

# Kit de herramientas Diagnóstico de Sistemas Educativos RISE

## PARTE 3 (b):

# Videos de capacitación y presentaciones

Este documento contiene una sección del Toolkit del Diagnóstico de Sistemas Educativos RISE

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Parte 1 | DESCRIPCIÓN GENERAL

Parte 2 | IMPLEMENTACIÓN

Parte 3 | RECURSOS

| Glosario

| **Videos de capacitación y presentaciones**

| Materiales de ejemplo de los estudios piloto

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Descargar el toolkit completo: [https://doi.org/10.35489/BSG-RISE-Misc\\_2023/09](https://doi.org/10.35489/BSG-RISE-Misc_2023/09).

# Kit de herramientas Diagnóstico de Sistemas Educativos RISE

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## Agradecimientos:

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# RISE

RESEARCH ON IMPROVING  
SYSTEMS OF EDUCATION

RISE, el programa de investigación de sistemas educativos a gran escala, cuenta con el apoyo financiero de la Oficina de Relaciones Exteriores, Commonwealth y Desarrollo (FCDO) del Reino Unido, el Departamento de Relaciones Exteriores y Comercio (DFAT) del Gobierno de Australia y la Fundación Bill y Melinda Gates. El Programa se gestiona e implementa a través de una asociación entre Oxford Policy Management y la Escuela de Gobierno Blavatnik de la Universidad de Oxford.



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Para más información visite: [riseprogramme.org](https://riseprogramme.org)

# Videos de capacitación y presentaciones

## Kit de herramientas Diagnóstico de Sistemas Educativos RISE

### Parte 1 DESCRIPCIÓN GENERAL

Introducción

1

Aplicaciones del Diagnóstico de Sistemas Educativos RISE

1

### Parte 2 IMPLEMENTACIÓN

Comprender el Marco de los Sistemas RISE

1 2 4 6

Guía de aplicación del Diagnóstico de Sistemas Educativos RISE

1 2 3 4 5 6

Herramientas de planificación y análisis

1 2 3 4 5 6

### Parte 3 RECURSOS

Glosario

1 2 3 4 5 6

Videos de capacitación y presentaciones

1 2 3

Materiales de ejemplo de los estudios piloto

1 3 6

Cada sección del kit de herramientas debe consultarse durante las fases indicadas del Diagnóstico de Sistemas Educativos RISE:

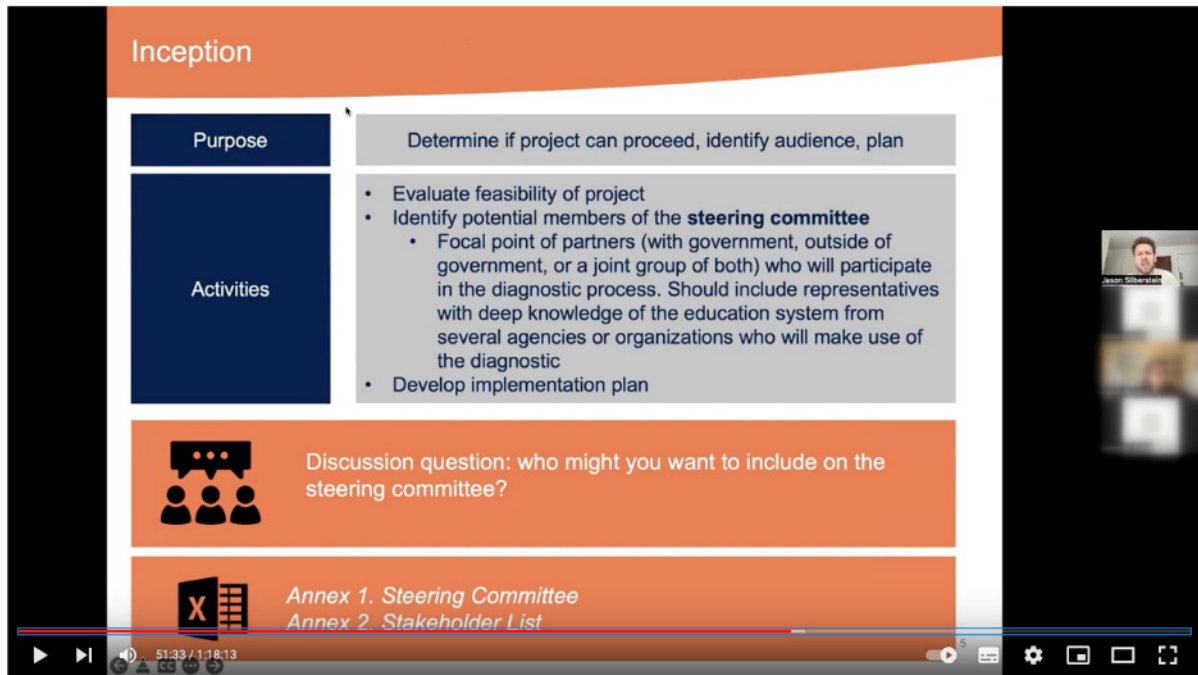
- 1 Inicio
- 2 Revisión documental
- 3 Talleres y entrevistas con partes interesadas
- 4 Análisis
- 5 Taller de priorización
- 6 Informe final

