Decentralization of Education - Cathy Gaynor 1998-01-01 This book is based on a review of the literature on decentralization and teacher management. The focus is on basic formal education, mainly the primary and junior secondary levels of schooling, and on presenting a rationale for decentralizing teacher management. The book presents three models of decentralized teacher management, explores the different functions of teacher management and how these functions are handled in centralized and decentralized systems, examines the design of decentralization reforms in various countries, and discusses the political feasibility and legal implications of decentralizing teacher management. Since reliable data on decentralizing teacher management are limited, the changes that are described—changes that will affect the quality of teaching or learning—are tentative. Although recommendations for planners and policymakers are included, the book emphasizes the viability of the approaches taken so far and the available evidence regarding their efficacy. (Contains 70 references.) (RJM)

Social Sector in a Decentralized Economy - Pinaki Chakraborty 2016-03-11 This book is an analytical examination of financing and public service delivery challenges in a decentralized framework. It also provides critical insights into the effectiveness of public expenditure, through benefit incidence analysis of education and healthcare services in India. The benefits of decentralization always come with conflicts and trade-offs. By unpacking the process of decentralization, the authors identify that ‘unfunded mandates’, arising from the asymmetry between finances and functions at local levels, are a major challenge. The analysis is carried out by distilling the existing studies in this area, and through an empirical investigation of public finance data at different public sector levels in India, as well as in some selected developing countries. Using the household survey statistics of consumption expenditure, an analysis of utilization or benefit incidence of public spending on social sectors in India is achieved, covering education and health sectors.

Decentralization of Education - Harry Anthony Patrinos 1997-01-01 Central governments' supply-side expansions of schooling have not equally benefited all members of society, especially girls, indigenous peoples, tribal groups, disadvantaged minorities, and the poor. Public spending on education is often inefficient, higher education is subsidized at primary education's expense, and costs are becoming insupportable. To tackle such issues, some governments are exploring demand-side financing, whereby public funds are given directly to
individuals or institutions on the basis of expressed demand. Use of decentralized, demand-side financing mechanisms (like vouchers and stipends) is common in member countries of the Organization for Economic Cooperation and Development. After defining several mechanisms, this booklet provides some country examples aiming to increase school enrollment: stipends in Bangladesh, community financing in Chad, targeted bursaries in China and Mexico, voucher schemes in Colombia, assistance to private schools serving poor children in the Dominican Republic and Pakistan, student loans in Jamaica, and community grants in Pakistan. Program success depends on beneficiaries' involvement and support, parents' active participation, private-sector schools' involvement, partnerships with commercial enterprises, flexibility, capacity building, cultural relevance, equity principles, and transparent fund transfer formulas. Contains 47 references. (MLH)

**Decentralization of Education**-Ketleen Florestal 1997-01-01 In practice, most education systems have both centralized and decentralized elements. Planners involved in a decentralizing reform must identify which components of the system are more appropriately managed at the central level and which at the local level. This book is intended to inform education policymakers, planners, and practitioners about international experience in the legal aspects of decentralizing basic education. It also provides a basic understanding of how laws and regulations can be used for education reform. For purposes of the discussion, decentralization is used to describe efforts to transfer decision making power in basic education from the administrative center of a country to authorities closer to users. The term is also used in a more technical sense to describe one of the many forms this type of reform can take, and in this sense it is contrasted with deconcentration and devolution as educational reforms. The first section examines the general legal aspects of decentralization, and the second looks more closely at decentralization laws and regulations. The third section is, in effect, a checklist of items that should be included in decentralization laws, and the fourth section provides a road map to help the planner prepare and implement the laws required for reform. Although an effort has been made to keep the discussion general enough for use in many countries, the analysis is based on the legal systems of the Western world or those that they inspired. (Contains 35 references.) (SLD)

