



Comparative Analysis of School Decentralization Policies across the World

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Juvelito B.Veliganio

Cebu Technological University, Cebu City, Philippines
saintlouisshs@gmail.com

Regina P.Galigao

Cebu Technological University, Cebu City, Philippines
reginpgaligao@gmail.com

Abstract

This study investigated the trend in global education management and budget decentralization of different schools around the world. The study is conducted using document analysis and data mining methods from various educational programs implemented in different countries. There are at least three (3) countries from each continent that were subjected to the study. The data gathered from each country were analyzed by comparing the points of similarities and points of dissimilarities. The results of the analysis reveal that decentralization has been an effective governance model of school management and administration, especially in schools from first-world countries, and has been a challenge to academic institutions from third-world nations. This difference has been linked to factors such as unavailability of resources and government funding disparity between countries. Overall, the finding shows that decentralization, as the model of school organization can be an effective approach to develop local autonomy in school administration and management. Thus, leading to enhanced educational quality.

Keywords: decentralization, global education management, government-funding disparity, local autonomy, model of school organization

Introduction

Decentralization in education is a transformative approach that redistributes power and decision-making authority from central educational bodies to local levels, such as schools, districts, or communities. Numerous countries and institutions have embraced decentralization as a successful management strategy, redistributing administrative authority and decision-making power. Reshaping of educational management will lead to significant improvements in the education sectors' overall performance (Payal, R., 2021). This change of mentality has allowed greater autonomy, accountability, and awareness within the educational system. This nurtures a bottom-up approach to educational planning and management, where schools have to make decisions that benefit them (Lipscombe et al., 2019)

However, decentralization is not without its challenges. This model may cause disparities in educational quality among regions or districts if not properly implemented. If local schools have a high degree of autonomy, they are resistant to policies and programs implemented by the national office. Therefore, the execution of national reforms might be difficult. Some research findings show that decentralization will greatly affect the developing countries in the world (Kameshwara et al., 2020). Thus, to ensure the successful outcome of decentralization, schools worldwide should be in unison to understand the diverse approaches, challenges, and successes in this evolving educational landscape.

This study is anchored to the democratic decentralization theory that was popularized by James W. Fesler. He expounded and divided the various interpretations of the decentralization notion into four groups: dual role, political, administrative, and doctrinal. Politically, decentralization refers to the transfer of power and authority from central governments to lower-level, often local, governments. People also refer to it as the devolution of powers, a process that transfers responsibilities and duties from a higher or central authority to lower-level institutions or organizations, thereby providing adequate incentives for autonomous functioning. Decentralization is about giving authority to local authorities and holding them accountable for their actions. This includes educational reforms to empower faculty and administrators to be more creative and specific in their approach to curriculum and instruction (Finch et al., 2021). This theoretical framework theorizes that decentralization involves transferring decision-making authority from central governing bodies to local levels. This distributed approach, supported by national and international bodies, gives local schools more power to make decisions, strengthening the link between local and national education systems (Fiore et al., 2020).

Objectives:

The aim is to derive some general conclusions about the design, implementation, and diffusion of best practices and the extent to which decentralized educational governance reform can affect student outcomes, teacher empowerment, and community engagement at schools of different types in different national settings around the world. In addition, this research will provide answers for the following aims

1. Analyze the impact of different types of educational decentralization models in schools around the world.
2. Analyze the implementation experiences of decentralization in multiple countries, discovering what has worked and not worked for practitioners and policy makers.

Methodology

An explanatory mixed-method research approach is used to study on the global decentralization of education institutions across continents. Text mining and sentiment analysis are applied exclusively to policy papers, reports, and academic literature on decentralization to identify tendencies, themes and key topics relevant to the concept of decentralization. Qualitative data is then used to validate and provide context for the data mined. Such a comprehensive view built a more nuanced mapping of the progress of education decentralization worldwide as well its effect on educational quality and equity.

Presentation of Data

This study aimed to gather data comparing the decentralization policies adopted by different schools across the continent. We collate and analyze the gathered data to develop more sustainable information on school governance and budget decentralization.