Más detalles sobre cada fase disponibles en la Guía de aplicación (Parte 2).

## Video de capacitación

Se puede acceder a una grabación de una sesión de capacitación en el Diagnóstico, realizada en marzo de 2022, aquí: <https://youtu.be/th4FozxNWb8>

Esta sesión de capacitación cubre las diapositivas “Taller de capacitación, día 1, parte 1: Comprender el marco de los sistemas RISE” y “Taller de capacitación día 1, parte 2: Aplicación del Diagnóstico de Sistemas Educativos RISE”, que se incluyen a continuación.



The screenshot shows a video player interface. The main content is a presentation slide titled "Inception". The slide is divided into two columns. The left column has a dark blue header "Purpose" and a dark blue box "Activities". The right column has a light grey header "Determine if project can proceed, identify audience, plan" and a list of activities. Below the slide, there is a discussion question and a list of annexes. The video player controls are visible at the bottom.

Purpose	Determine if project can proceed, identify audience, plan
Activities	<ul style="list-style-type: none"><li>Evaluate feasibility of project</li><li>Identify potential members of the <b>steering committee</b><ul style="list-style-type: none"><li>Focal point of partners (with government, outside of government, or a joint group of both) who will participate in the diagnostic process. Should include representatives with deep knowledge of the education system from several agencies or organizations who will make use of the diagnostic</li></ul></li><li>Develop implementation plan</li></ul>

Discussion question: who might you want to include on the steering committee?

Annex 1. Steering Committee  
Annex 2. Stakeholder List

The RISE Education Systems Diagnostic - Training workshop (2022)

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Taller de capacitación, día 1, parte 1: Comprender el marco de los sistemas RISE



## RISE Systems Diagnostic Pilots

Training Workshop Part I  
March 8 2022



### Agenda

#### Day 1

- Small group introductions
- Background, motivation, and introduction to RISE Framework
- 10 Minute Break
- Overview of RISE Diagnostic process

#### Day 2

- In depth review of compact table
- In depth review of management table
- 10 min break
- In depth review of voice and choice table
- Wrap up

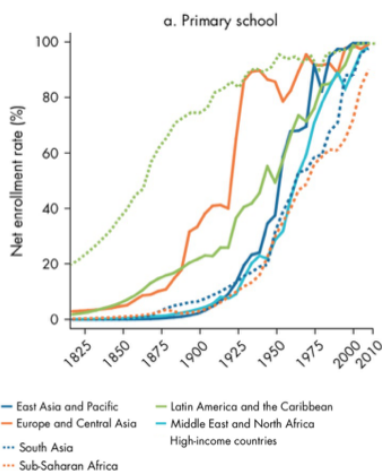
RISE is an international research programme investigating how education systems can overcome the learning crisis and deliver learning for all

1. Conduct original academic research on education systems, reform efforts, and how to improve learning outcomes, rooted in a systems framework
2. Synthesize findings emerging from original research into a set of messages on how systems can be improved, and develop products and tools that can be of use to the sector
3. Build a community of research practice around education systems thinking



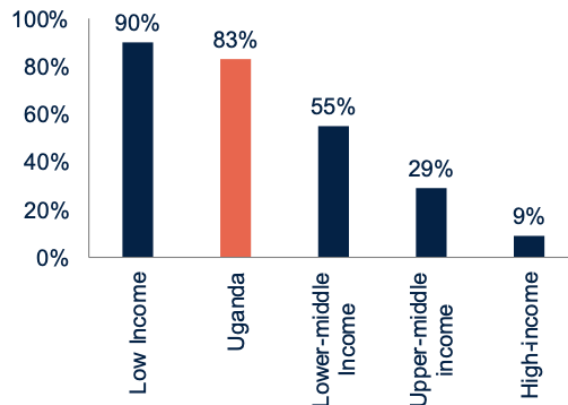
The world has seen schooling success, but a persistent learning crisis

