

## DECISION STAGE CARDS

(print 1 set per team, each on a different colour paper, cut out, and laminate)

### Decision stage 1 - Appointment of the programme manager:

- Expatriate (10 pounds)?
- National (5 pounds)?

### Decision stage 2 - Profile of manager to be appointed:

- Experienced older person (10 pounds)?
- Younger energetic person (5 pounds)?

### Decision stage 3 - Where will you open your office?

- In the capital city (10 pounds)?
- In the state capital, in a room in the town's primary school, rent-free (0 pounds)?

### Decision stage 4 - Recruitment of your staff team:

- National staff (5 pounds)?
- International volunteers (5 pounds)?
- A mixture of expatriate and national staff (10 pounds)?

**Decision stage 5 - Conducting your needs assessment:**

- Consult local authorities, tribal chiefs, religious leaders and teachers (5 pounds)?
- Access remote pockets of population by boat, to discuss directly with young people in the rural areas (10 pounds)?

**Decision stage 6 - Decide the main activity of your programme:**

- Classes broadcast over radio, on a wavelength that will reach all of the remotest areas (5 pounds)?
- Classes 'under trees' – small numbers of children in mixed-age classes taught under trees or in locally constructed shelters (10 pounds)?

**Decision stage 7 –Initial procurement:**

*Classes by radio – procurement of 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 pounds)
- Import from a neighbouring country where they are more easily available and cheaper (5 pounds)?
- Accept a free 'in-kind' donation of wind-up radios from a North American organisation, although this will lead to a delay in implementation of the project because they will have to be shipped to a neighbouring country, cleared through customs, and then transported more than a thousand miles by road (0 pounds)?
- Users to purchase the radios themselves, if they do not already possess one (0 pounds)?

*Classes under trees – Textbooks:*

- Buy in the capital, where the government-approved textbooks are available from a single supplier (5 pounds)?
- Buy solar-rechargeable tablets with all the neighbouring country's primary curricula textbooks, Years 1 through 8, pre-loaded on them (10 pounds)?

### **Decision stage 8 –Additional procurement**

#### *Classes by radio:*

- Broadcast your material over an existing radio station run by the UN Peacekeeping Mission, free (0 pounds)?
- Set up your own radio station (5 pounds)?

#### *Classes under trees:*

- Procure large tents which will offer rapid and relatively weather-proof classroom facilities (10 pounds)?
- Ask communities to build structures from local materials, for which you will provide nails and tools which are not locally available (5 pounds)?

### **Decision stage 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 so remote that they are accessible only by helicopter during the rainy season (0 pounds).
- 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 pounds).

#### *Classes under trees:*

- The scarcity of qualified teachers in the more remote areas of the state means that some of those you employ have not yet completed primary school themselves (5 pounds).
- You require that you teachers have a minimum qualification of a primary school leaving certificate. This limits your ability to offer schools in the more remote areas (5 pounds).
- You decide to pay a 'remote posting' supplement to qualified teachers willing to relocate to the remote villages where you have been unable to recruit locally (10 pounds).

### **Decision stage 10 – Qualifications**

#### ***Classes by radio:***

- You decide to use your resources to focus on reaching the largest number of children possible to teach them the basics. You will therefore not offer the option of formal qualifications (0 pounds).
- You make an arrangement with the town's primary school for radio pupils to sit the school leaving examination there, as external candidates (5 pounds).

#### ***Classes under trees:***

- You make an arrangement with the town's primary school for pupils at the schools under trees to sit the school-leaving examination as external candidates (5 pounds).
- In coordination with the Ministry for Education, you set up examination centres in three additional small towns in the state so that the more remotely-located school children can sit their leaving examination (10 pounds).

### **Decision stage 11 – Monitoring**

#### ***Classes by radio:***

- You hold a monthly call-in programme to get input from listeners/pupils (0 pounds).
- You send out teams to meet and hold discussions with pupils in the areas which can be accessed by vehicle or boat (10 pounds).
- You ask pupils to keep diaries of their learning experience and to send them to the state capital when someone from their village is going there (0 pounds).

#### ***Classes under trees:***

- Teachers use cameras with automatic date stamps to photograph their class each day, enabling you to monitor the regularity of classes and the attendance (5 pounds).
- You ask pupils to keep diaries of their learning experience, and these are collected when you go for field visits (0 pounds)
- Visits are made to each school at least once per year, and a monitoring checklist is completed (10 pounds).
- At the end of each year, pupils are given standardized tests which have been developed by your education advisor in conjunction with the State Ministry of Education (10 pounds).

## **Decision stage 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 gives, in itself, a protection function (0 pounds).

-You develop and broadcast programmes on child rights and the pitfalls of early marriage (5 pounds).

### ***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 (5 pounds)

-You give monthly incentives (oil & sugar) to families to send their girls to school (10 pounds)

*-You develop – and have teachers deliver – classes on child rights and the disadvantages of early marriage (5 pounds).*

## **Decision stage 13 – Accountability**

-You commit to implementing the Core Humanitarian Standard and the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards (5 pounds).

-You develop internal policies and procedures which use the Core Humanitarian Standard and the INEE Minimum Standards as guides (5 pounds).

-You develop policies and procedures with the longer-term goal of achieving certification against the Core Humanitarian Standard (10 pounds).