the exercise of its administrative competence and in the framework determined by the central authority, known as administrative control. On a regional geographical basis (governorates), or on an educational and descriptive basis and called on its decentralized functional administrative bodies or decentralized bodies in the educational administration.(Amjad Qasem -2012)

Global Experiences

France

- The experience of France: France is a model of extreme centralization in education and centralization in France to Napoleon for nearly seventy-one years, but central France differs from it in the collective countries are not aimed at serving ideological goals, but aims at the development of national unity and strong solidarity and social cohesion Against threats that primarily threaten French public culture. The Ministry of Education administers education at the central or national level and is shared by a number of other ministries. The Ministry of Agriculture supervises agricultural education, and the Ministry of Justice, War and Housing supervise the schools and institutes specialized in its field. However, since 1982, the educational system in France has been decentralized, with authorities and responsibilities, which were the exclusive preserve of the Ministry, transferred to local educational institutions.

United States of America:

The decentralized system of education, according to the Constitution excluded the federal government from the control of education, and the task of the government, each state, through educational councils, and each school district, within the state special council, In his efforts to decentralize, which has increased the commitment of the bodies and increased responsibility for the outputs, Stennet points out that some regions have adopted innovation in the curriculum as a driving force in their schools. The involvement of parents in a school activity, and the improvement of the mechanism of educational decision-making. However, the study of Weltstater, believes that the success of decentralization, in the schools of the United States, was not complete, not ideal, to the extent that some believe, but was the cause of the low level In a number of schools, and compared the school applied decentralization well, and then achieved a remarkable success, and another success has diminished, the first was the director facilitates change, and gives primary attention to the structural construction in the school, resulting in a suitable environment, to participate more subject In decision-making, teachers have become teaching leaders, while the manager is the center of the system, allowing the community to activate sources and support additional inputs. The failure in the other, as a result of the unwillingness of managers to share power, for fear of losing control, The Commission, hindering the reform process, has decentralized



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decision-making on matters of no importance, in the absence of a collective vision, and the struggle of personal interests.

Educational administration in the United States is a decentralized administration based on the Constitution (1789), which excluded the federal government from the control of education, which is overseen by state governments through educational councils composed of non-members of education, either by election or appointment or the combination of the two methods, and each A school district is a private council that enjoys independence or partly in the management of schools. It has administrative and financial functions, such as imposing local taxes on school spending. However, a series of developments and events such as the launching of the Soviets for their first satellite (Sputnik) Led to the emergence of claims with one national criteria in terms of curricula and school settings, which led the United States to shift towards the central control of school and reduce the number of educational areas, and scientific developments, economic, political and social to the emergence of many technical and financial needs exceeded the capabilities of the provinces Eventually led to a gradual increase in government support for education in the rest of the states.

This increase in support was offset by increased control over education. A set of laws was adopted by the federal government through state and local governments under the influence of a set of standards, regulations, and instructions that shaped the direction of education in America.

Germany:

Each state is mandated to develop its own educational system, including details of the curriculum and how to teach it, guided by the Federal Strategic Planning Framework at the federal level.

While you are in Japan:

Education can be taught, taught and implemented within the district schools, the central administration, represented by the Ministry of Education, is the planning department, to develop the process, as well as the management of many educational institutions, including Technical and technical institutes, which adopt the general framework of courses, in all subjects, for the elementary, preparatory and secondary levels, with sufficient flexibility and school management, capable of stimulating excellence and creativity.

In China:

Which caused a real revolution in the reform of its education, after the decisions of the Central Committee of the Communist Party in 1985, one of the goals, hoped to achieve the reform, «the elimination of weaknesses and administrative stagnation in the education system», "The introduction of a new system of compulsory education, a nine-year period" and "decentralized management and funding for basic compulsory education." One of the most important virtues of China's decentralization, they actively contributed.



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- In Malaysia, education is administered through four hierarchical levels:

- 1 - Federal (Central): Representative in the Ministry of Education, whose responsibilities are focused on the translation of educational policy, to plans, programs, and educational projects, according to national aspirations and goals.
2. State level: In each of the 14 states of Malaysia, there is a Department of Education, which implements educational programs, projects and activities in the state and organizes and coordinates school work.
3. Local level (District Education Offices): It forms the interface between the school and the State Department of Education and assists in overseeing the implementation of educational programs, projects and activities in schools in the region.
4. The procedural level (school): The head of each school is given the powers and responsibilities to oversee the application of the curriculum, additional education programs, support services and accompanying curricular activities. The management of each school is keen to maintain constant communication with the local community through « Parent and Teacher Associations ».

Both **Finland** and **Italy** have benefited greatly in improving the quality of education through their decentralization.