**Educational Decentralization**-Christopher Bjork 2007-03-23 Decentralization and Education: Asian Experiences and Conceptual Contributions examines the specific ways in which decentralization policies have affected the structure and delivery of education in eleven Asian nations. Written by top scholars in the field, the case studies provide detailed and rich empirical evidence documenting the tensions as well as synchronisms between the ideas that form the basis of decentralization policy and the contexts into which they are introduced. The high quality of this collection of essays and the careful attention to local contexts for implementation will make this book a must read for academics, policy planners, practitioners, and students of Asia.
Decentralized Decision-making in Schools—Harry Anthony Patrinos 2009 An increasing number of developing countries are introducing School-Based Management (SBM) reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of ownership of the school. Many of these reforms have also strengthened parental involvement in the schools, sometimes by means of school councils. SBM programs take many different forms in terms of who has the power to make decisions as well as the degree of decision-making devolved to the school level. While some programs transfer authority only to school principals or teachers.

Decentralization of Education—Mark Bray 1996-01-01 This book focuses on the financing of formal primary and secondary education in developing nations. The study does not consider the areas of pre-primary, post-secondary, or nonformal education. Financing includes not only monetary inputs to education, but also material, labor, expertise, and land. The study examines the volume, nature, and mechanics of community financing in a range of settings. Policy issues facing governments and those who work with them are presented. Instruments for incentives, guidance, and control of community activities are considered. Specific strategies from different countries are presented and evaluated, along with the importance of monitoring and evaluation. The paper concludes by summarizing the lessons in the context of debate about centralization and decentralization. Sections of the book include: (1) "Communities and Their Characteristics"; (2) "Scale, Motivation, and Nature of Community Financing"; (3) "Mechanics of Community Financing"; (4) "Policy Issues Confronting Governments"; (5) "Government Incentives, Guidance, and Controls"; (6) "Challenges and Risks"; (7) "Monitoring and Evaluation"; and (8) Conclusion. (Contains an 87-item list of references.) (EH)

Decentralization in Education—Donald R. Winkler 1989

Centralization and Decentralization—Ka-Ho Mok 2013-03-11 Globalization has brought dramatic changes to the character and functions of education in most countries around the world. However, the impact of globalization on schools and universities is not uniform. One public-policy strategy that has been widely adopted is decentralization; but there is no consensus on whether centralization or decentralization is more effective to improve organization and management in education. This book is contextualized in the literature on globalization, and examines how policies of decentralization have affected the running of education in Hong Kong, Taiwan, Shanghai, Singapore, Macau and Mainland China. It analyzes the strategies that the governments of the selected societies have adopted in reforming the structure of education systems, mobilizing different forces to create more educational opportunities, and devising new measures to assure quality in the education sector.
Decentralization of Education Management in Ghana - Ato Essuman 2013

The publication of this book is driven by a desire to share some reflections on experiences at the policy level and in practice, evidenced by studies conducted in some rural communities and schools. As part of wider social and democratic governance reforms, the Ghana Government initiated a process to decentralise education management in 1987 and prescribed active community participation in schools and the establishment of SMCs. In the implementation process, attention has been focused on Government's understanding of how communities and schools should assume responsibility for increased participation in schools. This book highlights the findings of an exploration of different meanings the policy of decentralization has for the various stakeholders, by examining the multiple understandings of how school-community relations work; and the practices, challenges, and environments that influence such relationships. It further emphasizes the need to reflect local realities, including, historical, cultural and socio-economic diversity in policy and gives useful insights into how communities understand their roles and the challenges they face in trying to engage more actively with schools.

Decentralization of Educational Management - R. Govinda 1997

Decentralization and School-based Management - Daniel J. Brown 1990

The aims and origins of decentralization are examined and its effects on school flexibility, accountability, and productivity are explored in some depth. Administrators and others tell their stories. This volume offers an analysis of how school-based management works.

Dysfunction and Decentralization in New Media Art and Education - Robert Sweeny 2015-07-01

When using digital technologies, many types of dysfunction can occur, ranging from hardware malfunctions to software errors and human ineptitude. Many new media artworks employ various strategies of dysfunctionality in order to explore issues of power within societies and culture. Robert W. Sweeny examines how digital artists have embraced the concept of the error or glitch as a form for freedom—imperfection or dysfunction can be an integral element of the project. In this book, he offers practical models and ideas for how artists and educators can incorporate digital technologies and integrate discussions of decentralized models of artistic production.


