

Administrative Decentralization: The Transfer of Competency from The Ministry of Education to General Directorates

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Abstract— Decentralization refers to a societal pattern whereby power and authority exist and are exercised by local or subordinate bodies having some degree of self-direction. Decentralization is a complicated multifaceted concept; it has many different aspects or features which make it special. The researchers used questionnaire to find out the results of this research, the questionnaire was conducted at Ministry of Education. The researchers distributed 80 questionnaires at the above-mentioned location; however, the researchers received 64 questionnaires being fulfilled properly. Findings revealed that decentralized governance must become part of the overall enabling environment in the decentralization reforms processes and programmed in all countries; Decentralized governance cannot be useful mechanism for enhanced and efficient service delivery, without well trained, professional and qualified local government staff; and efficiency is of enormous importance for a successful delivering of public services. Quick and cost-effective service delivery is core element for efficient delivering.

Keywords— Decentralization, Administrative Decentralization, Ministry of Education.

I. INTRODUCTION

In the study of the ministry of education that follows, the reader will be able to notice several factors that are features of a centralized organization and several are features of a decentralized organization (Abdullah & Othman, 2019). Of the later, the field organization, called “regionalization”, is perhaps the most indicative of a movement towards administrative decentralization, and its existence suggests it is use as possible to promote further decentralization within the ministry of education as whole (Anwar & Abdullah, 2021). Administrative

decentralization can produce faster decisions at the operational level and can prevent delays caused by the necessity of referring problems up the administrative hierarchy (Gardi et al. 2020). Objectives can be better formulated to take into account the needs and problems of the ministry situation, and to provide the needs mechanism for adapting organizational purposes and objectives to changing circumstances (Top & Ali, 2021). A greater supply of administrative competence within the ministry of education can be brought about through the more effective

training and development of executive at the lower levels (Prabhu et al. 2020).

Communication systems can be improved by clearly defining responsibilities, goals, and policies of ministry of education. Administrative decentralization can create a better social climate within the organization and can provide more meaningful jobs through the motivation of contribution (Anwar & Shukur, 2015), can bring forth many ideas and much new information may not otherwise be available and it can make the task of implementation by the lower executives easier and more effective because they themselves have contributed in the decision making (Demir et al. 2020). Contribution is also, perhaps the most effective way to make sure that the policies of the ministry of education are completely understood, not only in their letter but also in their intent (Abdullah & Othman, 2015). The term decentralization is used to refer to a particular pattern or distribution of organizational or political authority. When the patterns of political authority are referred to (Ali, 2021), the label most often attached is "political decentralization": when we speak of the distribution of authority within a specific organization, we are more concerned with "administrative decentralization" (Sultan et al. 2020). While in public administration the distinction between the two is not easy to make because the distinction between "politics" and "administration" is not easy to make, we can broadly separate them by considering the jurisdiction of the decision-making authority involved (Ali, 2020). Within the political environment of decision making, a decision made through the exercise of legitimate authority is binding on the entire society (Gardi, 2021). Within the organizational environment, decisions made through the exercise of legitimate authority are binding only on the members of that organization (Andavar et al. 2020). Thus, political decentralization refers to a societal pattern whereby power and authority exist and are exercised by local or subordinate bodies having some degree of self-direction (Ismael et al. 2021). The authority of these bodies may stem from a source independent of, or a delegation from, a superior body, but whatever the source the decision made is binding on all segments of the particular society. Administrative decentralization refers to ministry of education pattern whereby power and authority are exercised by sub-unit of the ministry (Anwar & Abd Zebari, 2015). Administrative decentralization thus refers to the delegation of power and authority to act and to make decisions from superior to subordinate in a hierarchy of a single level of ministry. It is usually thought of as three main forms; the transference of power and authority to make decisions from a central control body in a particular level of the ministry of education to the sub-units of that

ministry, for example; from the public service commission or treasury board to the departments (Faraj et al. 2021), a decentralization based on the relationships between all departments particular level of the ministry at the field level, or on a geographical basis, or a transference of power and authority to make decisions within sub-units of a particular department in ministry of education (Anwar & Surarchith, 2015).