Arab Experiences

In the Arab world, there has been the talk of decentralization of education since the late 1980s, but the implementation was not complete. The Ministries of Education retained the regulatory and administrative powers and the countries with experience in decentralization towards Lebanon and Tunisia. , Morocco and Syria, where they have adopted educational strategies for development, revision of the administrative structures and regulatory structures of the concerned bodies, with greater flexibility and communication, both horizontal and vertical, and decentralization legislation for decentralization

Egypt

According to the text of the Law on the Regulation of Education, No. 139 of 1981, "Every governorate may benefit from the citizens' own efforts in implementing the local education plan in accordance with a system issued by a decision of the competent governor. The establishment of a local fund to fund education by self-effort. "However, the text of the law stipulates that this should only be done" after the approval of the Minister of Education. "

Among the applications to support decentralization in Egypt, which achieved some successes (experience of Alexandria governorate), which yielded the following results:

- Follow non-traditional teaching methods, changing the traditional classroom shape.



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- Reduce the intensity of separation, and emphasize the importance of extra-curricular activities.
 - Education with modern technology, as a main part of the educational process.
 - Raising the performance of teachers.
 - Activate follow-up parents, and control members of the boards of trustees, to conduct the educational process.
 - The experience of community schools, in cooperation with UNICEF, started in 1992 with only four schools and now reaches 352 schools, mainly in Sohag, Assiut and Qena governorates.
1. Producing books and accompanying educational materials at the school level.
 2. Enable students to deal more effectively with the surrounding community.
 3. Active positive education, which depends on the learner himself.
 4. Experience of one-semester schools, which started in 1993.

Experience of the Ministry of Education in the Kingdom of Saudi Arabia:

- The vision of the ministry towards the independence of district administrations and activating decentralization:

The independence of the education departments is part of the strategic principles of the Ministry of Education in Saudi Arabia. This is done by preparing and preparing them for greater educational, financial and administrative autonomy. It should be responsible for supporting the development of schools within its scope and responsibility for the development of education in its educational area. In a way that ensures that all students have the opportunity to learn and succeed. To achieve this strategy, the Ministry has adopted a major objective through a set of policies:

Enable schools and education departments to manage and direct the development process. This is achieved through the following policies:

- Dissemination of the new vision for the development of education in schools and departments of education and the relationship with the involved and to translate the strategic vision into reality.
- Strengthen the capacity of schools and education departments to plan and manage the development process.
- Strengthen the capacity of schools and education departments to provide opportunities for professional development.



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- Introducing a system of incentives and accountability that rewards innovation and encourages development at the level of the Department of Education and the School.
- Enabling education departments and schools to implement quality assurance systems and localization.
- Achieving a reflection of the impact of the practices of the educational administrations and schools and their results on directing development decisions.
- Ensure the successful implementation of the school development model for evaluation and improvement before it is published and published.
- Education Development Strategy in the Kingdom of Saudi Arabia:

The Ministry has formulated a national vision and strategy for the development of education in the Kingdom supported by a time-bound implementation plan. In its project, the Ministry has noted that the great centralization in the education sector is one of the biggest challenges and problems facing education in Saudi Arabia. Therefore, it is part of the strategic principles and principles to support the current development process:

(Restructuring the education sector to become decentralized, active and organized through an integrative system in which the role of legislative, planning, organizational, executive and oversight).

A key policy for activating development is to build a development model.

The policy aims to:

- The development of schools in the Kingdom of Saudi Arabia (33,000) schools and all education departments to become educational organizations responsible for the self-development of their performance:
- The shift from centralization to balanced decentralization through the transformation and strengthening of the powers and accountability of the Department of Education and the school and the use of performance indicators to measure development and activation.
- Increasing financial, administrative and organizational autonomy to increase responsibility for a learning organization.
- Focus on creative solutions rather than on errors.
- Creating a balanced model between absolute centrality in education (reality) and absolute decentralization in education:

The policy is moving towards the application of a balanced model that transforms a certain level of authority to the education and school administrations, identifying other central functions of the central system and involving all stakeholders in decisions to increase efficiency and effectiveness in the functioning of the educational system and enhance accountability.



Jordan

- In Jordan, there is a strong trend towards the implementation of the concept of decentralization in education, a manifestation of the redistribution of tasks, duties and responsibilities to the directorates of education, and the delegation of many of the powers of the minister and the secretary general to the directors of departments and departments and principals.

