

**Decide About Decentralization:
A Simulation Game
Volume II
Task Book**

ABEL TECHNICAL PRODUCT



Advancing Basic Education and Literacy

Phase 2 of the Advancing Basic Education and Literacy Project (ABEL 2) seeks to improve basic education in developing countries. Since 1989, the U S Agency for International Development has provided assistance to USAID missions, national governments, and nongovernmental organizations through Project ABEL. Within its broad mandate, the project focuses on the following purposes:

- strengthening the capacity of education systems and institutions
- disseminating effective education practices
- supporting policy dialogue and reform
- promoting girls' education
- applying learning technologies

Project ABEL is funded by the Center for Human Capacity Development of USAID's Bureau for Global Programs, Field Support, and Research, USAID regional bureaus, and USAID field missions. ABEL 2 activities fall into three major categories: technical assistance and information dissemination, research, pilot projects, and evaluations, and training.

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ABEL 2 Clearinghouse for Basic Education

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Decide About Decentralization: A Simulation Game

Volume II

Task Book:
Interactive Tracking Sheets

Professor Noel McGinn and Dr. Thomas Welsh
August 1997



Harvard Institute for International Development

Advancing Basic Education and Literacy (ABEL) Project
Phase 2
ABEL TECHNICAL PRODUCT

TASK REPAIR SCHOOLS

DATE	Would your choice	<input type="checkbox"/> have no effect?
		<input type="checkbox"/> reinforce the location of authority at the center?
		<input type="checkbox"/> eventually move authority downward?
Reason(s) for choice		
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		<input type="checkbox"/> eventually move authority downward?
Reason(s) for choice		

TASK: ASSIGN AND TRANSFER TEACHERS

DATE	Would your choice	_____ have no effect?
		_____ reinforce the location of authority at the center?
		_____ eventually move authority downward?
Reason(s) for choice		
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Reason(s) for choice		

TASK: DECIDE ON LOCATION OF EMIS

DATE	Would your choice	<input type="checkbox"/>	have no effect?
		<input type="checkbox"/>	reinforce the location of authority at the center?
		<input type="checkbox"/>	eventually move authority downward?
Reason(s) for choice			
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Reason(s) for choice			

TASK: DEVELOP ANALYSIS CAPACITY

DATE	Would your choice	<input type="checkbox"/> have no effect?
		<input type="checkbox"/> reinforce the location of authority at the center?
		<input type="checkbox"/> eventually move authority downward?
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Reason(s) for choice		

TASK: CHECK ON TEXTBOOK DISTRIBUTION

DATE	Would your choice	<input type="checkbox"/>	have no effect?
		<input type="checkbox"/>	reinforce the location of authority at the center?
		<input type="checkbox"/>	eventually move authority downward?
Reason(s) for choice			
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Reason(s) for choice			

TASK: MEASURING REPEATER RATES

DATE	Would your choice	_____	have no effect?
		_____	reinforce the location of authority at the center?
		_____	eventually move authority downward?
Reason(s) for choice			
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		_____	reinforce the location of authority at the center?
		_____	eventually move authority downward?
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		_____	eventually move authority downward?
Reason(s) for choice			

TASK: CALL FOR BUDGETS

DATE	Would your choice	<input type="checkbox"/>	have no effect?
		<input type="checkbox"/>	reinforce the location of authority at the center?
		<input type="checkbox"/>	eventually move authority downward?
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		<input type="checkbox"/>	eventually move authority downward?
Reason(s) for choice			

TASK: EVALUATION OF PERFORMANCE

DATE	Would your choice	<input type="checkbox"/>	have no effect?
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		<input type="checkbox"/>	eventually move authority downward?
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		<input type="checkbox"/>	eventually move authority downward?
Reason(s) for choice			

TASK: WHAT SHOULD BE LEARNED

DATE	Would your choice	_____	have no effect?
		_____	reinforce the location of authority at the center?
		_____	eventually move authority downward?
Reason(s) for choice			
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Reason(s) for choice			

TASK: HOW DO ORGANIZATIONS LEARN?

DATE	Would your choice	<input type="checkbox"/>	have no effect?
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Reason(s) for choice		<input type="checkbox"/>	eventually move authority downward?
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Reason(s) for choice		<input type="checkbox"/>	eventually move authority downward?

TASK: WHAT BECOMES OF SUPERVISORS?

DATE	Would your choice	_____	have no effect?
		_____	reinforce the location of authority at the center?
		_____	eventually move authority downward?
Reason(s) for choice			
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For further information, please contact

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