Decentralization of School Administration and Governance

Transferring the authority and decision-making from national education authorities to district and local levels defines the concept of decentralization in administration and governance. The idea is to increase the authority of local communities to meet the necessary needs of the community. These will help school leaders improve the standards of the faculty and curriculum. However, successful decentralization requires the resolution of issues such as equitable resource distribution, upholding academic standards, and overseeing intricate governance frameworks. We recommend decentralization through a legal procedure based on sound planning. When it comes to education administration and decision-making, there should be a balance between federal agencies and local/district-level education management. (Khilji et al., 2022)

Shared School Governance

Effective and efficient school governance is necessary to improve educational quality and cultivate a conducive learning environment. This phenomenon has a significant positive impact on the decision-making of school principals. Effective governance results in a more informed and collaborative decision-making process, fostering active participation from teachers and other educational professionals. Effective governance enhances decision-making quality by empowering educators, delegating authority, and fostering collaboration. This enhances the school community's authority and cultivates a sense of pride, eventually enhancing student performance and teachers' skill. (Suryahim et al., 2023).

Table 1: Shared Governance

Countries	Reasons
Switzerland	Switzerland's education system is markedly decentralized, with each of the 26 cantons exercising autonomous authority over curriculum, teacher training, and financial resources. Local towns oversee individual schools, typically employing a shared governance approach that incorporates diverse stakeholders to promote community engagement. (Bonoli, L., & Vorpe, J., 2022)
Norway	Norway's education system is decentralized, meaning that the national government sets the broad objectives while municipalities manage the schools directly. Each school functions with a principal and a school board, which comprises teachers, parents, and students, who all contribute to the decision-making process (Sivesind, K., & Skedsmo, G., 2020).

Swiss and Norwegian academic institutions have extensive self-governance systems in the orchestration of resources and content. In Norway towns are given the responsibility over their schools and national goals are defined to ensure that a minimum level is achieved all over in educational quality. The method allows flexibility and DDO-level personalization while maintaining a national standard. Decentralization is encouraged for granting local educational stakeholders greater autonomy. And by delegating decision-making, districts and schools freed up the time of administrators to address teacher questions directly. The decentralization effort sought to establish a more responsive and efficient educational system that prioritizes the needs of teachers. (Khilji et al., 2022). Schools exhibited differing levels of autonomy, contingent upon the extent of decentralization in their governing structures. As a result, most people have long considered this freedom to be the best way in which to accomplish educational goals. Respectively, schools scored the levels of freedom and highlighted their significant correlation with achievement. It shows that delegating more power to local school leaders leads to better outcomes. Results show the importance of decentralized governance in education in which schools can tailor strategies to their specific goals with maximal efficiency (Hashim et al., 2023)



Decentralized School Management

Local control and a state duty that aims to intentionally decentralize education allow local school boards and civil authorities in each region of the state to mold education as they require. True to the Consilience Project value of subsidiarity, local governance allows the most proximal actors to the students and their problems make decisions. Consequently, it translates to an outcome in which educational experience is more dynamic and binds context-related materials. Districts spelled out in clear terms what the expectations were for across-district collaboration, which reemphasized the idea of collaborative communication. Despite this, most of the decision-making processes followed a top-down perspective which limited the ability for school-based teachers to inform improvement work. In order to strengthen the effectiveness of school improvement projects, educational institutions require a new approach in addressing these issues, one that encourages participation and features opportunities for conversations with practical inputs from teachers and school leaders (Wei, et al., 2023).

Table 2: Decentralized Management

Countries	Reasons
Panama	Panama's education system is undergoing decentralization, shifting power from central authorities to regional bodies and school councils. This grants schools more autonomy over resources and curriculum, but challenges persist in ensuring equitable access, resource allocation, and accountability within the decentralized structure (Feiger, M., 2024).
Canada	Tanzania's education decentralization empowers local authorities and school boards, fostering community engagement and responsiveness to local needs. To ensure effective implementation, clear roles and responsibilities should be defined for each ministry involved, with collaborative communication (e.g., circulars) to outline tasks and duties (Onyango, D. O., 2020).

In line with the model of decentralization, Panama has moved toward greater power in regional authorities over educational resources and decision-making procedures. On the other hand, Canadian provinces and territories have total jurisdiction over their educational system and are not bound by federal oversight. This autonomy covers all aspects of education, from curriculum to educator preparation providing each region the freedom to tailor its educational system in order to align with the particular needs of its students. The Canadian provincial and territorial school councils also have greater resource and curriculum control, allowing them to be more adaptable and responsive to their local needs as well. Not only is school autonomy important but also understanding the trade-off between autonomy and control will help us in getting their policy moved forward. It shows that while schools should have autonomy to make decisions, they also need guidance and oversight. It need this balance, so standing and working towards the results you want is essential. Allowing autonomy and control in students leads to more productive learning. Thus, school organizations have to balance these two factors. Doing so will allow them to unlock their schools' greatest potential (Nordholm et al., 2022).