Where the central administration bears Education, follow-up work progress and the extent of its commitment to the decisions of the central administration And public policies, in the 1950s Through the creation of local administrative units, assigned to the task of implementing policies and follow-up Educational programs (Bashayra, 1991, 23), a mother in Egypt, carried the administrative system in it In 1960 the trend toward decentralization began to take on a new form During the change of the terms of reference of the provinces, districts and local councils, University of Damascus Journal - Volume 28 - Number II -2012 Mohammad Ahmed Halaq159 Ministerial decisions supporting support for decentralization. (Syed, 2008, 346, (

The legal structure for decentralization was passed in 2015, with two laws—the Decentralization Law, which governs the election and the powers of newly created provincial governments, and the Municipalities Law, which governs both the capital and regular municipalities. Municipal councils and mayors used to be appointed by the cabinet. Officials promoted the new federal structure as a way of giving Jordanians more say in how they are governed by allowing elected local officials to play a role in deciding how capital investment funds are spent on development. The day of the election, Murad al-Shaukat, a professor at Balqa University, explained on a state TV program that local officials would now have "very broad authority, authority defined clearly in terms of planning, growth, and financing."

In principle, the Decentralization Law seems to provide local officials with a substantial role. Article 3 provides for the formation of an "executive council" in each province, headed by the governor, who is responsible for overseeing the execution of "the public policies of the state," dealing with emergencies, and protecting public property, for example, and approves deployment of local security forces although he has no direct security control. The executive council has further powers, most importantly preparing a budget for the province and capital investment proposals. The law also forms new provincial councils, 15 percent of whose members are appointed by the cabinet with the remainder elected, and which has legislative and oversight authorities that provide a check on the executive councils.

Yet the delegation of local authority is narrowly drawn, and three elements of the statute suggest a weaker role than government representatives claim. While these councils can draft proposals for capital



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spending, control of both security and civilian ministries (such as education and health) remain in Amman. The budgets and proposals are further required to be "within the parameters set by the Ministry of Finance's Budget Division." Also, not only is a portion of the council appointed, but the executive council is entirely appointed—the governor, deputy governor, district officials, heads of each ministry's local executive offices, plus three municipal executive directors appointed by the Ministry of Municipal Affairs. The law also does not give councils authority to raise revenue, such as through taxation or fees, making them dependent on the central government.

The Municipalities Law, which oversees both municipal councils and "local councils" for areas smaller than a municipality, delegates similar limited legislative powers to local authorities as in the Decentralization Law. One key feature is that Article 3, governing the Amman Secretariat, grants the cabinet the right to appoint the mayor (or more literally, "secretary general") of Amman and 25 percent of council members, the other 75 percent of whom are elected. While this law did not detail the distribution of council seats within each province, the cabinet issued a ten-page listing of all local and municipal districts in February 2017.

Aside from limitations imposed by formal legal provisions, two additional factors may help explain the lack of popular enthusiasm for the "decentralization elections." First, local authorities' powers are based on a delegation of parliamentary powers, which are themselves quite limited. Parliament does not have the power to initiate legislation, which is solely the right of the cabinet, and any amendments it makes can be reversed by the Senate, which is entirely appointed by the monarch. The 2017 budget, for example, passed into law in precisely the same form as the government presented to parliament. Thus the "powers" delegated to local officials may make them little more than local advisory councils.

In addition, provincial and local councils lack financial independence. That they cannot levy taxes deprives them of the real financial power necessary for political legitimacy. Furthermore, the national budget's total operating expenses modestly exceeded total government revenues in 2017, meaning the state's ability to engage in any capital spending at all depends on either foreign aid or foreign-guaranteed loans. Councils in urban areas are even less likely to get funding, as what the government does spend skews heavily toward rural areas to subsidize the monarchy's tribal base—a factor that further lowered expectations for the councils in urban areas, which saw especially low participation at just 16 percent in Amman and 20 percent in Zarqa.

Dissociation

If the trend toward decentralization in education is commendable, it needs to be regulated. Of course, each country has its own conditions under which the controls are put in place. What gives good results in Germany, for example, may not be suitable for application in many countries of the world. Developing countries, where resources vary, and social systems, cultural orientations, and strategic objectives of inputs and outputs of the education process vary.



Yes.. There are many benefits and benefits, for the decentralized system of education, including:

- Promoting the principle of democracy.

- Diversity in the fields of education, in order to achieve compatibility with modern trends.

- To highlight talent, develop creativity and innovation, while providing opportunity, for renewed experimentation, and to provide some freedom.

- Eliminate routine, ensuring rapid progress.

- Strengthen self-help and strengthen the relationship between school and community.

- To promote the desirable competitiveness among schools, so as to achieve the quality of education, and the development of educational competencies.

However, it should be borne in mind that the decentralization of education, without taking into account the appropriate controls, has disadvantages and complications that are not at all benign:

- The LEA may not be able to interact positively with modern educational development, since its potential and potential are insufficient.

- may be the cause of the disruption of society at the national level the result of the isolation of each community, and the isolation of the rest of the other communities, within the same homeland.

- Decentralization may be counterproductive, at the quality of education, in poor performance and low educational attainment, if some leaders relax in carrying out their tasks.