Nearly all children today enroll in school

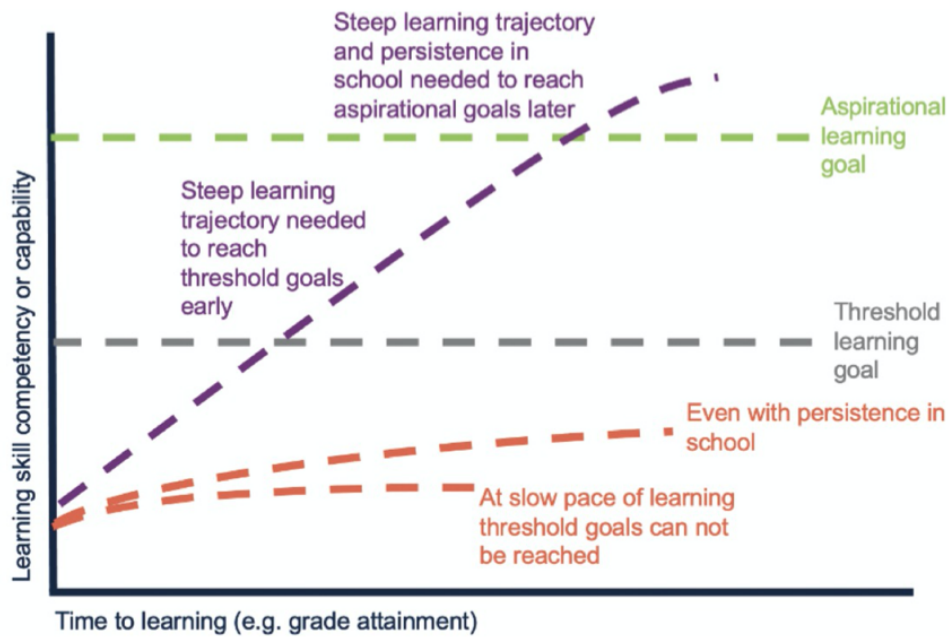


Yet fail to master basic skills

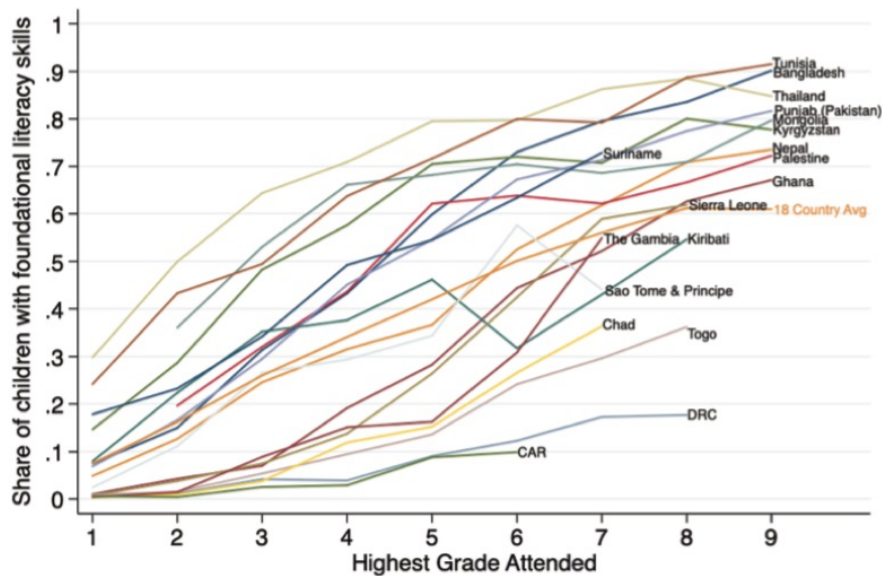
Proportion of children unable to read a simple text by age 10




## To reach their full potential children must persist in school on a steep learning trajectory






## Learning trajectories are flat, differences emerge early and get bigger over time

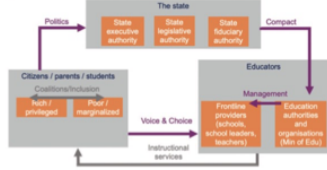




# RISE Education Systems Diagnostic, background



1  2 Key relationships of power



2  



3  

4  

7

“Problems cannot be solved by the same level of thinking that created them”- Einstein

Learning is an interaction between individual teachers and students.