This book identifies and examines the political dimensions of decentralization. Decentralization programs vary from country to country, but there are common threads and fundamental questions in all situations. The book covers the following themes and topics: (1) a case study of school decentralization in Colombia over a period of
more than two decades; (2) why decentralization is political; (3) why countries decentralize; (4) what decentralization accomplishes; (5) the importance of developing consensus; and (6) how to begin building consensus. (Contains 32 references.) (EH)

Decentralization of Education-Thomas Welsh 1999 Decentralisation of education poses fundamental questions about the nature and distribution of power. This book examines how authority for decision-making in public education systems can be decentralised and with what effect.

Governing Decentralized Education Systems-Péter Radó 2010 Many people working in central government are convinced that decentralized systems entail a loss of control for those who are supposed to govern. Not so argues Péter Radó in this new and outstanding contribution to how decentralized education systems can be successfully governed in South Eastern Europe where governments have struggled to manage the education sector that has traditionally consumed the largest amount of government funds.

Decentralisation, School-Based Management, and Quality-Joseph Zajda 2009-08-21 This book, which is the eighth volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, presents scholarly research on major discourses in decentralisation, school-based management (SBM) and quality in education globally. This book, which focuses on decentralisation and SBM as a governance strategy in education, presents theoretical aspects of the phenomenon of decentralisation/privatisation and contextualises them within the education research literature. It provides an easily accessible, practical yet scholarly source of information concerning the dynamics of decentralisation and SBM that normally take place when reforms are instituted to decentralize authority and power. Above all, the authors offering the latest findings regarding major discourses in decentralisation, SBM and quality in educational systems in the global culture emphasise aspects of that dynamic interactive process (see also Geo-Jaja 2006a; Gamage and Sooksomchitra 2006, Zajda 2009). This dynamic interaction in the process that is implicit in the title of the book is reified by calls for restructuring of schools following the idea that schools are not promoting human rights, social cohesion and sustainable development. The chapters as a source book of ideas for researchers, practitioners and policy makers in decentralisation and SBM in education contribute to the educational literature while enhancing the understanding of the larger dynamics involved in educational reform. It offers a timely overview of current issues affecting decentralisation in education in the global culture.

Decentralization and Service Delivery- 2005 Dissatisfied with centralized approaches to delivering local public services, a large
number of countries are decentralizing responsibility for these services to lower-level, locally elected governments. The results have been mixed. The paper provides a framework for evaluating the benefits and costs, in terms of service delivery, of different approaches to decentralization, based on relationships of accountability between different actors in the delivery chain. Moving from a model of central provision to that of decentralization to local governments introduces a new relationship of accountability—between national and local policymakers—while altering existing relationships, such as that between citizens and elected politicians. Only by examining how these relationships change can we understand why decentralization can, and sometimes cannot, lead to better service delivery. In particular, the various instruments of decentralization—fiscal, administrative, regulatory, market, and financial—can affect the incentives facing service providers, even though they relate only to local policymakers. Likewise, and perhaps more significantly, the incentives facing local and national politicians can have a profound effect on the provision of local services. Finally, the process of implementing decentralization can be as important as the design of the system in influencing service delivery outcomes.

**Improving America's Schools** - National Research Council 1996-11-15 Reform of American education is largely motivated by concerns about our economic competitiveness and America's standard of living. Yet, few if any of the public school reform agendas incorporate economic principles or research findings. Improving America's Schools explores how education and economic research can help produce, in the words of Harvard's Dale W. Jorgenson, "a unified framework for future education reform." This book presents the perspectives of noted experts, including Eric A. Hanushek, author of Making Schools Work, on creating incentives for improved school and student performance; Under Secretary of Education Marshall S. Smith on the Clinton Administration's reform program; and Rebecca Maynard, University of Pennsylvania, on the education of the disadvantaged. This volume explores these areas—The importance of schooling to labor market success. The prospects for combining school-based management with teacher incentives to gain the best of both approaches. The potential of recent innovations in student achievement testing, including new "value-added" indicators. The economic factors involved in maintaining an adequate stock of effective teachers. The volume also explores why, despite similar standards of living, France, the Netherlands, England, Scotland, and the United States produce different levels of education achievement. Improving America's Schools informs the current debate over school reform with a fresh perspective, examples, and data. This readable volume will be of interest to policymakers, researchers, educators, and education administrators as well as economists and employers—it is also readily accessible to concerned parents and the larger community.