In the light of the above, successful educational management is in line with the social, economic and political philosophy of the state and is efficient and effective, so that it achieves the optimal use of human and material resources, abandons stagnation and resilience, and is flexible and adaptive. Of variables.

Moreover, the agreement on general matters will gain the educational system in general form and similar features, including the emphasis on teaching religion and the Arabic language, determining the Islamic values to be planted, and identifying the skills that must be reflected in the final educational output, which are general skills defined by social and economic needs. Diversity in each region does not hinder the emergence of a general form of the educational system in Saudi Arabia.

By looking at models from around the world, we see that the Hashemite Kingdom of Jordan is one of the countries that seeks to implement the concept of decentralization in all sectors. This is evident in the start of the decentralized elections in 2017 to the municipal councils. Through our study of the guide to practicing governance in the Ministry of Education,

1. To achieve the concept of financial and administrative control and accountability, thus enhancing administrative decentralization.
2. Establish controls to define the limits of decentralization to achieve balance and prevent bureaucracy.

However, there is a weakness in administrative performance, because of the existence of obstacles, including:

1. There are no sufficient powers for municipal councils, financial or administrative. The authorities are only formal in each city for the administration of education.
2. Failure to involve the citizen in administrative decisions for education, even though an elected local council.
3. Lack of independence in administrative financial resources.

As you can see the table (1) below the reason for both central and decentralized systems.

Reasons for choosing the central system	Reasons for choosing a decentralized system
- The desire of the administrative president to	- Decentralization prevents inflation in the



<p>direct the authority himself.</p> <ul style="list-style-type: none"> - The desire to unite the patterns of activity and work in different areas of the ministry. - The absence of defects associated with decentralization due to the availability of modern scientific and technical developments that facilitated communication and the speed of access of the decision and instructions to the rest of the administrative body. - is the best way to implement comprehensive development plans. -The shape, area, population and similarity of language, religion and culture play an important role in the choice of the central pattern. 	<p>exercise of power.</p> <ul style="list-style-type: none"> - The expansion of the size of the administrative organizations requires a decentralized approach. - A desire to reduce the burden of administrative leadership to devote to other functions. - Expand and develop the expertise of the administrative leadership so that decentralization becomes a tool for training future leaders. -Decentralization strengthens cooperation between different levels of administrative organization in terms of program performance, promotes morale, creates entrepreneurship and innovation, and eliminates routine and program implementation.
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Table (1)(By: Maha Mohammed Al-Harbi -Activate decentralization in education departments – 2015)

Results

As we see in the guide to practicing governance in the Ministry of Education there are particular engagement with the local community and nongovernmental organization especially in the Provinces

And the education management there don't have any authority to work with them independently and financially.

Suppose the department of education to change in sequin way over next years and we have to follow these strategies:

1. Correct the representation of citizens in elected local councils so as to express the population in correct ways, and that there will be local committees for each of the municipal areas, which will be able to determine priorities and objects of expenditure.
2. To achieve the independence of the local councils and remove the dominance of the Ministry of Municipalities, so that they can take their decisions and carry out their responsibilities easily and easily without any obstacles or restrictions on the performance of their responsibilities.



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3. The establishment of the Ministry of Local Government as a ministry with the task of supervising the work of municipal councils and their compliance with the laws and performance of their duties.
4. Creating a system of supervision and accountability Municipal councils and official and popular oversight bodies can hold accountable municipalities, councils and employees for any shortcomings, without authority without accountability.
5. Setting standards and tools to measure the quality of the service, financial and administrative performance and its compliance with the annual laws and plans set by the Board and measurement of achievement and its reflection on the requirements of the recipients of the service and satisfaction and the contribution of projects to achieve the desired development.

Department of Education today	Department of Education in the future
<ul style="list-style-type: none"> - The mission of the link between the ministry and schools. - Poor planning and follow-up to improve performance in schools and lack of clear performance goals. - The school supervision system is traditional. - Opportunities for professional communication between specialists and teachers are few. - Lack of an effective mechanism for incentives and accounting for schools. -Poor participation of the community. 	<ul style="list-style-type: none"> - has greater financial, administrative and organizational autonomy. - Plan and implement education development in its region based on clear objectives and accurate data. - Schools support partnership with them. - Change in the supervisory role of traditional schools to support innovations and outstanding practices. - Connect schools to create a professional learning community. - Strong community participation. -Be transparent and publish periodic reports on the performance of the educational district.

Table (2) (By Maha Mohammed Al-Harbi -Activate decentralization in education departments – 2015)



Conclusion

Finally, we propose the establishment of a comprehensive plan involving the government, government agencies and people with practical experience to achieve decentralization with the aim of activating popular participation, promoting democracy and transferring the decision-making center to local communities according to the urgent needs and priorities that citizens see. Based on municipal institutions as a nucleus of decentralization and local governance.

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