Goal is improved interactions between teachers and students that produce learning. To achieve this, recognize that teachers and students are embedded in systems.





To make meaningful, lasting improvements in teacher-student interactions you need to understand why they are poor to begin with. Need an analysis of the system that explains why actors behave the way they do. Then you can think about how to improve things.

## When someone is sick, it is tempting to treat the immediate symptoms

But this would miss a diagnosis of underlying disease. Knowing the diagnosis allows for formulation of a coherent treatment plan

Symptoms	Missing diagnosis of the condition.	Symptom treatment plans
Fever	<p>Diagnosis tells us why the symptoms are happening.</p> <p>Once we know why, we can treat to cure the underlying condition.</p>	Ice Bath
Aches		Stretching
Weakness		Eat a good meal
Chills		Warm clothes
Sweating		Warm clothes

## Policy and programs designed to treat symptoms of learning crisis fail when they are incoherent with the system

<p> Free textbooks had no affect on pedagogy or average test scores in Kenyan Schools. <i>(Glewwe, Kremer, Moulin, 2009)</i></p> <p>Books were in English,</p> <p>Curriculum was too far ahead of most students,</p> <p>These reflect the elite orientation of the system</p>	<b>Symptoms of the learning crisis</b>	<b>Symptom treatment plans</b>	<p> In Madhya Pradesh state-of-the-art school governance program did not affect teacher attendance or effort, or student test scores. <i>(Muralidharan and Singh, 2021)</i></p> <p>Program focused on box-ticking rather than changing the deeper goals and incentives facing schools.</p>
	No text books	Buy books	
	Teacher absenteeism	Cameras classroom	
	Weak teaching	Teacher training	
	Student drop out	Scholarships	
	Weak teaching	Teacher training	
Weak management	Management training		

## The diagnostic framework defines key relationships in the system

Principal	Citizens	Highest executive, legislative and fiduciary authorities of the State	Education authorities and organisations (Min of Edu)	Service recipients (children, parents, communities)
Relationship	Politics	Compact	Management	Voice & Choice
Agent	Highest executive, legislative and fiduciary authorities of the State	Education authorities and organisations (Min of Edu)	Frontline providers (schools, school leaders, teachers)	Frontline providers (schools, school leaders, teachers)



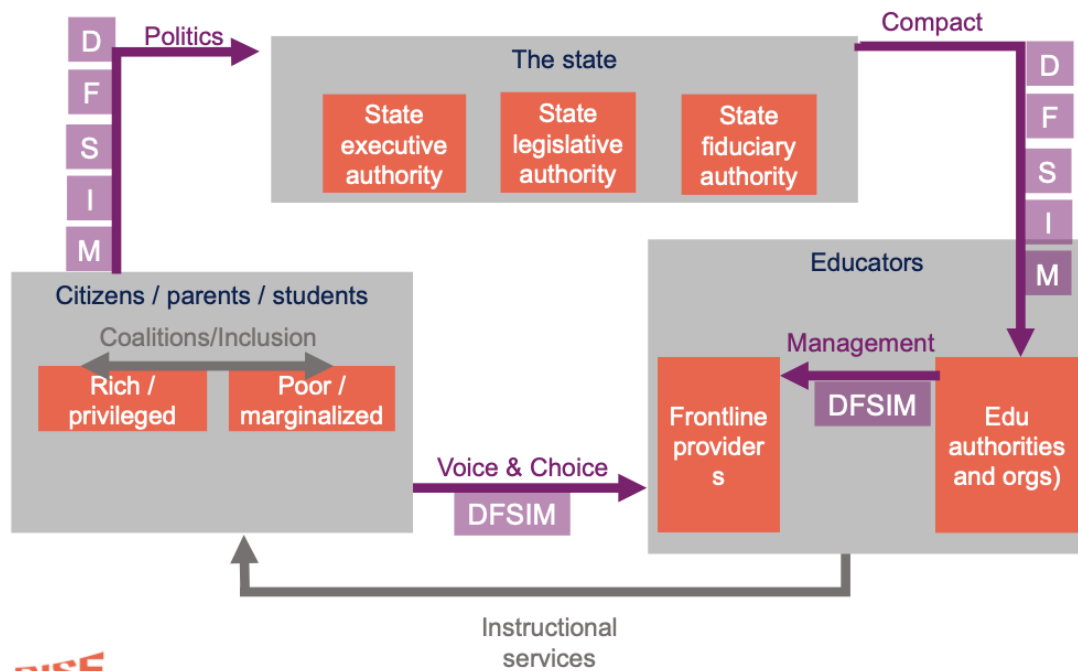
Choose one education system. Discuss who the principles and agents are for the compact and management relationships in that system.