The ministry of education has been compared to a particular conception of administrative decentralization, with a particular consideration given to the departments in the ministry of education till the general directors (Othman et al. 2019). Although administrative decentralization was not the original intern, the implementation of regionalization has resulted in a change in the character of the ministry of education whereby it now more closely approximates a decentralized model. Because centralization and decentralization are not mutually exclusive, the concept of balance is introduced (Ali, 2016), and the ministry of education are placed on a continuum with centralization on the extreme left and decentralization on the extreme right. (Khan & Abdullah, 2019) The study concludes that left of what might be considered the "proper area of balance". General recommendations are made which would allow the ministry of education to be places within that proper of balance (Othman et al. 2019). This is an internal study, or one which concentrates on the inner operations of ministry (Ali, 2014). It is thus one of examining a particular arrangement to see if its operation conforms to accepted understandings of organizational theory. The study conducts within the confines of a model, which means that evaluation, has taken place by means of comparing the ministry of education to such a model, and critical comments are thus unfair insofar as they relate to a model which was not intended at the time the field ministry of education was designed. (Anwar, 2017), If the operations of the ministry of education field organization, or regionalization are compared to the original definition of purpose for implementation, critical comments can be few, for it seems clear that implementation has achieved all or most of the original organizational goals. In spite of this, it is my contention that all the original organizational goals and much more could have been achieved through administrative decentralization (Anwar, 2016). There are also truer of studies of individual departments within government, and if one searches for information pertaining to specific aspects of public administration as they relate to the region, such as administrative decentralization, the point is brought home with even more force (Abdulla et al. 2017).

Research problem

In this section the researcher illustrates and explains the research problem, currently the ministry of education is facing lack administrative authority provided from top level management to down level management and departments in ministry of education. Another research problem is the administrative routines forced from top level management in the ministry of education which do not allow employees to be innovative in their work and perform better performances.

Research Objectives

- To improve the current performance in the ministry of education
- To motivate employees to do better work
- To organize administrative system in the ministry of education on the basis of principles of decentralization
- To eliminate paper work routines and facilitate tasks for both civilians and employees.
- To increase the job efficiency within all ministry of education departments

Research Questions

- Does implementation of decentralization in administrative consider good idea?
- Does the ministry of education give directors and employees administrative authority within the level of its authority?
- Do Affairs are managed and carried out according to laws and regulations?

II. LITERATURE REVIEW

The term "decentralization" includes a variety of concepts that should be cautiously dealt with and analyzed in any particular government, state, province, ministry or organization before deciding whether program or projects support reorganization of administrative, financial, planning or management systems. Decentralization is a complicated multifaceted concept. It has many different aspects or features which make it special (Anwar & Balcioğlu, 2016). Centralization-decentralization can be viewed as a spectrum ranging from a unitary governmental system where the central government has most power or decision-making authority to a governmental system where local governments and community organizations exercise large amounts of power. The ultimate centralized system is one in which all decisions are made in the nation's capital, and the ultimate decentralized system is one where all decisions are made by individuals, community organizations, and small local governments or administrations (Abdullah & Abdul Rahman, 2015).

Decentralization or decentralized governance refers to the restructuring or reorganization of authority so that there is a system of co-responsibility between institution of governance at the central, regional and local levels according to the principle of subsidiarity, while increasing the overall quality and effectiveness of the system of governance, whereas increasing the authority and capacities of sub-national levels (Hameed & Anwar, 2018). Decentralization is a complex phenomenon involving many geographic entities, societal actors and social sectors. The geographic entities include the international, national, sub-national and local. The societal actors include government, the private sector, and civil society. The social sectors include all development themes-political, social, cultural, and environmental (Damit et al. 2019). Decentralization is a mixture of administrative, fiscal and political functions and relationships. In the design of decentralization systems all three must be included. While decentralization or Decentralized governance should not be seen as an end in itself, it can be a means for creating more open, responsive, and effective local government and for enhancing representational systems of community-level decision making. By allowing local communities and regional entities to manage their own affairs, and through facilitating closer contact between central and local authorities, effective systems of local governance enable responses to people's needs and priorities to be heard, thereby ensuring that government interventions meet a variety of social needs (Anwar & Ghafoor, 2017). Decentralization is an overarching term used to describe a number of different concepts. There is no common definition or understanding of decentralization. Decentralization is not so much a theory as it is a common or variable practice in most countries. The notion can be deployed in both public administration and economic management fields. There are so many types and sub-types of decentralization. That's why it is difficult to give an exact definition of its meaning. It is probably more helpful to look at each system of decentralization in its own context (Prabhu et al. 2020).

