

Section 2

Additional Resources:

Supporting resources for consultative workshop

General process guidance on preparing
and carrying out a consultative workshop

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1. INTRODUCTION

This resource offers guidance and suggestions for how to engage with the Pre-primary Subsector Analysis Tool in a consultative workshop format.

2. THE IMPORTANCE OF CLEAR OBJECTIVES AND CONSENSUS-BUILDING

It is important to have a *clear objective* or a set of *desired outcomes*. Such objectives will clearly identify the reasons for the subsector analysis and what the process is intended to achieve. The objectives should be simply worded and measurable.

For example, in the context of an ESA or ESP development, the objective will likely be to: *Assess the pre-primary landscape and identify key priorities across the subsector to improve equitable access, efficiency and quality of pre-primary education*. The results will be used to: *Inform the education sector analysis and the development of a comprehensive early childhood education action plan*.

Consensus-building is a vital part of making sure that any plans emerging from analysis can be well-implemented and sustainable. If one person or a small, isolated group takes on the work of analysis and priority-setting, understanding of the pre-primary landscape and ownership of the priorities set for delivering services will be limited.

A thorough process typically requires technical expertise to work with stakeholders and build capacity for the future, and can benefit from experts or colleagues working in each of the subsector's core functions. So, you will most likely need representation across key branches of the ministry of education, along with other relevant ministries such as health and social welfare. Other experts in early childhood education and development can be engaged from non-governmental organizations, teacher training colleges, universities, professional associations and unions, and research institutes.

3. BRINGING PEOPLE TOGETHER TO ANALYSE THE PRE-PRIMARY SUBSECTOR

Your choice of format for the consultative workshop depends on the objectives and scope of the analysis – and on the availability of venues, participants, time and resources. Options to consider include:

- **A workshop**, often four or five days, with skilled facilitation and broad stakeholder participation. Please see Tool 1.4 Tip Sheet: Strategic Ideas for Establishing the ECE Technical Working Group, for considerations for a multi-stakeholder and inclusive group (Tip 5). This format allows concentrated time for in-depth analysis of all five core functions and key factors in the enabling environment.
- **A series of one-day workshops** spread out over several weeks or months. One possibility is to focus on a single module in the analysis tool during each workshop, making cross-module connections towards the conclusion of the series.
- **A smaller working group gathering in one multi-day workshop**, or in a series of one-day meetings over several months. In this format, the content is similar to the previous options, but the number and composition of participants is different. The small group may use some of their time to plan for follow-up meetings with a broader cross-section of stakeholders.
- **Separate meetings scheduled by a core leadership team** (or an individual who oversees the analysis work) with different groups of stakeholders, such as personnel in several ministries and from non-governmental organizations. This format lacks the benefits of providing a platform for sharing the expertise and experience, but it could be necessary in some contexts.

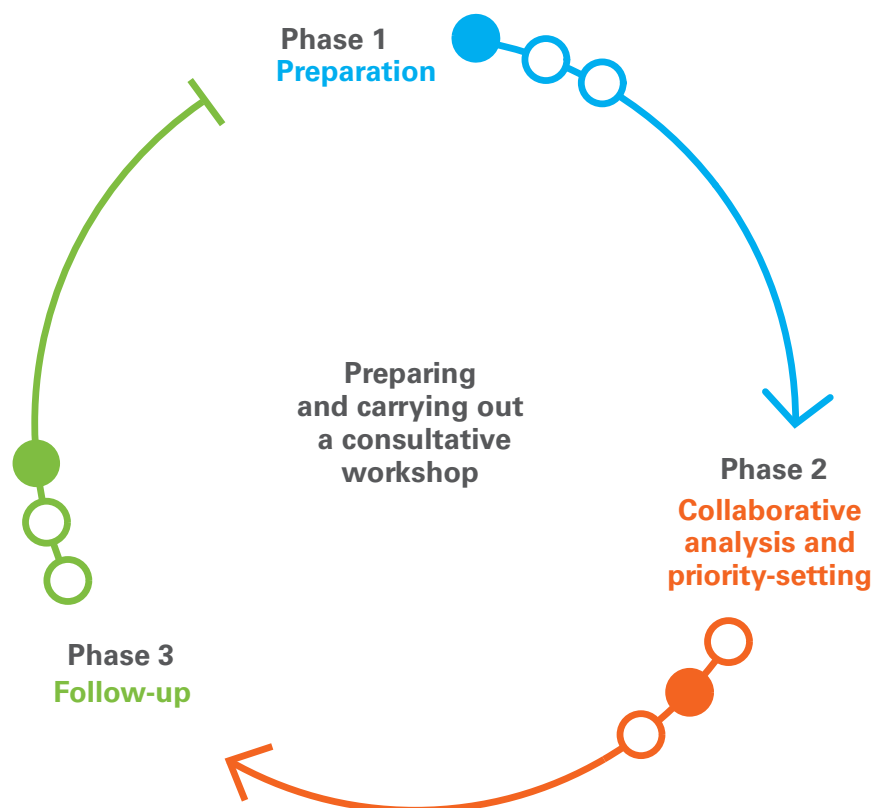
Choosing and adapting the supplementary resources

Your decisions about selecting and adapting the supplementary resources will be influenced by the format you choose for bringing people together to analyse the pre-primary subsector. Most of the supplementary resources in this Section 2 of the toolkit were developed for use in multi-day workshops. So, if you decide to use a multi-day format, these resources will probably not need much adaptation. Of course, details of your own context will be important.