## The framework then describes each relationship through 5 design elements

*Five design elements of an accountability relationship, actors choose what to do based on design elements*

Delegation	What the principal asks the agent to do.
Finance	Resources principal provides to the agent to carry out the tasks
Support	Assistance and training principal provides to the agent to do their job. In education refers exclusively to teacher training, pre and in service.
Information	Information that principal uses to evaluate agents performance.
Motivation	Ways in which agent's welfare is contingent on their performance against objectives. Can be extrinsic (mediated by principal) or intrinsic (mediated by agent).

An analytical description of an education system can help identify alignment and misalignment among elements



Systems delivers learning when enough relationships, and enough elements within relationships, are aligned around learning

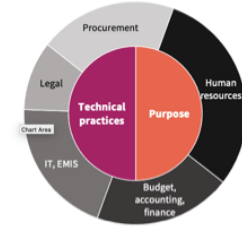
Five design elements of each relationship of accountability (Principal (P) to Agent (A))	Principal - Agent Relationships			
	Politics: Citizens and the highest authorities of the state	Compact: Highest authority of the State to Education authority	Management: Education authorities and schools, school leaders, and teachers	Voice & Choice: parents/children and schools/school leaders/ teachers
<b>Delegation:</b> what principal wants agent to do.				
<b>Finance:</b> resources principal allocates to agent.				
<b>Support:</b> preparation and assistance that principal provides to agent.				
<b>Information:</b> how principal assesses agent's performance				
<b>Motivation:</b> How principal motivates agent.				

Performance of the system is the result of the feedback loops and relationships between the actors

## Three important concepts for understanding the diagnostic types

### Technical Core

Effective organisations are effective from the inside out—from their core purpose + technical practices advancing the purpose (Hwa and Pritchett 2019)



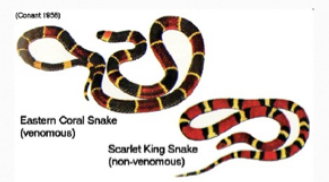
### Accounts vs Accounting

Accounting, reduces accountability to thin indicators. Accounts, allows for thick narratives to justify actions and explain their outcomes (Honig and Pritchett 2019).



### Isomorphic mimicry











Organizations go through the performance of efforts at reform and may imitate the external forms of more capable organizations without actually developing the associated capability (Andrews et al 2017).



## Possible “types” or “orientations of the system

Orientation	Characterization
Oriented for learning	Relationships are aligned around all children learning. Clear goals for learning are articulated, financed, and supported.
Oriented for selection	Relationships of accountability are aligned around selecting the deserving few who will get a credential, and a place at an elite university/job.
Oriented for access	Relationships are aligned around expanding access and attainment. Quality is usually defined as meeting minimum input standards.
Oriented for socialization	Relationships are aligned around socialization or ideological goals. These types prioritize socializing children into a set of values.
Oriented for patronage or special interests	Relationship is aligned for a purpose other than education. Short term clientelist objectives may dominant OR relationship may be dominated by special interest groups (often teachers unions).
Oriented for process compliance	Relationship is dominated by focus on completing logistical tasks like keeping to scheduled activities, meeting reporting targets and are dominated by support functions (e.g. human resources, information technology, or procurement).

The framework characterizes what we would expect each element to look like in each possible orientation

		Management oriented for learning		Management oriented for access
Delegation		Ministry expects teachers to deliver curriculum that prioritizes foundational literacy for all		More kids in school longer
Finance		Beside teacher wages, there is flexible financing with local discretion		Financing is tied to specific inputs with little meaningful discretion
Support		Coaching to help teachers implement the curriculum		A few days per year of one-size-fits-all training
Information		Exams aligned with the curriculum measure learning starting in the early grades, and are used to target support		EMIS data on enrollment and number of inputs
Motivation		Teacher churn designed to attract, retain and recognize good teaching		Teachers are tenured civil servants, with few rewards or sanctions.