Decentralization is defined and interpreted in several ways. Sometimes it is considered as a term, sometimes a concept, a process, a theory, a methodology, or a policy, even a trend (Anwar & Climis, 2017). One of the simplest and familiar definitions is that it is a method or a process by which responsibility and authority for public functions is transferred from the central government, high level authority, to local government, low or lower-level authority, civil societies, that public, and other NGOs (Prabhu et al. 2019). Decentralization also can be defined as the movement of decision-making capacities from

central government to low and/or lower authorities, local authorities and educational institutions. The importance of the movement differs, going from simple administrative decentralization, which is a kind of de-concentration, to a movement of regulatory and financial abilities of wider scope, to regional and local level or levels (Anwar & Qadir, 2017). Decentralization is a spectrum rather than a single state, ranging from decentralization, delegation to devolution, and delocalization. But decentralization should not be seen in over simplistic manner, as a movement of power from the central to the local government. It is rather a process of redefinitions of structures, governance procedures and practices to be closer to the citizenry" (Abdullah & Rahman, 2015). Decentralization is to distribute the administrative functions or powers of (a central authority) among several local authorities. It is also to give some of the power of a central government, organization to small parts or organizations around the country. Decentralization is the transfer of several political and economic functions from the central government to local governments. Economically, the functions include the decisions on expenditure and also revenue. A central government decides the amount of expenditure on education throughout the country, for example, in a centralized government, while in a decentralized system local government (for example municipalities, general directorates, and even directorates) decides the sun of expenditure on education for its own region (Abdullah, 2019).

There are several degrees of decentralization, ones with more functions transferred to localities and certainly there may be other localities that are more restricted in the expenditure and education decisions on one hand, on revenue decisions on the other hand (Anwar & Louis, 2017). Decentralization has been defined by various scholars of public administration as transference of authority from a high level of government to a lower, delegation of decision-making, placement of authority with responsibility, allowing greatest number of actions to be taken where most of the people reside, removal of functions from the center to the periphery, a mode of operations involving wider participation of people in the whole range of decision-making beginning from plan formulation to implementation of these rules and decision (Ali & Anwar, 2021). Another definition of decentralization are that " the transfer of responsibility for planning, management, raising and allocation of resources

from central government to semi-autonomous public authorities or corporations area, wide regional of functional authorities or non-government private or voluntary organizations (Khan & Abdullah, 2019).

III. METHODOLOGY

Design

The researchers used questionnaire to find out the results of this research, the questionnaire was conducted at Ministry of Education. The researchers distributed 80 questionnaires at the above-mentioned location; however, the researchers received 64 questionnaires being fulfilled properly.

Data collection procedure

Questionnaires have been collected and distributed in hard copies at the ministry of education. Before initiating a new data collection, determine whether data already available in the ministry of education can be used to meet the emerging information need. The Data Administration function of Management Information Systems will maintain documentation of reports, collection instruments, data definitions, and records of available data. Route all data collections and surveys for new or changed information through Data Administration for review, the researchers transmit all data collections and surveys by using SPSS program to analyze the collected data from the ministry of education.

First part: Personal Information:

The researchers analyzed the survey then the researchers analyzed the following results, regarding of participant's gender, 39 participants were male and 28 participants were female. Regarding of participant's age, 24 participants from total of 64 were from 20-30 years old, 22 participants from total of 64 were from 31-40 years old, 14 participants from total of 64 were from 41-50 years old, and participants from total of 64 were from 50 years old and above. Regarding of participant's level of education, the researchers analyzed the following results; 7 participants from total of 64 had Diploma, 27 participants from total of 64 had Bachelor degree, 197 participants from total of 64 had Master degree, and 11 7 participants from total of 64 had PhD degree. Regarding of participant's positions, 37 participants from total of 64 were employees, 22 participants from total of 64 were managers, 5 participants from total of 64 were general directors.

