

Centralization And Decentralization In Planning

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The central concept of mean concentration of all decisions and policies related to the process of planning and development under the control of certain parties are bodies planning in different countries, and embodied ministries or planning councils in most countries, and it shall issue its decisions to the specialized committees in order to be translated into development plans turning to various international institutions, to be implemented in participation and this pushes researcher to say that the basics from the high authorities of planning institution or rank at least as orders are non-negotiable. (Khamis 0.1999m) The researcher adds that the central concept consists of three main decisions are:

1. central political and based on the compilation of the political authorities in one main body.
2. central economic and under the supervision of the state is on the economic activity and guidance in accordance with the plans studied and Management and is based on the administrative function of the State Palace on the central government representatives in the capital.

Notes from the foregoing that the centralized and decentralized meet in development management style. But they were taking two different meanings Decentralization means the distribution of powers, and responsibilities involving the administrative bodies, and spatial participation in all matters relating to the development process of local, regional and international dimensions and prevent the authorities and institutions at least the rank limit participation to take decisions and policies related to development and there are those who know the centralization and decentralization in educational administration that the central It means the concentration of power at the top management level, and education in the state

The decentralization it means delegating specific educational services and placed the minimum ability to dispose of management, and decision-making. And he knows (Bashaireh 0.1991m) centralization and decentralization in educational administration that the central means the concentration of power in the highest educational level of management in the state in the development of educational policy and its implementation, and the decentralization it means delegating specific educational services management to the lower educational levels of management with granting a degree of ability to act and decision-making, and conveys Funder (Emile Durkheim) that really legitimate in the stewardship of education but admits at the same time the importance of individual initiatives in this sense says that education is a matter of principle is a social function, the state does not have to stand him neutral position State, and on the contrary, must be subject to influence each would die for education union, this does not mean to say the imposition of exploitative absolute authority, but that one is inclined to believe that the development of education will be easier and faster when it lends itself to individual initiative It explains (Khamis 0.1999m) the importance of the central application at the beginning of the emergence of the state (the example that probably applies to the Sultanate of Oman, which began modern statehood in 1970), where the State is a need to create and develop economic sectors that serves as essential to the growth and development of economic and social sectors columns, is attention at this stage, access to high rates of growth, regardless of their geographical distribution, all of that requires the use of the central administrative method works directly or indirectly to assist in the preparation of development plans.

The cases in which they frequently used decentralization are:

*The desire to increase the participation of the population and because of its great importance in achieving the decisions and policies be realistic and some of the properties that help in the success of development policies to reach their goals Messaha a large size of population and the states so that it cannot address the central policies of each sprawling space issues which forces the upper bodies of the planning make room for decentralized management style and take the brunt of the most important in the process of preparing development plans Multiplicity of nationalities and races as it is in such circumstances be uniting of interests is not possible or far-fetched process, which requires giving the regions with the specificities of ethnic or sectarian opportunities to contribute to the development of policies relating to their areas and geographical set up their units And around the central levels and decentralization mention the Supreme Author Central regular and central and consistent two are giving all the powers of the Commission on Higher Planning However, the difference between the extent of flexibility available and is here from regular central portion where tend most often to listen

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to organizations planning at least the status of the career ladder, but the central regular rest are scheduled the first and last of the components of development policies, that is, they hear what is without rank but is not obligated to respond. As for decentralization can be divided into three levels: an independent management from the center, management and center grouping between the center, and the parties, and management subsidiary of the former are setting up their own development policies without coordination with the central authorities, and the second take fully their right to development policies set up with the situation condition considered the main laws laid down by the central authorities and coordination with those authorities, and the third shall be resorted to when the confidence is not available decentralized management institutions that are setting up development plans.

The pros and cons of central planning:

Central positives lie in the following areas:

- Help achieve maximum utilization of human and natural resources available in the country.
- Working to inventory all available resources and potential of the state.
- Tend to regulate the exploitation of resources and capabilities available in a fair, balanced and without depletion of resources.
- Depend on the basis of scientific criteria and deliberate helping to ensure the success of development programs.

The central cons can be summarized in:

- Make decisions without having sufficient detailed information on the treatment of a specific problem.
- Cases of dependency in the work leading to stifling the spirit of initiative and creativity by virtue of not allowing certain parties to participate.
- The spread of the phenomenon of bureaucracy between devices and circuits State.
- Weaken the flexibility necessary for the success of the plans property.

The pros and cons of decentralization in planning:

Pros of decentralization lies in the planning process in the following advantages:

- Give more room to participate.
- Working on compatibility between the goals set and the actual needs of the community.
- An incentive for workers to tender more and larger contribution.
- Assist in the training of the leading groups in the lower levels and the elements to take the appropriate decisions.
- Grant wider opportunities for workers in the field to individuals, to achieve career development.