Possible “orientations” of the system

Oriented	Characterization
Oriented for learning	Relationships are aligned around all children learning. Clear goals for learning are articulated, financed, and supported.
Oriented for selection	Relationships of accountability are aligned around selecting the deserving few who will get a credential, and a place at an elite university/job.
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Oriented for process compliance	Relationship is dominated by focus on completing logistical tasks like keeping to scheduled activities, meeting reporting targets and are dominated by support functions (e.g. human resources, information technology, or procurement).



Discuss how assessments would look different across the types?

The framework is used to identify which parts of the system - within or across relationships - are incoherent with learning

Incoherence within a column				
	 = aligned for learning		 = aligned for another purpose	
	<b>Politics:</b> Citizens and the highest authorities of the state	<b>Compact:</b> Highest authority of the State to Education authority	<b>Management:</b> Education authorities and schools, school leaders, and teachers	<b>Voice &amp; Choice:</b> parents/children and schools/school leaders/ teachers
<b>Delegation:</b> what principal wants agent to do.			 Ministry expects teachers to deliver curriculum that prioritizes foundational literacy for all	
<b>Finance:</b> resources principal allocates to agent.				
<b>Support:</b> preparation and assistance that principal provides to agent.			 Coaching to help teachers implement the curriculum	
<b>Information:</b> how principal assesses agent's performance			 Exams at end of secondary school, mainly used to select the best students, not aligned with the curriculum	
<b>Motivation:</b> How principal motivates agent.				
<b>Systems delivers learning when enough relationships, and enough elements within relationships, are aligned around learning</b>				
 Discuss an incoherence you have encountered in your work. Describe it in terms of the RISE framework.				

## Common incoherences

<b>Within compact: incoherence between delegation, finance, and information</b>	The state can easily adopt rhetoric that signals one set of delegated priorities, while adopting actions that indicate another.
<b>Within voice and choice: incoherence between information and delegation, motivation, and finance</b>	Do parents and communities have the power to act on new information, and the means to do so? Parents must also possess the ability to propose action (delegate) to schools, and have the ability to take action (by pulling the levers of either finance or motivation). In an incoherent relationship where parents have no clear way to delegate to, finance, or motivate schools, then new information will likely have little impact.
<b>Within management: incoherence between delegation and information</b>	Are the curriculum, assessment, and student's learning levels aligned? The curriculum is one of the most influential ways that the system delegates to teachers what should be taught. Assessments are a similarly powerful driver of teacher behavior in the system, and act both to measure performance (in the information row) and set expectations (as a competing source of delegation).
<b>Within management: incoherence between delegation and support</b>	Is there adequate support to teachers to deliver the curriculum? Teachers often lack the knowledge or experience to teach the curriculum, and receive inadequate or low quality training/coaching/structure that could facilitate adult learning and help them improve over time.
<b>Within management: incoherence between delegation and information</b>	Is the information collected about schools/teachers coherent with the teaching they are being asked to do? Or are teachers required to generate and report information to fulfill administrative requirements? Extensive administrative duties can signal an incoherence where information overwhelms or crowds-out delegation.
<b>Between compact and management</b>	Critical aspects of teacher careers are determined through civil service rules set by the compact relationship, making it difficult to manage teachers in the management relationship. When a change is made within either the compact or management relationship that affects one aspect of teacher careers, it is often difficult to adjust other aspects.
<b>Between voice and management</b>	Since education authorities and communities share a common agent in the framework - namely schools and teachers - incoherence can result when the two principals have different goals. The most common example of this tension is in centralized systems where a centralized bureaucracy controls schools, and marginalizes voice such that it only has a role in school "management" rather than school "governance".