Table 1-Personal Information

No	Items	Scales	Frequency	Percent
1	Gender	Male	39	58%

		Female	28	42%
2	Age	20-30	24	38%
		31-40	22	34%
		41-50	14	22%
		Above 50	4	6%
3	Level of Education	Diploma	7	11%
		Bachelor	27	42%
		Master	19	30%
		PhD	11	17%
4	Position	Employee	37	58%
		Manager	22	34%
		General Director	5	8%

Second part: Administrative Decentralization

After analyzing the survey by using statistical method, (table-2), shows us the administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions. 39 participants from total of 64 responded as strongly agree that administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions, 19 participants from total of 64 responded as agree that administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions, 5 participants from total of 64 responded as neutral that administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions, only 1 participant from total of 64 responded as disagree that administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions, and none of participants from total of 64 responded as strongly disagree that administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions. As for the second question, the number of participants who prefer administrative decentralization system in governmental institutions/ organizations, 35 participants from total of 64 they prefer that administrative decentralization system in governmental institutions/ organizations, 8 participants

from total of 64 they responded sometime they prefer that administrative decentralization system in governmental institutions/ organizations, and 21 participants from total of 64 they prefer that administrative decentralization system in governmental institutions/ organizations. As for the third question, the how many participants have seen or read the decision of transfer of competency from the ministry of education to general directorates, 53 participants from total of 64 have seen or read decision of transfer of competency from the ministry of education to general directorates, 11 participants from total of 64 have not seen or read decision of transfer of competency from the ministry of education to general directorates, and none of participants responded as sometimes in terms of if they have seen or read decision of transfer of competency from the ministry of education to general directorates. As for the fourth question, the how many participants have seen or observed applying the principles of Administrative Decentralization in Ministry of Education, 40 participants from total of 64 have seen or observed applying the principles of Administrative Decentralization in Ministry of Education, 9 participants from total of 64 have not seen or observed applying the principles of Administrative Decentralization in Ministry of Education, and 15 participants from total of 64 sometimes have seen or observed applying the principles of Administrative Decentralization in Ministry of Education. As for the fifth question, how many of participants support Administrative Decentralization System for transferring power and authority to the lowest levels in your institution/ organization, 41 participants from total of 64 would support Administrative Decentralization System for transferring power and authority to the lowest levels in your institution/ organization, 14 participants from total of

64 would not support Administrative Decentralization System for transferring power and authority to the lowest levels in your institution/ organization, 9 participants from total of 64 would sometimes support Administrative Decentralization System for transferring power and authority to the lowest levels in your institution/ organization. As for the sixth question, whether the implementation of decentralization in administrative matters is fine or not, 31 participants from total of 64 responded strongly agree that the implementation of decentralization in administrative matters is fine, 29 participants from total of 64 responded agree that the implementation of decentralization in administrative matters is fine, 4 participants from total of 64 responded neutral that the implementation of decentralization in administrative matters is fine, none of participants from total of 64 responded disagree that the implementation of decentralization in administrative matters is fine, and also none of participants from total of 64 responded strongly disagree that the implementation of decentralization in administrative matters is fine. As for the seventh question, whether laws and regulation prevent the implementation of decentralization, 15 participants from total of 64 responded strongly agree that laws and regulation prevent the implementation of decentralization, 30 participants from total of 64 responded agree that laws and regulation prevent the implementation of decentralization, 11 participants from total of 64 responded neutral that laws and regulation prevent the implementation of decentralization, 5 participants from total of 64 responded disagree that laws and regulation prevent the implementation of decentralization, and 3 participants from total of 64 responded strongly disagree that laws and regulation prevent the implementation of decentralization. As for the eighth question, whether the ministry of education gives Directors and employees administrative authority, within the level of its authority or do not, 16 participants from total of 64 responded strongly agree that the ministry of education gives Directors and employees administrative authority, within the level of its authority, 19 participants from total of 64 responded agree that the ministry of education gives Directors and employees administrative authority, within the level of its authority, 9 participants from total of 64 responded neutral that the ministry of education gives Directors and employees administrative authority, within the level of its authority, 11 participants from total of 64 responded disagree that the ministry of education gives Directors and employees administrative authority, within the level of its authority, and 9 participants from total of 64 responded strongly disagree that the ministry of education gives Directors and employees administrative authority, within the level of its