Local Autonomy

Local authority makes it possible for communities and schools to make their own decisions. In practice this is related to pushing down responsibilities and allowing the optimization of solutions for specific needs. This approach creates engagement with the community and allows for hyperlocal innovative solutions. Ultimately more empowered local government creates stronger, resilient and inclusive communities. Indonesia, the Philippines and South Korea are examples of countries that are gradually moving towards more decentralized education management, making local government and educational institutions have a bigger say. This allow for tailored educational strategies that address specific community needs. While still faced with issues such as resource inequity and central government intervention, this international wave signals a growing recognition of the essentialness of local control to the creation of effective educational systems. This study is unique in incorporating teacher perspectives on school autonomy, a viewpoint often ignored in previous research. This includes whether changes in autonomy are likely to affect relationships between staff, findings from the research that were published by including their opinions. This focus on the human element, yields valuable understanding when we consider the nuances in educational transformation and its implications for daily interactions in schools. (Gavin, M., & Stacey, M., 2023).

Table 3: Local Autonomy

Countries	Reasons
Congo	The Democratic Republic of Congo is decentralizing its school administration, shifting power from the central government to provincial and local levels to enhance education through community empowerment. Key aspects include establishing provincial education directorates, school management committees, and increasing local financial control, but challenges like limited capacity, resource constraints, political interference, and security concerns impede progress (Huguette, S. B., 2021).
El Salvador	El Salvador's EDUCO model decentralizes school administration by providing community-managed schools with decision-making autonomy over staffing, finances, and curriculum. School councils composed of parents, community members, and teachers play a crucial role in governing these schools and improving access to education in underserved areas while

	facing challenges in maintaining quality, equity, and alignment with national policies (Edwards Jr., D. B., 2024).
Tanzania	Tanzania's education decentralization empowers local authorities and school boards, fostering community engagement and responsiveness to local needs. To ensure effective implementation, clear roles and responsibilities should be defined for each ministry involved, with collaborative communication (e.g., circulars) to outline tasks and duties (Onyango, D. O., 2020).

The Democratic Republic of Congo is decentralizing authority to provincial and municipal levels, facilitating increased regional autonomy in educational governance. Tanzania is using decentralization to enhance community participation in school administration and elevate educational results. Giving local offices and schools more autonomy cultivates accountability and may improve governance and services. Schools exhibited differing degrees of autonomy, influenced by their governance models and deemed ideal for fulfilling their objectives. The findings underscore the significance of comprehending the contextual elements that influence schools' conceptions of autonomy and its effect on attaining educational objectives (Hashim, A. K., Torres, C., & Kumar, J. M., 2023). El Salvador has decongested its education system through the establishment of community-managed schools, which at least makes local communities partly responsible for the schooling of their children. In enabling this approach, TaRL allows tailored relevant courses that cater for the unique needs and cultural contexts of every community. The autonomy of schools is not the same as decentralization: in decentralized systems, it is not necessarily the case that local schools are any more autonomous than they would be under centralization. It means that there are other variables that have a larger effect on autonomy. The relationship between autonomy and centralization is less straightforward than we thought (Oliveira, I. M., & Ferreira, A. G., 2023).

Municipalization

Municipalization in education of schools is the transfer of community to manage the form of teaching and disposal by a central public authority. The decentralization appeal is designed to improve the local specialization of education and community participation. The consumption of local taxes is an opportunity to provide local districts with autonomy existed under municipalization; Mean they take control over the education policy as per the need and requirement of different regions. Such will increase the accessibility of education, particularly from most vulnerable areas, because the local government can well recognize and prioritize what are the needs of their constituents. In addition, municipalization can also achieve another important effect — it “puts stakes” in local communities and can incentivize the inhabitants of these municipalities to take the affairs of their school into their own hands (Oviedo, A., & Wildemeersch, D., 2022).

Table 4: Municipalization

Countries	Reasons
Chile	In Chile, municipalization was a system that decentralized educational administration to local municipalities, increasing school access and encouraging a variety of teaching methods. However, the introduction of a new public education system in 2020 shifted the focus towards improving educational quality (Yeomans Cabrera, M. M., 2022).
Ecuador	Ecuador's decentralization of school administration, through municipalization, met with resistance from teachers' unions, causing disruptions and fueling the growth of private education. The Consensual Curriculum Reform in the 1990s, influenced by the World Bank, aimed to align education with market demands and technological advancements, focusing on workforce preparation (Oviedo, A., & Wildemeersch, D., 2022).