# RISE

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## RISE Systems Diagnostic Pilot

Training Workshop Part II

March 8 2022



### Agenda

#### Day 1

- Small group introductions
- Background and motivation for RISE Framework
- In depth review of framework
- 10 Minute Break
- In depth review of diagnostic process

#### Day 2

- In depth review of compact table
- In depth review of management table
- 10 min break
- In depth review voice and choice of table
- Wrap up

## Purpose of the diagnostic pilots

Diagnose	Prioritize
<ul style="list-style-type: none"><li>Facilitate government use of systems thinking to diagnose the components of the education system that are not working together as well as they could to deliver learning</li><li>Diagnose which parts of the education system are not working together to deliver learning</li><li>Establish a common understanding of the diagnosis across stakeholders</li></ul>	<ul style="list-style-type: none"><li>Facilitate government prioritization of one or two key areas of the system for reform, to create better alignment around improving learning outcomes.</li><li>Identify 2-3 strategic priorities that can bring the education system into greater alignment around improving learning outcomes</li></ul>
<b>Three components of diagnostic analysis</b>	<ul style="list-style-type: none"><li>Identifying the main alignment(s) or orientations of each relationship.</li><li>Identifying key incoherences between or within relationships.</li><li>Identifying priorities for intervention to improve system outcomes.</li></ul>
<b>Three things the diagnostic is not</b>	<ul style="list-style-type: none"><li>NOT: an internal exercise for donors.</li><li>NOT: an effort to generate new / more / better data</li><li>NOT: easy, involves asking difficult and often “political” questions of many inside and outside of government.</li></ul>

## Overview of steps of the diagnostic

- Inception
- Desk review
- Consultative workshops
- Follow up interviews
- Analysis and write up
- Sharing and prioritizing workshops

## Inception

Purpose	Determine if project can proceed, identify audience, plan
Activities	<ul style="list-style-type: none"><li>Evaluate feasibility of project</li><li>Identify potential members of the <b>steering committee</b><ul style="list-style-type: none"><li>Focal point of partners (with government, outside of government, or a joint group of both) who will participate in the diagnostic process. Should include representatives with deep knowledge of the education system from several agencies or organizations who will make use of the diagnostic</li></ul></li><li>Develop implementation plan</li></ul>



Discussion question: who might you want to include on the steering committee?



*Annex 1. Steering Committee*  
*Annex 2. Stakeholder List*

5

*Nota:* En esta iteración de la capacitación de Diagnóstico, las [Herramientas de Planificación y Análisis](#) se denominaron "Anexos".

## Desk review

Purpose	Arrive at an informed preliminary hypothesis about the education system's orientation and main incoherences. Identify workshop attendees and configuration
Activities	<ul style="list-style-type: none"><li>Stakeholder map<ul style="list-style-type: none"><li>Identify key orgs and individuals, map them to the 5x4 framework</li></ul></li><li>Form and launch <b>steering committee</b></li><li>Document review<ul style="list-style-type: none"><li>Government documents</li><li>Grey literature</li></ul></li><li>Preliminary diagnostic analysis</li><li>Plan Stakeholder workshops</li></ul>



*Annex 3. Document review*  
*Annex 4. Compact table*  
*Annex 5. Management table*  
*Annex 6. Voice & Choice table*  
*Annex 7. Common Incoherences table*

6

## Workshops

<b>Purpose</b>	Learn about the education system's orientation and main incoherences, facilitate shared understanding among stakeholders about these.
<b>Suggested workshop agenda and deliverables</b>	<ul style="list-style-type: none"> <li>• Explain the framework and main insights of framework</li> <li>• Explain diagnostic process, where this workshop fits in</li> <li>• Fill in sub-elements of the framework.</li> <li>• Identifying coherence / incoherence</li> <li>• Conclude the workshop</li> </ul>
<b>Suggested workshop deliverables</b>	<ul style="list-style-type: none"> <li>• Compilation of discussion of sub-elements</li> <li>• Compilation of discussion of incoherences</li> </ul>



### Discussion questions:

- What are some potential challenges you see in these workshops? How would you mitigate these in planning?
- What are some examples of de jure vs de facto distinctions that might arise during the workshops?



- Annex 8. Workshop planning*
- Annex 9. Sub-elements worksheet*
- Annex 10. Incoherences worksheet*
- Annex 11. Example workshop deliverable*

7

## Follow up interviews

<b>Purpose</b>	Clarify points of missing information following workshops
<b>Reasons why follow up interviews might be needed</b>	<ul style="list-style-type: none"> <li>• Strongly held differences of views between stakeholders</li> <li>• The team was not able to gather a full account of a stakeholder's perspective because of the group setting and dynamics.</li> <li>• Further investigate de jure vs de facto distinctions.</li> </ul>