If you are gathering outside of a large workshop format, for example, having meetings with key officials in smaller groups, many of the resources will nonetheless be useful. Use your judgement in making changes and selecting the most relevant resources.

4. FROM PREPARATION THROUGH FOLLOW-UP: THREE PHASES FOR ANALYSIS AND PRIORITY-SETTING

Whatever format you choose, a successful process will have three phases: (1) preparation; (2) collaborative analysis and priority-setting; and (3) follow-up. Each phase includes specific actions that will help reach your objectives. Supplementary resources to consider and adapt as needed are provided in the “Supporting resources for consultative workshop” section, as noted in various actions suggested for the three phases.



Phase 1 Preparation for a workshop/convening

This phase sets the stage for subsector analysis. It is important to give enough time to preparation and to have a broadly representative mix of stakeholders represented, ensuring participation of the people who need to be present for consensus-building.

During Phase 1, consider taking the following actions (note that the actions are not sequential):

- ✓ **Decide on a format and time frame for a workshop or other convening events and set a timeline for preparation.** Both the timing of a workshop or meetings and an overall schedule to plan the event(s) are key decisions. The resource “Suggested timeline to prepare for a workshop” offers a suggested timeline and sequence of preparatory tasks.

As you decide on the format and time frame for the workshop, consider the appropriate timing for the workshop (i.e., whether it fits within the time frame of the relevant ESP process), availability of budget for the workshop, availability of participants, etc.

- ✓ **Identify and invite participants.** Carefully inviting a cross-section of key participants will enhance engagement, collaboration, and continuation of the work of pre-primary system strengthening. Invitations should emphasize the value of the process and of their participation.

- ✓ **Adapt the Pre-primary Subsector Analysis Tool to fit the specific context and objectives of the process.** The content of the module – including goals and guiding questions – should be reviewed to make sure it is relevant to the country context. For example, the terminology might need to be changed; questions might need to be rephrased, clarified or omitted; or certain parts of the module can be deleted because they are not pertinent. The idea is to ensure that the content is user-friendly and relevant to the participants.

- ✓ **Gather background documents and current data to develop a brief situation analysis of pre-primary education.** The ECE TWG can develop a ‘snapshot’ situation analysis of the pre-primary subsector, the purpose of which is to generate a summary snapshot analysis of the current situation with respect to the five core functions and the enabling environment. This snapshot analysis helps establish a common understanding of the status quo while shedding light on some of the subsector’s broad challenges – it can be shared with participants as part of the background materials and referred to throughout the workshop.

Tool 2.1 ECE Data Mapping and Evidence Plan Spreadsheet and the list of key documents and indicators for the five core functions can guide your rapid situation analysis.

- ✓ **Prepare an agenda for the workshop or other meetings.** Looking at your desired outcomes and the likely participants, the ECE TWG should draft an agenda. Sharing the agenda with other key stakeholders can help increase their buy-in to the process.

The agenda should highlight the objectives of the workshop/convening and provide an overview of how the meeting will unfold, identifying the schedule, key sessions and associated materials or facilitation that are required. Please see the resource “Sample workshop/convening agenda” for an example.

- ✓ **Identify the location and venue, gather materials, and secure human resources to support the workshop or other convening.** A list of suggested materials, such as flip charts, sticky notes and markers, and the human resources that you can consider is provided in the resource “List of workshop materials”

Printed copies of various core pre-primary resources can also be very helpful for workshop participants; these could include the ‘Build to Last’ framework summary, relevant modules of the Pre-primary Subsector Analysis Tool, and the ‘snapshot’, or rapid situation analysis report (if such a report has been developed as suggested above).

Phase 2 Collaborative analysis and priority-setting

This is when the workshop/convening takes place. In this phase, participants use essential resources and other materials in a structured process – adapted to your country’s needs – to cooperatively carry out the subsector analysis. The result should be an agreed-upon set of priorities that will inform the ESA report and the development of strategies and activities for the ESP. For activities and interactive techniques to engage workshop participants, see “Suggested activities for the workshop”.

During Phase 2, consider taking the following actions:

✓ **Share and discuss the pre-primary conceptual framework and the analysis tool.** The idea is to orient participants and provide clarity on the overarching context and the analysis process. The resource “Sample slides for workshop sessions” includes a presentation on the framework; suggestions for presenting and discussing the framework and the Pre-primary Subsector Analysis Tool are outlined in Activity 2 of Suggested activities for the workshop.