Delegating power from national governments to local communities, decentralized educational administration in South America This allows education to be localized and tailored to meet the particular needs and contexts of individual communities. Although this may be a way to increase true local relevance and responsiveness, there are issues such as equity in resource allocation and uneven municipality capacity that would need close attention. Chile is moving away from an education system that had been administered by municipalities to one focused more on national quality improvements. Ecuador is an example where a push for decentralization in education met with strong resistance, to the detriment of public education quality. In the case of transitional communities, of all governments that make them up, we must put decentralized governance right at the core of good government. Decentralizing the control of authority and decision-making allows the public services on offer to be truly tailored and responsive. By improving accountability to residents, this approach does not only meet local needs but also uses resources more wisely. Decentralized governance strengthens the system of government and citizen, providing an improved facility of service delivery and ultimately leading towards better quality of life at community level. (Melo-Becerra et al., 2020).

Community Involvement in Education

Here, some of the pros and cons to localizing the education movement — that is matching instructional methods and materials with regional needs and cultures — are addressed. This, on the one hand, may improve relevance and engagement by helping them to further bond with their students as unique individuals in unique places. It also provides a way for regional actors to impact the educational landscape. However, the success of this strategy

relies on fixing a host of critical issues. Local action plans and curriculum tailored to the needs of deprived communities may face challenges due to inequities in funding, staff. Additionally, these actions are challenging to synchronize among varied stakeholders, including parents, administrators and community intellectuals. If these tools help teachers to be better, employ localized strategies, then sustaining their impact means providing follow-up professional development and support (Pinto, J. M. D. R., 2022).

Table 5: Community Involvement Education

Countries	Reasons
Brazil	Brazil has decentralized its education system, shifting control from the national level to state and local municipalities, with increased school autonomy. This aims to tailor education to local needs and encourage community involvement, but challenges include addressing disparities in resources and ensuring effective coordination and capacity building (Pinto, J. M. D. R., 2022).
South Korea	South Korea's education system has undergone decentralization, granting more autonomy to local offices and schools, aiming to tailor education to local needs and increase community involvement. However, challenges such as unequal resource distribution and limited independence from the central government remain, raising debates about the balance between local autonomy and national standards (Kaewkumkong, A., & Jaiborisudhi, W., 2021).

Brazil and Korea exhibited a mutual perspective on community engagement. A tendency is emerging towards the decentralization of educational administration, shifting responsibility from national governments to local authorities. This transition seeks to enable communities to customize education according to their own requirements and circumstances, enhancing relevance and responsiveness. These diverse methodologies highlight the complexities and possible challenges that nations face when overhauling their educational frameworks. Specifically, reconciling local autonomy with national norms and tackling resource disparities are essential for effective decentralization initiatives. Korean education cultivates a culture of cooperation and collective accountability, wherein school officials, educators, parents, and community members collaborate to provide a conducive learning environment. Ultimately, acknowledge and honor the community's efforts, highlighting their influence on student success and institutional enhancement (Kaewkumkong, A., & Jaiborisudhi, W., 2021).

Distinct Points

The sub-variables under school governance and administration have two distinct points: (1) effective school policy implementation; and (2) alignment with national policies.

Effective school policy implementation

School-based management (SBM) has effectively improved the quality of primary education. SBM has strengthened and improved the three fundamental components of school management—leadership, governance, and resource allocation. It empowers schools to make autonomous decisions and utilize their resources effectively. Consequently, there has been an enhancement in teacher satisfaction, student outcomes, and overall school performance. The beneficial effect is shown in the attainment of educational objectives. SBM enables schools to assume control of their administration, leading to a more efficient and tailored educational experience (Hardiansyah, F., 2022).

Alignment with national policies

Localizing the educational movement, so as to adapt methods and course material to regional needs and has its pluses and minuses. On the other hand, it may deepen relevance and engagement through helping students connect more with their communities. It also empowers local actors in the education space. However, the ability for this strategy to succeed fills on reconciling a volume of substantial issues. Given the disparities of resources and staffing, there may be challenges in implementing locally tailored initiatives and new curricula in our most underserved communities. In addition, it can be challenging and time-consuming to ensure the actions of numerous stakeholders across home, school, community boundaries are coordinated. In turn, supporting teachers with PD and coaching is essential to allow them to conduct localized practices effectively (Greany, T., 2022).