8

## Analysis

Purpose	Compile findings from workshops
Steps of analysis	<ul style="list-style-type: none"><li>• Summarize discussions about each sub-element, then draw on these for a summary of each element, and for the relationship overall.</li><li>• Compile incoherences raised in workshops, add explanations and justification, add any based on team's observations</li></ul>



*Annex 12. Example compact analysis*  
*Annex 13. Example incoherence analysis*

## Prioritization workshop

Purpose	Identify priority areas for intervention based on diagnostic findings
Activities	<ul style="list-style-type: none"><li>• Hold a meeting with the steering committee, share analysis of alignments from workshops and incoherences</li><li>• Facilitate a discussion to decide on <b>two or three</b> incoherence's that will be the main priorities</li><li>• Facilitate a discussion of recommendations for addressing these priorities</li></ul>



Discussion question: what challenges do you foresee in facilitating this workshop with the steering committee?

## Final report

<b>Purpose</b>	Brief and digestible summary of priorities that emerged from diagnostic and how they are justified by the findings
<b>Main components of the final report</b>	<ul style="list-style-type: none"><li>• Overview of each relationship of accountability and the alignment or alignments that best describe it, with justifications from each element</li><li>• Overview of the incoherences that the steering committee choose, evidence and justification</li><li>• Recommendations identified by the steering committee for addressing these incoherences</li><li>• Any high-level conclusions or analysis of the system that emerged from the Diagnostic, which the team feels would be beneficial to include.</li></ul>

### Taller de capacitación, día 2: Discutir las herramientas 4, 5 y 6

## RISE System Diagnostic Pilots

### Training Workshop Part III

March 9 2022

## Agenda

### Day 1

- Small group introductions
- Background and motivation for RISE Framework
- In depth review of framework
- 10 Minute Break
- In depth review of diagnostic process

### Day 2

- In depth review of compact table
- In depth review of management table
- 10 min break
- In depth review voice and choice of table
- Wrap up

## Compact Discussion – Annex 4

- Decide which system you will focus on
- Identify the principal(s) and agent(s) for the compact relationship in your system.
- Go through your assigned element, starting with the first sub element and determine which type best describes your sub element.
- Try to get through all sub elements, but if your discussion runs long try to use last 5 minutes to discuss overall alignment of your element
- Designate a note taker to take notes in your spreadsheet.
- You have 30 minutes for discussion and then we will return to plenary
- 
- Odd groups: Delegation element
- Even groups: Information element

## Management Discussion – Annex 5

- Decide which system you will focus on (ideally you will alternate)
- Identify the principal(s) and agent(s) for the management relationship in your system.
- Go through your assigned element, starting with the first sub element and determine which type best describes your sub element.
- Try to get through all sub elements, but if your discussion runs long try to use last 5 minutes to discuss overall alignment of your element.
- Designate a note taker to take notes in your spreadsheet.
- You have 30 minutes for discussion and then we will return to plenary
  
- Odd groups: Finance element
- Even groups: Support element

## Voice and Choice Discussion – Annex 6

- Decide which system you will focus on (ideally you will alternate)
- Go through your assigned element, starting with the first sub element and determine which type best describes your sub element.
- Try to get through all sub elements, but if your discussion runs long try to use last 5 minutes to discuss overall alignment of your element
- Designate a note taker to take notes in your spreadsheet.
- You have 30 minutes for discussion and then we will return to plenary
- 
- Odd groups: Information element
- Even groups: Delegation element

Cada sección del kit de herramientas debe consultarse durante las fases indicadas del Diagnóstico de Sistemas Educativos RISE:

- 1 Inicio
- 2 Revisión documental
- 3 Talleres y entrevistas con partes interesadas
- 4 Análisis
- 5 Taller de priorización
- 6 Informe final

## Kit de herramientas Diagnóstico de Sistemas Educativos RISE

### Parte 1 DESCRIPCIÓN GENERAL

Introducción

1

Aplicaciones del Diagnóstico de Sistemas Educativos RISE

1

### Parte 2 IMPLEMENTACIÓN

Comprender el Marco de los Sistemas RISE

1 2 4 6

Guía de aplicación del Diagnóstico de Sistemas Educativos RISE

1 2 3 4 5 6

Herramientas de planificación y análisis

1 2 3 4 5 6

### Parte 3 RECURSOS

Glosario

1 2 3 4 5 6

Videos de capacitación y presentaciones

1 2 3

Materiales de ejemplo de los estudios piloto

1 3 6