**Decentralization and Development Partnership** - Fumihiko Saito 2012-12-06 Decentralization— an essential pillar of institutional reform—is of critical importance in developing countries, particularly in regard to democratization, effective development, and good governance. Uganda, since 1986 and the start of decentralization measures under Yoweri Museveni and the National Resistance
Movement, has represented one of the most serious commitments in Sub-Saharan Africa. With the benefit of extensive fieldwork, Fumihiko Saito demonstrates how conflict resolution, information dissemination, and encouragement of the many and varied stakeholders to form partnerships are critical to successfully bringing services "closer to the people. Decentralization and Development Partnerships: Lessons from Uganda goes beyond theory to compare academic assumptions to the reality of decentralization implementation in modern Uganda. Although the process is by no means free of difficulties, Saito concludes that a "win-win" outcome is a real possibility.

**Decentralization of Education**-Mark Bray 1996 This book focuses on the financing of formal primary and secondary education in developing nations. The study does not consider the areas of pre-primary, post-secondary, or nonformal education. Financing includes not only monetary inputs to education, but also material, labor, expertise, and land. The study examines the volume, nature, and mechanics of community financing in a range of settings. Policy issues facing governments and those who work with them are presented. Instruments for incentives, guidance, and control of community activities are considered. Specific strategies from different countries are presented and evaluated, along with the importance of monitoring and evaluation. The paper concludes by summarizing the lessons in the context of debate about centralization and decentralization. Sections of the book include: (1) "Communities and Their Characteristics"; (2) "Scale, Motivation, and Nature of Community Financing"; (3) "Mechanics of Community Financing"; (4) "Policy Issues Confronting Governments"; (5) "Government Incentives, Guidance, and Controls"; (6) "Challenges and Risks"; (7) "Monitoring and Evaluation"; and (8) Conclusion. (Contains an 87-item list of references.) (EH)

**Decentralization and Local Governance in Developing Countries**-Pranab K. Bardhan 2006 Comparative and interdisciplinary perspectives on the current trend in the developing world of devolving political and economic power to local governments.

**Decentralization and Governance in Indonesia**-Ronald L. Holzhacker 2015-09-11 Indonesia over the past two decades has embarked on a process of decentralization as part of a broader process of democratization, which followed earlier periods of centralized governance and authoritarian rule across the archipelago. The purpose of this book is to begin to explore the connections between governance and sustainable society in a wide variety of policy fields in Indonesia, and how reforming governance structures may contribute to societal benefits and the creation of a long-term sustainable society. This book bridges important theoretical debates related to governance and sustainable society and provides empirical research from Indonesia in important policy areas related to this debate. By placing research in different policy areas in a single volume, the link to the broader concepts of governance, decentralization,
and societal outcomes is strengthened. The book builds on the recent interest that has focused on Indonesia and the continued development of democracy in the country. The chapters in the book show a rich variety of decentralized governance arrangements and capacity building at the local level in particular. Central standards (for example for social sustainability, anti-corruption arrangements, or for dealing with direct foreign investment), combined with local innovation (for example for municipal coordination of primary health care or metropolitan transport), are key to Indonesia as a country in a continuing process of transformation. We identify three key trends in the on-going process of decentralization and governance in Indonesia. First, we find that formal governance, the relation between the national and local government, is characterized by a system of ‘variable geometry multi-level governance’ depending on the policy area. The challenge ahead is strengthening accountability mechanisms to assure national standards while preserving and encouraging local innovation. Secondly, informal governance mechanisms are evolving to move from ‘hierarchical to network’ forms of governance. Here the challenge is to insure democratic input by citizens and civil society organizations. Finally, we identify a trend toward ‘shared value creation and sustainable cooperation.’ Indonesia is beginning to move from a rather singular policy focus on economic growth to a more complex and developing notion of policymaking for inclusive growth and the creation of a sustainable society for present and future generations. Here the challenge is sound implementation and to increase the effectiveness of governance mechanisms. There is also a noted diffusion of goals, to focus beyond the Jakarta metropolitan area to smaller regional cities, as urbanization continues and rural areas are changing. This book will be of interest for use in advanced undergraduate and graduate courses related to Southeast Asia in the fields of international relations, political science, public administration, economics, law, sociology, education, public health, and the spatial sciences. It will also be of interest to policymakers and government officials at the national and local level in Southeast Asia and middle-income developing countries, officials and policymakers in institutions of regional governance such as the Association of Southeast Asian Nations (ASEAN), and of global governance such as the United Nations and World Bank. It will also be of interest to civil society organizations and other actors focused on policy development and economic development, health, education, the environment, sustainable transport, etc. The book will also be of interest to business people interested in economic and governance issues, such as the management and governance of in-bound foreign investment, inclusive growth, and corporate governance. Finally, the book should be of interest to citizens in advanced, middle-income, and developing countries motivated to learn more about the links between governance and the creation of a sustainable society for current and future generations.