The cons of decentralization can be summarized in the following points:

- The lack of compatibility between the desired objectives set out the national plan and those of regional and local development policies.

- The emergence of class and local interests that may develop at the expense of national interests may result in regional and separatist tendencies in the body of the emergence of the state. The decentralization of the most important phenomenon that have affected the educational planning during the last fifteen years and both to answer the following two questions:
- Who makes decisions regarding the public schools?
- Who should pay for these schools?

These questions have become a subject of discussion in the context of currently prevailing in the pressure to reduce public spending and increase the effectiveness of the use of resources, decentralization has become a reality in many countries, even those that were known as the most centralized. There are reasons for the adoption of a multi-decentralization of the most important quest for increased effectiveness and efficiency in the administration where government

bureaucracy appears slow, and is able to solve the issues related to the distribution of teachers, salaries, and the process of procurement and distribution of devices, equipment, and maintenance; the central appear here as a solution to these problems because they are able to identify problems faster and find a more convenient and less expensive solutions, and is considered decentralization as well as in many cases as a result of the process of political democracy. People want to be consulted and to participate in the decision that affects their lives directly-making process. In addition to the foregoing, the decentralization help clarify the accounting responsibility system in line with the administrative reform movements agree researcher with a counselor Educational Planning Institute of UNESCO (Mc Ginn and (Welsh, 1999) that the motive for this trend towards decentralization in developing countries is the search for new sources of resources as the central government to transfer the management of schools to regions and localities to decentralization because the activation sources can gain great attention through decentralization lying regions and communities do not have the human sources, and financial equal. If the central government did not compensate for this variation based through Provide financial and technical support decentralization in this case could lead to a serious disparity between poor areas and rich areas, it is worth mentioning that the debate on centralization and decentralization that advantage ideological and philosophical considerations has continued for many years and in any case it is not possible to describe the system as a central and anything that must be referred to the decentralized and what role should be played by the central government. And about planning in decentralized operations in the education sector shows (Hvostor 1995, Faustor) that both the planning and decentralization has its characteristics and supporting infrastructure in the study area it has been analyzing the relationship between them from two angles:

- How the impact of planning on decentralized operations and helped to implement a decentralized education system?
- How has the decentralization of the planning processes and the changes imposed on educational planning practices?

It follows the writer that the introduction of the decentralization process has a political decision then was applications and considerations relating to the educational sector in input and perhaps that was the reason that educational planning in the past has not played an important role in promoting decentralization, obviously, the process of the development of social sectors, including education sector it is a complex process, so that educational planning is an integral part of planning Economic, social and can also say that the beginning of the shift towards decentralization, came from outside the educational sector as dictated by economic and social conditions. And it focuses on how to develop, and to better manage the national education system there is input from the various political levels, and administrative and from different sectors of the economy, and social, taking into account the fact that governments can no longer address all debts that were incurred in the past. From a political point of view, the decentralization of education means reducing the role of government in general, especially with regard to administrative aspects, but retains some of its powers, and responsibilities in some areas such as the balance between regions, and therapeutic programs, strategic projects, and international cooperation. It is feared the writer be based attention on standards and control structure and good karma system more attention to the new strategies, to achieve the development of education, quality private and that there were not a private decentralization plans, but which gives hope that the different type programs have started after decentralization system where it became stakeholders assume their own responsibilities independently, as you resolve problems and conducting census operations, and coordination between the various systems and it has decentralization opened up new areas of operations of educational planning at multiple levels of the educational system and that this role has not lived up to the required level, because of a lack of effort efforts at the government level to develop this approach quickly. The biggest challenge at present is how to plan a decentralized system with many of the controls (such as taxes, which is done by the center, because it is subject to considerations of art may not regional governments do) and in this case; the diversity of participants and the degree of freedom granted to them requires the existence of standards and means of effective communication and dialogue and greater coordination, monitoring and evaluation system. Points (Hvostor, 1995, Faustor) to the broad expertise of the Latin American countries in the field of educational planning in terms that the general principles and methods of the curriculum are well known, but it is not yet a global planning model mode because the application of standards vary from one country to another, or even within the country one researcher

believes that the following planning models flexible open-ended, and should initially focus on information and systems. Contact to be developed to fit with planning, and management of all the national education system sections of the top-level (government, management) to the minimum level (schools, and curriculum). In addition, the decentralization has stressed the importance of restructuring the educational administration of the school system as the basic units. Education produced, directed school system compatible, national public and educational goal of the system but also the planning of operations in accordance with the development of the local context. There is a tendency to give more attention to the process of assessing the output in

decentralized systems research has been conducted to help identify some of the school and non-school factors that have a significant impact on the educational process outputs.

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