✓ **Review your country’s current pre-primary context and capacities.** This aims to ensure that all participants have a common understanding of the starting point for conducting the analysis. This will help avoid confusion or conflicting information about the enabling environment and the five core functions of the pre-primary subsector.

If a rapid situation analysis was developed in Phase 1, the ECE TWG can use it to present highlights. Alternately, the ECE TWG might decide to appoint a participant who is a technical lead in the relevant subsector area to give this presentation. See “Guidelines for presentations on the five core functions of the pre-primary subsector” for sample guidelines on presenting key aspects of each core function.

✓ **Use the modules of the Pre-primary Subsector Analysis Tool for reflection and discussion.** The aim is to carefully analyse the aspects of the country’s pre-primary subsector, identifying the main strengths as well as underlying challenges/root causes of problems.

During multi-day workshops, meetings, etc., it will be useful to have joint reflection and discussions through group work. For suggested approaches that can be used to structure the group work, see Suggested activities for the workshop, Activity 3, Activity 4 and Activity 5. In addition, the problem tree analysis approach can further support the validation of the emerging underlying challenges (please see additional resource “Template to Support Problem Tree Analysis”).

✓ **Draw on the results of the analysis to reach consensus on priorities for systems-strengthening (i.e., priority challenges to address in the ESP).** Activity 7, in Suggested activities for the workshop, offers ways to help groups of participants, perhaps with facilitation, agree on critical priorities for attention and, if needed, to organize these around shorter- and longer-term priorities or other principles. Identified priorities may need to be refined and validated during Phase 3.

Once the priority issues are identified, and depending on the objectives and desired outcomes for the workshop/convening, an initial ‘brainstorming’ exercise can be used to develop strategies to address the prioritized challenges. This can be helpful to inform policy and programme design. Activity 8 (Suggested activities for the workshop) offers guidelines to facilitate this exercise. The initial strategies will likely need to be expanded and endorsed during Phase 3.

Phase 3 Follow-up – the groundwork for systematic planning

Whatever the format of collaborative workshops or other meetings, there is always still more work to be done. The activities in this phase will vary greatly depending on different factors and considerations – such as the timeline for developing the education sector plan.

During Phase 3, consider taking the following actions:

- ✓ **Consolidate and document the workshop/convening experience and results.** The workshop will have yielded productive discussions and jointly agreed upon strengths, gaps and prioritized challenges for the pre-primary subsector, as well as a preliminary brainstorming of strategies as relevant. To ensure effective follow-up and accountability, you will need to consolidate, synthesize and document these results. This can be done by the ECETWG, or the rapporteur or other person assigned to report on the meeting. There are many different types of formats you can use; a sample outline for a workshop summary report is provided.
- ✓ **Share the results of Phase 2.** Dissemination strategies will vary widely across countries, depending on context and purposes. If thoughtfully done, this activity can increase buy-in from key stakeholders who did not participate in Phase 2 as well as building public demand for pre-primary services.
- ✓ **Continue to seek out and develop or enhance collaborative partnerships and relationships with ‘champions’ for pre-primary systems-strengthening.** As part of the ongoing follow-up initiated during Phase 3, it will be important to build on the connections that were created or enhanced during workshops and other meetings.

As you move forward into systematic planning – based on the results of the analysis workshop/convening – the process will involve developing strategies and implementation activities, estimating the costs for systems-strengthening initiatives, assigning responsibilities, and establishing a monitoring and evaluation framework (please see Section 3 of the toolkit).

Further reflection on priorities – Although the collaborative workshop or other meetings should result in identified priorities, follow-up is likely to be valuable in reviewing and validating these and perhaps re-prioritizing with further reflection. This may be done by a subgroup.

5. PREVIEW OF NEXT STEPS IN THE ESP PROCESS (SECTION 3 OF THE TOOLKIT)

Revisiting strategies and developing action plans – If preliminary work on strategies took place during Phase 2, it will still be important to validate and expand or refine them as necessary (please see Section 3 of the toolkit).

Developing a monitoring and evaluation framework – During the development of strategies and action plans, key performance indicators and targets will need to be identified to reflect the vision for the subsector and to support tracking of progress during implementation of the ESP and multi-year action plan (please see Section 3 of the toolkit).

Costing and identifying funding for implementation of actions needed to address priority issues – The activities need to be costed and sources of funding identified (please see Tool 3.3: ECE Simulation Models: Considerations and Annotated Examples). Funding sources may include government, development partners, non-governmental organizations and public-private partnerships.

Identifying needs for capacity-building at national, subnational and local levels – Implementation of the ECE action plan of the ESP will only be successful if the system is equipped with the necessary capacities. Therefore, it is crucial to conduct some type of capacity gap assessment across the subsector levels and identify the necessary capacity-building activities.