**Essays on Education Decentralization**-Paula Salinas Peña 2014 Differences in the division of education responsibilities between tiers of government and in the degree of autonomy the latter have to take decisions and raise their own revenues could imply differences in the level of efficiency with which these responsibilities are carried out. The aim of this study is, therefore, to analyze the effects of decentralization on the efficiency of educational policy, by examining the way in which different decentralization structures can have differential effects and by exploring the channels via which decentralization can affect educational outcomes. To achieve this, I first
analyze the effects of a partial fiscal decentralization reform introduced in Spain at the beginning of the eighties, when educational responsibilities were devolved to regions that were not, however, granted any decision-making power for raising their own taxes. I believe that this study, reported in Chapter 2, makes a relevant contribution to the scarce empirical evidence gathered to date about the effects of decentralization on educational outcomes. First, this is the first study to analyze these effects in the context of a partial fiscal decentralization, which enables me to provide empirical evidence about one of the main points of debate in the fiscal federalism literature. Second, the way in which education policy has been decentralized in Spain, with a set of regions receiving educational powers at the beginning of the eighties and the remaining regions having to wait until the end of the nineties to receive the same powers, provides a unique benchmark against which to conduct a consistent identification of the effects of decentralization. Finally, I believe that the conclusions that can be drawn from this study are especially relevant at a time in which a process of recentralization of decision-making autonomy in the education sector in Spain is being undertaken. Second, I analyze the effects of decentralization on educational outcomes under different decentralization structures. That is, I analyze whether different degrees of subnational government autonomy, both on the expenditure and revenue sides, have the expected differential effects. The analysis in Chapter 3 contrasts with analyses reported in previous studies, since it draws on cross-national evidence to analyse the way in which different structures of expenditure and revenue decentralization have a differential impact on the efficiency of public education policies, a question hitherto unaddressed in this branch of literature. However, these studies tell us nothing about the process via which the educational outcomes might vary depending on whether a country operates a decentralized or a centralized system. In Chapter 4 I provide a number of insights into this question, by analyzing the role of teacher quality in a decentralization process, that is, how teacher quality might be affected by decentralization and the extent to which this effect explains the effects of decentralization on educational attainment. The relationship between decentralization and teacher quality has received little attention in the literature and, to the best of my knowledge, the study in chapter 4 is the first attempt to empirically analyze it. In addition to the empirical analysis, an effort has been made in Chapter 4 to summarize the arguments that underpin the relationship between decentralization and teacher quality. Finally, this is also the first study that seeks to analyze the process via which decentralization might affect educational attainment. The methodology used in this study to address this question, which decomposes the total effect of decentralization into a direct effect and an indirect effect via teacher quality has not been applied before in the economics of education empirical literature, which has always tended to focus on the estimation of reduced-form equations of educational attainment. Here, however, I estimate a structural model in which teacher quality variables are also considered endogenous variables. The three studies reveal that the effects of decentralization on the outcomes of the educational system are positive and, in line with theoretical prescriptions, that these effects depend on the autonomy of subnational governments and on the level of government awarded educational competences. Additionally, an important share of the overall effect of decentralization on educational outcomes is mediated through its effects on teacher quality.
Decentralization and Subnational Politics in Latin America - Tulia G. Falleti 2010-04-12