Table 6. Distinct Points

Countries		Reasons
Ghana	School Policy Implementation	Effective policy execution is crucial for successful governance, as it directly influences the lives of the people residing within that jurisdiction and determines the overall effectiveness of the policies themselves. Ghana's education reform involves shifting school management to district assemblies, giving local authorities more control over their education systems. (Manu et al., 2020)

El Salvador	Alignment of Local Decisions to National Policies	In a decentralized school system, collaboration between various stakeholders, such as teachers, parents, and community members, through shared governance can counteract the negative impacts of a fragmented system. By working together in networks and communities, these stakeholders can create a more unified and effective educational environment. School councils composed of parents, community members, and teachers play a crucial role in governing these schools and improving access to education in underserved areas while facing challenges in maintaining quality, equity, and alignment with national policies (Edwards Jr., D. B., 2024).
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Effective school policy implementation

It has been challenging for Ghana to implement decentralization in education, as oversight is necessary that allows local autonomy without national control. This is more difficult, despite the country's development of processes for decentralizing power to all levels. This virtually obsessed search for a powerful national government seems to have driven the influence of education policy as well. This trend to centralization is invalidating the purpose and benefits of decentralization by forcing achieving a "top-down" way of policy development and implementation.

The same decentralization that takes place in innovation is often combined with centralized bureaucracy, creating a dual hierarchical structure that can make responsiveness and efficiency even worse. Ghana may be further along in decentralizing education but the article pointed to the need for a real shift back towards local sovereignty (Nudzor, H. P., 2014).

Alignment with national policies

The implementation of the Sustainable Development Goals (SDGs) faces a significant challenge in terms of the efficient involvement of municipalities and engaged people. Public involvement processes are essential tools for fostering growth, and the majority of communities employ several methods to accomplish this. Ensuring the efficiency and transparency of endogenous development processes is a challenge at the local level. This indicates that various municipalities would have varying degrees of challenge in attaining certain Sustainable Development Goals (SDGs). The lack of a multilevel governance structure complicates policy coordination from local to national planning. Enhancing public participation protocols and developing a more cohesive local plan for SDG implementation is crucial for tackling these challenges. (Pérez-Hernández, L., & Caballer-Miedes, A., 2020).

Decentralization of School Budget Allocation and Distribution

Decentralized school-based budgeting is an international phenomenon that refers to the devolution of responsibility and accountability for decision-making by central government to local schools or school districts. It aims to personalize resources to specific requirements, increase accountability and foster innovation. Yet, it can also lead to inequalities, require capacity development and opens a door to veritable corruption. Amidst growing autonomy in various countries across the world One key suggestion is "full devolution," meaning that resource allocation — including infrastructure, personnel and money—should be given exclusively to local bodies. This would allow councils, with their greater understanding of local requirements, to allocate funds in a more targeted way to the schools under their control. (Alama, N. M., 2020).

Public-Private Partnership

The collaboration of public and private bodies for educational financing opens up extra revenue streams other than governmental allocations, which distributes the financial burden to all stakeholders. These partnerships bring together post-secondary educational institutions with the private sector to fund infrastructures, scholarships or programs and ease the financial burden on the state. Through this collaborative approach, local communities get to decide on how funds are allocated and thereby promoting accountability and ownership. PPP's also attract private investment in the public sector, thereby enhancing the quality of education and student performance. Focus should be the strategic investments that result in quantifiable upgrades and continued growth in the educational industry. A focus on these initiatives can build a platform for the public sector in partnership with private agencies to ensure enhanced learning outcomes leading to higher economic growth (Ahmodu et. al., 2022).

