

Facilitation questions and quality points – Accountability simulation game

DECISION STAGES	COST	QUALITY POINTS
1. Strategy for appointment of programme manager		
Expatriate	10	1
National	05	1
2. Manager appointment		
Experienced older person	10	2
Younger, energetic person	05	1
3. Open office		
In the capital city	10	1
In the state capital (in a room in the town's primary school, rent-free)	00	1
4. Recruit staff team		
National staff	05	1
International volunteers	05	1
Mixture of expatriate and national staff	10	2
5. Needs assessment		
Consult local authorities, tribal chiefs, religious leaders, teachers	05	1
Access remote pockets of population by boat, to discuss directly with young people in rural areas	10	2
6. Decide main activity		
Classes by radio	05	1
Classes 'under the trees'	10	1
7. Procurement		
Classes by radio using wind-up radios		
Buy in the capital city (from the one store which can procure these and provide the necessary paperwork – invoice, receipt, etc.)	10	1
Import from neighboring country	05	1
Accept free 'in kind' donation from a North American organisation – but delay because will have to ship to Mombasa	00	0
Users to purchase themselves. Others already possess radios	00	0
Textbooks for schools under trees		
Buy in the capital where the government-approved textbooks are available from a single monopoly supplier	05	1
Buy tables with all the neighbouring country's primary curricula textbooks loaded, Years 1-8	10	1
Now take a Risk Card		
8. Materials development / additional procurement		
Classes by radio		
Broadcast your material over an existing radio station run by the UN Peacekeeping Mission. There is no charge if you use this option.	00	1
Set up your own radio station	05	1
Schools under trees		
Procure large tents which will offer rapid and relatively weather-proof classroom	10	1

facilities.		
Ask communities to build local structures for which you provide nails and tools which are not locally available.	05	1
Now take a Bonus Card		
9. Equity and quality		
Classes by radio		
Your use of the medium of radio means you are able to deliver classes to children in villages which are accessible only by helicopter during the rainy seasons.	00	1
You decide to extend the reach of your programme by employing field education officers who can travel by motorbike to many of the more remote locations to promote the programme and provide support and encouragement to radio class learners in the villages.	10	2
School under the trees		
Scarcity of qualified teachers in the more remote areas of the state means that some of those you employ have not completed primary school themselves.	05	1
You require that your teachers have a minimum qualification of a primary school leaving certificate. This limits your ability to offer schools in the more remote areas.	05	1
You pay a 'remote posting' supplement to qualified teachers willing to relocate to the remote villages where you have been unable to recruit locally.	10	2
Now take a risk card		
10. Qualifications		
Classes by radio		
You decide to use your resources focus on reaching the most possible children to teach the basics and therefore you will not offer the option of formal exams.	00	0
You make an arrangement with the town's primary school for radio pupils to sit as external candidates.	05	1
Classes under trees		
You make an arrangement with the town's primary school for pupils at the schools under trees to sit as external candidates.	05	1
With approval from the government, you set up examination centres in three additional small towns to reach more remotely located school children.	10	2
Now take a Bonus card		
11. Monitoring		
Classes by radio		
You hold a monthly call-in programme to get input from listeners/pupils	00	1
You send out teams to meet and hold discussions with pupils in the areas which can be accessed by vehicle or boat.	10	1
You send out teams to meet and hold discussions with pupils in the areas which can be accessed by vehicle or boat.	10	1
You ask pupils to keep diaries of their learning experience and to send them to the main town when someone from their village is going there.	00	1
Classes under trees		
Teachers use cameras with automatic date stamps to photograph their class each day.	05	1
You ask pupils to keep diaries of their learning experience and these are collected when you visit.	00	1
Visits are made to each school at least once per year, and a monitoring checklist is completed.	10	1
At the end of each year, pupils are given standardised tests which have been developed by your education advisor in conjunction with the local education authority.	10	2

Now take a Risk card		
12. Protection		
Classes by radio		
Because of the expense of developing radio program material, you decide not to broadcast any specific protection content. It has been shown that education has in itself a protection function.	00	0
You develop and broadcast programmes on child rights and the disadvantages of early marriage.	05	1
Classes under trees		
You train teachers in positive discipline to support their transition from physical punishment of the children which has recently been made illegal.	05	2
You give monthly incentives (oil & sugar) to families to send their girls to school.	05	2
You develop – and have the teachers deliver – classes on child rights and the disadvantages of early marriage.	05	1
Now take a Bonus card		
13. Accountability		
You commit to implementing the Core Humanitarian Standard and the Inter-Agency Network on Education in Emergencies (INEE) Minimum Standards.	05	1
You develop internal policies and procedures which use the CHS and the INEE MS as guides.	05	1

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