Is it always true that decentralization reforms put more power in the hands of governors and mayors? In post-developmental Latin America, the surprising answer to this question is no. In fact, a variety of outcomes are possible, depending largely on who initiates the reforms, how they are initiated, and in what order they are introduced. Tulia G. Falleti draws on extensive fieldwork, in-depth interviews, archival records, and quantitative data to explain the trajectories of decentralization processes and their markedly different outcomes in Argentina, Brazil, Colombia, and Mexico. In her analysis, she develops a sequential theory and method that are successful in explaining this counterintuitive result. Her research contributes to the literature on path dependence and institutional evolution and will be of interest to scholars of decentralization, federalism, subnational politics, intergovernmental relations, and Latin American politics.


Here is a review of worldwide economic, political, cultural and educational changes since the beginning of the 1980s, examining new trends in educational governance. It describes the processes of globalization and shows how national education systems have responded. The book explains how world education models have emerged in international agencies and traces the ways these models are borrowed, imitated, imposed and adapted as different countries reform primary and secondary education.

Is Decentralization Good for Development? - Jean-Paul Faguet 2015-08-13

Is decentralisation good for development? This book explains when the answer is 'Yes', and when it is 'No'. It shows how decentralisation can be designed to drive development forward, and focuses attention on the institutional incentives that can strengthen democracy, boost economies, and improve public sector performance. It also analyses the political motives behind decentralisation, and how these shape the institutions that result. This book brings together academics working at the research frontier of decentralization with policymakers who have implemented reform at the highest levels of government and international organizations. It marries policymakers' detailed knowledge of real reform processes with academics' analytical rigor. This synthesis naturally shifts the analysis towards deeper questions of decentralization, stability and the strength of the state, (Part 1); designing decentralization: Taxes, Transfers and Expenditures (Part 2); and decentralization and local service provision (Part 3), with evidence from four decades of reform across developing and developed countries.

Decentralization in Ethiopia - Taye Assefa 2007

The 1991 government change in Ethiopia ushered in a centralised system of governance, aimed to bring about harmony and cooperation between different groups and to promote local self-rule. It has proceeded in two phases: 1991-2001 centred on creating and powering National/Regional Governments, termed mid-level decentralisation. Further
powers were devolved in 2001 through the District Level Decentralization Program and Urban Management Program. This volume brings together studies by the Forum for Social Studies and others, with the aim of identifying knowledge gaps for further research and to generate debate on the issues in Ethiopia. The study is in two parts: a literature review seeking to document existing studies and highlight research gaps; and field work which involved a rapid assessment of eight weredas and two kifle ketemas in Addis Ababa. The other three studies are synopses of master theses submitted to the Institute of Regional and Local Development Studies of Addis Ababa University.

**Decentralization in Client Countries**- 2008-01-01 'Decentralization in Client Countries' assesses the effectiveness of Bank support for decentralization between fiscal years 1990 and 2007 in 20 countries, seeking to inform the design and implementation of future support. Given the difficulties of measuring the results of decentralization, the evaluation uses intermediate outcome indicators- such as strengthened legal and regulatory frameworks for intergovernmental relations, improved administrative capacity, and increased accountability of subnational governments and functionaries to higher levels of government and to local citizens- to assess the results of Bank support in these 20 cases. To examine potential lessons at a sectoral level, the evaluation also assesses whether Bank support for decentralization improved intermediate outcomes for service delivery in the education sector in 6 of the 20 countries.