Table 7: Public – Private Partnership

Countries	Reasons
Ghana	In Ghana, school funding is a major issue due to limited resources, unequal distribution, and poor infrastructure. The government, along with international aid and public-private partnerships, is increasing education spending. Educational policy adjustments in Ghana face challenges like funding, infrastructure, and unequal resource distribution. Yamoah, L. (2023).
Australia	Australian education funding is a shared responsibility involving federal, state, and local governments, along with private contributions. Private sources (mainly student loans) and

	state/local governments initially receive federal funding for schools and initiatives. Ultimately, state/local governments contribute the most (49%), followed by private sources (37%), and the federal government (14%), primarily supporting primary, secondary, and higher education. https://www.acer.org/ae/discover/article/three-charts-on-how-much-australia-spends-on-all-levels-of-education
South Korea	Education is a major focus in Korea, receiving the biggest share of the government's budget and substantial private funding. The government funds most schools and universities using taxes, while parents are the main source of private funding. The goal is to make compulsory education (elementary school, middle school, and high school) completely free by 2004. South Korea: Administration, Finance, Educational Research—School, Percent, Private, and Government—StateUniversity.com

Innovative finance and resource mobilization in the decentralization of school budgets entails investigating alternative funding sources outside governmental appropriations. This strategy improves financial sustainability and offers supplementary resources for educational initiatives. Australia, Ghana, and Korea are implementing these policies. Results may vary according to the degree of application. Educational institutions can use business collaborations, philanthropic contributions, alumni gifts, and community fundraising efforts.

Crowdfunding platforms facilitate fundraising for particular initiatives, while social impact bonds promote private investment in education. Public-private collaborations introduce external knowledge and resources. By adopting these methods, schools diversify revenue, diminish reliance on government financing, and establish a more robust financial structure. This enables schools to achieve autonomy and address their own requirements, eventually benefiting students and communities (Martin, P., & Aguilar, G., 2020).

Efficient and equitable education spending

The countries covered use many of the same methods to pay for education, but with varying intentions and accomplishments. Preston: Distributing education money wisely and fairly requires a well-made decision about the decentralization of school budgets. Local control allows authorities and education providers to create policies aligned to their particular needs, making sure resources are spent where they are needed and providing better accountability.

This, therefore, ensures every school is resourced accordingly delegating the gap between rich and poor schools. All students are entitled to the same level of financial resource, provided they need it and remain enrolled. A more transparent budgeting process means less chance of corruption and more credibility for all stakeholders. This decentralized model would improve our system by expanding options and focusing on student performance as well as robust local government for every type of learner. Defraying school fees empowers SGBs to better manage funding for the money that society is spending on our children's educational journey. For instance, they could hire more staff, reduce class sizes and invest in new resources. Students have more intimate interactions with the material in smaller classrooms taught by deeply dedicated faculty. The use of modern resources improves the learning. As a result of these coordinated initiatives, the performance of students improves significantly (Mestry, R., 2020).

Table 8: Efficient and Equitable Education Spending

Countries	Reasons
Ecuador	Decentralizing financial control to local governments in Ecuador could lead to more efficient and equitable education spending, as local authorities can tailor resources to their community's specific needs. However, national support should continue to ensure adequate funding across all regions. It's also important for Ecuador to improve its tax collection system and economic environment, as the impact of tax autonomy on education spending is not yet clear (Aray, H., & Pacheco-Delgado, J., 2023).
Norway	A multi-level process allocates Norway's school budget, with the national government providing funds to municipalities based on student needs. Municipalities then distribute the funds to schools, which have some budget autonomy. Challenges include funding disparities between regions and the potential for market-oriented solutions to negatively impact students and schools (Bjordal, I., 2022).
Indonesia	Government policy mandates that Indonesia's education budget should account for 20% of both national (APBN) and regional (APBD) budgets. National standards still govern the overall allocation process, although education management influences its use within schools. Central government expenditures, transfers to regional and village funds, and budget financing are the three main categories of education spending in Indonesia (Sulamsi et al., 2023).

The system of Ecuador is heavily localized such as those in Indonesia and Norway, where autonomous municipalities provide funds and the district decides on budget planning. These differences in operational practice underline the variability in how nations balance local self-government with national oversight of education finances. Economies of scale, for example, may not exist on the administrative side (and that we sometimes do see more resources per student go to admin at a school level is an effect of how funds are allocated within schools; this, despite what some claim as inefficiencies in public systems). This includes a lack of allocated

resources for teacher pay to scale, and also – given the population/community each school serves – an insufficient quantity of educational support. But they spend more in back office expenses. These results challenge assumptions about the economic advantages of academy schools and warrant further examination over their spending habits (Davies et al., 2021).