authority. As for the ninth question, the necessity of administrative decentralization in managing public (and private) administrations is necessary, 20 participants from total of 64 responded strongly agree that administrative decentralization in managing public (and private) administrations is necessary, 21 participants from total of 64 responded agree that administrative decentralization in managing public (and private) administrations is necessary, 12 participants from total of 64 responded neutral that administrative decentralization in managing public (and private) administrations is necessary, 7 participants from total of 64 responded disagree that administrative decentralization in managing public (and private) administrations is necessary, and 4 participants from total of 64 responded strongly disagree that administrative decentralization in managing public (and private) administrations is necessary. As for the tenth question, whether the administrative decentralization has some roles in decreasing administrative routines in the directorates or do not, 36 participants from total of 64 responded strongly agree that administrative decentralization has some roles in decreasing administrative routines in the directorates, 23 participants from total of 64 responded agree that administrative decentralization has some roles in decreasing administrative routines in the directorates, 4 participants from total of 64 responded neutral that administrative decentralization has some roles in decreasing administrative routines in the directorates, only 1 participant from total of 64 responded disagree that administrative decentralization has some roles in decreasing administrative routines in the directorates, and none of participants from total of 64 responded strongly disagree that administrative decentralization has some roles in decreasing administrative routines in the directorates. As for the eleventh question, shows whether the decentralization will lead to democracy, is there democracy in administrative affairs, 37 participants from total of 64 responded that decentralization leads to democracy, is there democracy in administrative affairs, 9 participants from total of 64 responded that decentralization does not lead to democracy, is there democracy in administrative affairs, 18 participants from total of 64 responded that decentralization sometimes leads to democracy, is there democracy in administrative affairs. As for the twelfth question, lack of decentralization is a main reason for power and decision-making monopoly at top-level authority, 35 participants responded strongly agree that lack of decentralization is a main reason for power and decision-making monopoly at top-level authority, 19 participants responded agree that lack of decentralization is a main reason for power and decision-

making monopoly at top-level authority, 7 participants responded neutral that lack of decentralization is a main reason for power and decision-making monopoly at top-level authority, 7 participants responded neutral that lack of decentralization is a main reason for power and decision-making monopoly at top-level authority, 2 participants responded disagree that lack of decentralization is a main reason for power and decision-making monopoly at top-level authority, and only 1 participant responded strongly disagree that lack of decentralization is a main reason for power and decision-making monopoly at top-level authority. As for the thirteenth question, if participants have ever got some administrative authorities by the General Director for carrying out the tasks, 5 participants from total of 64 had got some administrative authorities by the General Director for carrying out the tasks, 41 participants from

total of 64 never got some administrative authorities by the General Director for carrying out the tasks, and 18 participants from total of 64 sometimes got some administrative authorities by the General Director for carrying out the tasks. As for the fourteenth question, whether the affairs are managed and carried out according to laws and regulations or not, 29 participants responded strongly agree that affairs are managed and carried out according to laws and regulations, 22 participants responded agree that affairs are managed and carried out according to laws and regulations, 9 participants responded neutral that affairs are managed and carried out according to laws and regulations, 3 participants responded disagree that affairs are managed and carried out according to laws and regulations, and only 1 participant responded strongly disagree that affairs are managed and carried out according to laws and regulations.

Table 2-Descriptive Analysis- Administrative Decentralization

No	Questions	Scales	Frequency	Percent
1	Administrative Decentralization is the transfer of power and authority for decision-making from the highest level to the lowest administrative units. It is important as a new form for managing institutions.	Strongly agree	39	61%
		Agree	19	30%
		Neutral	5	8%
		Disagree	1	1%
		Strongly disagree	0	0%
2	You'd prefer administrative decentralization system in governmental institutions/ organizations.	Yes	35	55%
		No	8	12%
		Sometimes	21	33%
3	You have seen/ read the decision of transfer of competency from the ministry of education to general directorates.	Yes	53	89%
		No	11	11%
		Sometimes	0	0%
4	You see/ observe applying the principles of Administrative Decentralization in Ministry of Education.	Yes	40	67%
		No	9	13%
		Sometimes	15	20%
5	You support Administrative Decentralization System for transferring power and authority to the lowest levels in your institution/ organization?	Yes	41	64%
		No	14	22%
		Sometimes	9	14%
6	The implementation of decentralization in administrative matters is fine.	Strongly agree	31	49%
		Agree	29	45%
		Neutral	4	6%
		Disagree	0	0%
		Strongly disagree	0	0%
7	Often laws and regulations prevent the implementation of decentralization.	Strongly agree	15	23%
		Agree	30	47%