**Decentralization and Infrastructure in the Global Economy**- Jonas Frank 2015-07-03 The subnational dimension of infrastructure has emerged as one of the greatest challenges in contemporary public finance policy and management. Ensuring the efficient provision of infrastructure represents a challenge for all countries irrespective of their level of centralization or decentralization. This book proposes an innovative approach for the strengthening of decentralized public investment and infrastructure management. Decentralization and Infrastructure in the Global Economy: From Gaps to Solutions covers the most important aspects of infrastructure investment in a decentralized setting. It discusses infrastructure gaps and the quality of subnational spending; how functional responsibilities, financing and equalization can be designed; sector-specific arrangements in high expenditure areas, such as health, education and roads; key steps of the public investment cycle and management; and analyses the political economy and corruption challenges that typically accompany decentralized infrastructure projects. This book challenges some of the well-accepted principles of intergovernmental fiscal relations and will be useful to researchers and practitioners of public finance policy and management.

**Centralization and Decentralization of Education**- Sherilyn Wood 1972
Education Decentralization and Accountability Relationships in Latin America - Emanuela Di Gropello 2004 "Di Gropello analyzes decentralization reforms in the education sector in Latin America (their status, impact, and ongoing challenges) by making use of the accountability framework developed by the World Development Report 2004: Making Services Work for Poor People. She starts by identifying three main groups of models according to the subnational actors involved, the pattern adopted in the distribution of functions across subnational actors, and the accountability system central to the model. She then reviews the impact of these models according to the available empirical evidence, and explores determinants of this impact, extracting lessons useful to the design of future reforms. The author concludes that the single most important factor in ensuring the success or failure of a reform is the way the accountability relationships are set to work within each of the models and provides some lessons on how to get these relationships to work effectively. She also provides three main general lessons for selecting 'successful' models: (1) avoid complicated models; (2) increase school autonomy and the scope for 'client power,' maintaining a clear role for the other accountability relationships; and (3) place more emphasis on the 'management' accountability relationship and the sustainability of the models"--Abstract.

Decentralization and Popular Democracy - Jean-Paul Faguet 2012-06-04 Faguet identifies the factors that determine the outcomes of national decentralization on the local level

Decentralization of Primary Education - Cathy Gaynor 1995

Achieving Better Service Delivery Through Decentralization in Ethiopia - Marito Garcia 2008-02-15 Achieving Better Service Delivery Through Decentralization in Ethiopia examines the role decentralization has played in the improvement of human development indicators in Ethiopia. Ethiopia has made major strides in improving its human development indicators in the past 15 years, achieving significant increases in the coverage of basic education and health services in a short period of time. Improvements took place during a period of massive decentralization of fiscal resources, to the regions in 1994 and to woredas in 2002-03. The devolution of power and resources from the federal and regional governments to woredas appears to have improved the delivery of basic services. Surveys of beneficiaries reveal that they perceive that service coverage and quality have improved. Beneficiary satisfaction has increased markedly in education, and less conspicuously in water and health services. In the south, the decentralization to woredas in 2002-03 tended to narrow differences in per capita expenditures on education and health across woredas. Decentralization disproportionately favored woredas that are remote (more than 50 kilometers from a zonal capital), food-insecure, and pastoral, suggesting that decentralization has been pro-poor. Decentralization also narrowed the gap in educational outcomes between disadvantage and better-off woredas,
especially in the south. Pastoral, food-insecure, and remote woredas gained in terms of the educational outcomes examined (gross enrollment rates, grade 8 examination pass rates, repetition rates, pupil-teacher ratios, and teacher-section ratios).