Accountability and Transparency

Public access to financial data for all in school budget decentralization. It deals with budget allocations, the selection of expenditures to purchase and specific procurement. Transparency also allows schools to engage parents, teachers and communities on the spending of resources and to ensure those in leadership positions are held accountable. Supports trust and collaboration, using funds effectively to improve student learning and school development. Transparency: Prevents corruption and mismanagement, ensures the best use of each dollar, Clear financial information creates the culture of transparency and sense of "we are all in this together" for an institution. Openness and accountability are highly correlated with the financial management of educational institutions. Transparent And Accountable Institutions Those with higher accountability are more transparent about their financial matters. This will serve to highlight the importance of these areas in managing finances effectively and building trust with your school community (Gaspar, M. R., et al., 2022).

Table 9: Accountability and Transparency

Countries	Reasons
Switzerland	In Switzerland, school funding is decentralized, with cantons allocating funds to municipalities, and municipalities distributing resources to individual schools. This system promotes autonomy and transparency, with equity mechanisms ensuring fair distribution of resources (Garritzmann et al., 2021).
Netherlands	In the Netherlands, all educational institutions, whether public or private, receive equal funding from the central government. Schools have autonomy in their spending decisions, but the Inspectorate of Education oversees the process to ensure quality. This system promotes flexibility and allows schools to tailor policies to their specific needs. Primary and secondary education are tuition-free, while vocational and higher education institutions charge government-set tuition fees (Deunk, M., & Maslowski, R., 2020).
Canada	In Canada, school funding is a multi-level process, with provincial and territorial governments allocating funds to local school boards, which are then distributed to individual schools that have some spending autonomy. Fundraising and grants can provide additional funding, but this system can result in funding disparities between different areas. The majority of education spending in Canada goes towards public schools, including categories like capital expenditures and pension contributions, but excludes spending on independent schools and some minor non-governmental revenues (Zwaagstra et al., 2021).

Simply put, it is a good thing to permit policymakers at all levels of government to evaluate the work in schools and adjust strategies as necessary – to ensure that every child has the necessary resources and support needed to be successful. It reframes fiscal decentralization as a means to promote positive change and improve the learning of all students. We commend the skill level of Switzerland, Netherlands, and Canada in maintaining accounting standards expenditures for budget allocation. Educational institutions need to be fiscal responsible, and must practice good financial management. It is also a way to maintain the integrity of finances and budget, justify costs as it will help the organization achieve its goals. Accountability will restore promptness in the process of allocating resources, (keeping time wasted and financial misappropriation at an all-time minimum). Moreover, an immediate review process allows for adjustments and refinements in subsequent planning processes so that the budget becomes a living document guiding school operations (Riadi, R. M., 2021).

Distinct Points

The sub-variables under budget allocation and distribution have distinct points: (1) funding disparity, (2) limited resources and inequality, and (3) corruption.

Funding Disparity

Under this decentralization of school budget, the disparities in funding mean that certain educational institutions receive significantly fewer financial resources than others. These inequities are a result of disparities in local property tax revenues, socioeconomic status or past funding levels. Wealthier schools offer better structures, equipment, and teachers; meanwhile, poorer schools barely manage to serve subpar education. It enshrines educational inequality and makes it virtually impossible to fulfil the aim of devolving decision-making down to individual schools. This requires funding formulas that target dollars such as equalization grants or weighted student formulas. They also need to work towards increasing the ability for poor schools and communities to equitably finance their public infrastructure of schools. All of our students deserve a quality education, no matter what side of town their school is on or the current economic context (Bjordal, I., 2022).

Limited Resources and Inequality

The urban / rural schools resources gap significantly affects the outcomes of students across the country. In rural areas and other such places schools have many difficulties due to their limited access to necessary supply. This dearth has made it problematic to structure and teach the curriculum in a fashion which would almost definitely be better for students' educational outlooks within specified subjects arenas. The lack of adequate facilities, materials and trained teachers in rural schools can make students learn in a poor environment which could affect their academic process negatively. This means that the differences in resources needed to educate a student who lives outside Ark B zone and from those that live inside Ark A zone, must be bridged. (Mncube et al., 2023).

Table 6. Distinct Points

Countries		Reasons
Congo	Funding Disparity	The lack of public funding in primary education led to a shift in the system's operation. As the education budget shrank, competition for public sector jobs increased, leading to the deregulation of educational institutions, particularly around school fees, to create more lucrative positions. This deregulation allowed the education system to adapt to the lack of government funding by establishing an unofficial funding system directly financed by those using educational services (De Herdt, T., & Titeca, K., 2016).
Chile	Limited Resources and inequality	The Chilean education budget comes from government spending, school grants, municipal funds, and private contributions. The government has made tuition free for some students and invested more in early childhood education, but there are still problems with inequality, limited resources, and the funding formula. Cost is the main obstacle to equal access to higher education in Chile. Financial aid is still important for lower-income students, even though it doesn't solve all the problems (Espinoza et al., 2021).

