

Social Justice in Educational Administration: Review of Centralisation-Decentralisation Conundrum in Education

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ABSTRACT Placing social justice at the centre of educational administration implies critical reflections on the status quo. A unitarised system of administration strives, amongst others, to maintain uniformity in respect of service delivery. The system does, in some cases unintentionally, marginalise social justice concerns. Marginalisation of social justice concerns does not only affect those with unequal social, educational, and professional capital because they are poor, live in rural areas, immigrant, female, gay or different in race, abilities, ethnicity, religion, language, or culture, but also limits the voices of allies within educational administration that would confront issues of inequality and injustice. This paper, informed and directed by the different rationales, provides a critique for decentralisation and re-centralisation trends in various countries. Organisations and governments have been found to be unsure as to when they may decentralise and/or re-centralise. The concept conundrum refers to a confusing or puzzling situation. In the context of this paper decentralisation and centralisation both have their own challenges. When you apply either one of them old problems are resolved and new ones crop up, this means that neither decentralisation nor centralisation is a panacea to all problems