**Decentralization of Education in Colombia**-Santiago Alejandro Tellez Canas 2020 The distribution of functions and decision-making over the educational system is different all over the world. In some countries, most of the responsibilities lie with the national government, while in other countries schools or local authorities enjoy high levels of autonomy. This dissertation aims to assess the effects of decentralization of education in education expenditures, performance and inequality. Second, it aims to evaluate if political competition and local administrative capacity are mechanisms that explain that relationship, and moreover to understand how those factors relate to the output and outcomes of interest. The dissertation focuses in Colombia for its historical experience with decentralization, and more importantly, because in 2001 it adopted a reform which granted autonomy to large municipalities with respect to education management. To provide a comparative perspective to the results for Colombia, the dissertation also includes a comparative analysis of seven Latin American countries. The dissertation finds that in the case of Colombia, decentralization increases education expenditures and inequality but does not have any effect on education performance. For municipalities with high levels of political competition, decentralization does not have a different effect on expenditures, but in some estimations it appears to decrease performance, and decreases education segregation, while for those with low levels of political competition, it only has a differentiated effect on education expenditures that municipalities make with their own resources. The quantitative chapters of the dissertation also show that levels of local administrative capacity, as measured by the percentage of income generated by municipalities out of total revenue, only have an effect on the latter type of expenditures, but do not produce differentiated effects on performance or inequality. The dissertation also shows, through a qualitative exploration, that even though the stated purpose of the 2001 reform was to decentralize decision-making, it appears to have sparked a growing trend to recentralization of funding and decision-making. Despite this trend, with respect to the little autonomy municipalities have, those with resources and technical capacity are able to use to to experiment with new programs and initiatives. However, that does not appear to be the case for most autonomous municipalities. In those municipalities, political capture of autonomy for politicking and clientelism and the lack of administrative capacity hamper the use of autonomy to improve education performance and reduce inequality. Finally, the comparative exploration of seven Latin American countries largely confirms the findings of Colombia that the association between decentralization and performance and inequality tends to be weak.

**Rules for Radicals**-Saul Alinsky 2010-06-30 First published in 1971, Rules for Radicals is Saul Alinsky's impassioned counsel to young radicals on how to effect constructive social change and know “the difference between being a realistic radical and being a rhetorical
one.” Written in the midst of radical political developments whose direction Alinsky was one of the first to question, this volume exhibits his style at its best. Like Thomas Paine before him, Alinsky was able to combine, both in his person and his writing, the intensity of political engagement with an absolute insistence on rational political discourse and adherence to the American democratic tradition.

**Decentralization, Democracy, and Development in Africa**-Jan Erk 2018-12-07 Decentralization reforms introduced to Africa in the 1990s have not always delivered the intended long-term outcomes. This is a collection on the consequences of these reforms two decades on. In addition to general and comparative overviews, the book contains case studies on Ghana, Senegal, Zimbabwe, Namibia, Ethiopia, and Uganda. The common theme across the chapters is that the reforms seem to have engendered political consequences beyond decentralization itself – mostly through interaction with the broader historical, political, social, and economic context. The book thus speaks both to the scholarly literature (on decentralization, democratization, and development) and to the community of development practitioners. Most of the literature on decentralization and development emphasizes questions of institutional design and policy, but here the harder-to-pin-down political patterns marking the workings of decentralization are the main focus of analysis. The debates on development, through the case studies, are connected to the scholarly literatures on comparative federalism, comparative decentralization, and local democracy. The main conclusion that emerges from the studies in the book is that no magic formula that can turn countries into peaceful, stable, and prosperous democracies overnight exists. Furthermore, there are risks involved in importing formal institutions without regard to the local historical, political, social, and economic context. The chapters of this book were originally published as a special issue in Regional and Federal Studies.

**Does Decentralization Enhance Service Delivery and Poverty Reduction?**-Ehtisham Ahmad 2009-01-01 Does decentralization enhance service delivery and poverty reduction? The expert contributors to this book address this fundamental question faced by policymakers and scholars in developing and advanced countries. The book illustrates that it is equally important for international agencies as well as bilateral donors to provide advice and assistance on decentralization that effectively supports poverty reduction. The volume builds on insights from the recent, political economy developments in the intergovernmental literature reviewed in the Handbook of Fiscal Federalism, and presents new empirical evidence on the effects of decentralization in different parts of the world. Policy-oriented papers evaluating the effectiveness of decentralized service delivery are presented. The role of institutions and the importance of sequencing of policies in ensuring effective outcomes are also considered. The volume presents some insightful empirical studies of the decentralization process from Latin America, Eastern Europe, and Africa. With a detailed empirical analysis of effective outcomes of public policies implemented at the sub-national level, and a focus on method, this book will be of great interest to academics specializing in public sector economics and public finance, and to national and international policymakers.
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