Funding Disparity

This approach has been promising as it took the combined efforts of the governments, private sectors and working with the banking industry in major urban areas to target financial shortfalls among Congolese schools. However, change occurred only imperfectly and unevenly at smaller scales of organization in the heartland and countryside. Despite the challenges of Congo's vast territory and inadequate material infrastructure, this area remained bancarized. There are two main reasons for this weird result. At first, the official narrative depicted bancarization as a great political success story, reinforcing its credibility. Secondly, the reform was subsequently re-established by players it had originally marginalized (Brandt, C. O., & De Herdt, T., 2020).

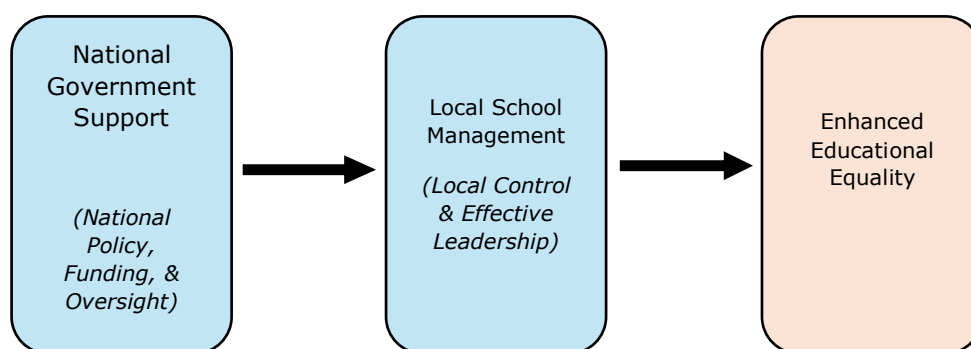
Limited Resources and Inequality

The educational system in Chile has been characterized by its intrinsic inequalities throughout its history. The Malaysian authorities had invented a solution to that problem by introducing the schooling admissions system (SAS), so they claimed. In the equity-focused analysis, parents' experiences with the SAS show an intersection of multiple axes of inequality that reflect differences in circumstances and historical contexts for different family groups. While the SAS program has noble intentions, it is unlikely in its current form to achieve true educational equity. These problems will only be solved if those at the top seize the opportunity and take a more holistic approach than just SAS and start to address the root causes of educational inequality. This might include changes in financial systems and increased public spending on education, or actions to promote social justice and cohesion (Oyarzún et al., 2024).

Findings

This section discusses the findings of the research focusing on decentralization of school administration and budget allocation. Based on the research findings, the figure shows the framework of decentralization in school management that will help to enhance educational quality.

Figure 1 Decentralization Model of School Management





The data indicates a global trend in school management and budget distribution, which aims to empower local authorities and schools to manage their policies, finances, and allocation. School autonomy can enhance educational quality and budget utilization, but it also requires careful consideration of the balance between national oversight and local control. In some countries like Norway, the Netherlands, Australia, and Korea, the degree of local school autonomy is significantly high compare to other countries since they have more resources, better government help and more advance educational programs. Thus, these help them implement decentralization more efficiently.

However, the study shows that while some countries, like Congo and Chile are adopting school decentralization, the shifting from central governance to local authorities is a laborious process. Furthermore, the problem of limited resources and funding disparities persists and interferes in their plan for educational reforms. The result of the study shows that successful implementation of decentralization in school administration and funding allocation is not universally successful. The outcome of the program depends on it was and where it was implemented.

Conclusion

The results of the study show that decentralization of school administration and budgeting is practiced in many countries worldwide as an approach to educational management. This greater decentralization for local control presents a key chance for raising the standard and responsiveness to educational reforms. However, its full and effective implementation depends on several factors such as materials and resources, good government support, and effective leadership. These elements allow communities to effectively self-govern, equaling better results. For most high-income nations, making such a transition would be relatively simple; but in lower-resource countries with budgetary capacity and limited resources, the change to decentralized governance is seen to be difficult. The result of the study imply that a universal formula cannot be applied to create decentralization across the world. Decentralization should be adapted to the specific contexts of each country for successful implementation. Subsequently, factors like strong government support, skillful school leadership, and balanced resource allocation are much needed to make decentralization lead to positive education gains.

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