		Neutral	11	17%
		Disagree	5	8%
		Strongly disagree	3	5%
8	Ministry of Education gives Directors and employees administrative authority, within the level of its authority.	Strongly agree	16	25%
		Agree	19	30%
		Neutral	9	14%
		Disagree	11	17%
		Strongly disagree	9	14%
9	Administrative decentralization in managing public (and private) administrations is necessary.	Strongly agree	20	31%
		Agree	21	33%
		Neutral	12	19%
		Disagree	7	11%
		Strongly disagree	4	6%
10	Administrative decentralization has some roles in decreasing administrative routines in the directorates	Strongly agree	36	56%
		Agree	23	36%
		Neutral	4	6%
		Disagree	1	2%
		Strongly disagree	0	0%
11	Decentralization leads to democracy, is there democracy in administrative affairs?	Yes	37	42%
		No	9	24%
		Sometimes	18	34%
12	Lack of decentralization is a main reason for power and decision-making monopoly at top-level authority.	Strongly agree	35	55%
		Agree	19	30%
		Neutral	7	11%
		Disagree	2	3%
		Strongly disagree	1	1%
13	Have you ever got some administrative authorities by the General Director for carrying out the tasks?	Yes	5	64%
		No	41	28%
		Sometimes	18	8%
14	Affairs are managed and carried out according to laws and regulations.	Strongly agree	29	45%
		Agree	22	34%
		Neutral	9	14%
		Disagree	3	5%
		Strongly disagree	1	2%

IV. CONCLUSION

As it has been highlighted in this research, decentralization is a very complex and political issue. In number of these countries, the central government is still involved in the delivery of local services; local governments have few

sources of own-revenues; local governments have limited access to borrowing for capital projects, and the design of intergovernmental transfers does neither address regional fiscal equity nor convey appropriate incentives for fiscal discipline, improved service delivery performance, and

accountability to citizens. On the other hand, decentralized governance, as part of overall governance system of any society, including transition countries, offers important opportunities for enhanced service delivery. Decentralized public governance can help realign public service incentives through greater accountability to citizens. However, it must be properly planned and well implemented. Many of the transition countries, recent years, have strengthened their local human, administrative, and technical capacities to carry out service delivery effectively, but still many challenges remain for all of them. One of shared challenges these countries (including new EU members and accession states) are facing the notion how to improve governance (at all levels) in fighting against corruption. In many of these countries there is a determination to slow the growth of corruption. One of the signs in that regard is the existence of numerous regional and international anti-corruption conventions adopted recent years. While many countries have signed such conventions thus committing themselves to implementing their provisions in the fight against corruption (including the UN Convention against Corruption), one of the main problems they face with is deciding how to proceed. Some of the countries that have signed anti-corruption conventions do not actually face the problems in regard with the establishing institutional arrangements for implementing the provisions. Others do have this problem. But for both where exist institutional capacities and those without institutions are in place, the capacities that would make them effective are either lacking or inadequate. Institutional and human capacity building then becomes a critical issue in the implementation of the conventions (particularly the UN Convention against Corruption), and rebuilding trust in government. Although the progress in transition countries in fighting corruption is evident and it is a continued process, it will require persistent attention to weaknesses and to new challenges as they arise. Greater attention needs to be paid to judicial and procurement reforms; better regulation of conflicts of interests; further improvements in financial audits and control;

- In fighting corruption, the role of country's leadership remains of great significance in all transition countries.
- In order to improve further their decentralized governance and enhanced delivery of services, countries in transition should take into consideration following measures and activities.
- Decentralized governance must become part of the overall enabling environment in the

decentralization reforms processes and programmed in all countries;

- Institutional and administrative capacities must be in place, in order to implement successfully local governance reforms (in developing successfully these capacities an introducing and implementing of innovative approaches and instruments is also required);
- Decentralized governance cannot be useful mechanism for enhanced and efficient service delivery, without well trained, professional and qualified local government staff;
- Existing legal framework in the decentralized governance systems in these countries should be further developed and upgraded with more effective legal instruments and institutional framework;
- Continuous attention should be paid to the fiscal decentralization reforms, in order to ensure that local governments have enough fiscal control to plan their activities in most efficient way, including service delivery;
- Further strengthening of the role of the civil society, NGO's and other stakeholders in local governments can improve overall administrative and particularly financial systems and accountability mechanisms;
- Efficiency is of enormous importance for a successful delivering of public services. Quick and cost-effective service delivery is core element for efficient delivering;
- Improve transparency through introducing clear procedures, good work standards; transparent budget, independent auditing, anti-corruption measures, code for civil servants etc.;
- Strengthen measures to fight corruption and promote the cause of clean government.
- Ensure active popular participation in government which is considered as a requirement for good governance.

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