**Section 2 – Additional Resources:**

Supporting resources for consultative workshop

Sample Agenda for a Workshop/ Convening

**Introduction**

The core of this resource is a sample agenda, primarily for use by facilitators and, to some extent, the workshop organizers. *You are invited to make any changes that will meet your needs.* The following questions will help you decide how to do this:

**1.** ***How many days are planned and available for this workshop?***

Different contexts require different formats and tailored schedules. In many countries, the work of analysing and setting priorities for the pre-primary subsector is most effectively moved forward through a focused, well-planned hands-on workshop experience – one that is strategically designed to encourage active, participatory reflection and exchange of ideas between diverse stakeholders.

When the goal is to support more in-depth analysis and priority-setting for your country’s pre-primary subsector, an extended meeting over the course of four to five days would be an ideal option. As a sample, the annex agenda covers three days, which can easily be expanded by adding more time to discuss and work on each of the core functions and the enabling environment.

No matter how long or short the workshop is, investing time in **consensus-building** is a vital part of making sure that any ideas or plans emerging from the event are ready for follow-up actions that can be well-implemented and sustainable.

**2**. ***Does this example match the parts of the ‘Build to Last’ framework that you plan to discuss during the workshop?***

In the sample agenda, participants will analyse all five of the core functions, which are key elements of both the conceptual framework and the subsector analysis tool. Because the core functions are all connected, most countries find it best to consider all of them.

However, there may be an important reason to focus on only one area – for example, family and community engagement might be an immediate priority for analysis because of a lack of robust data and evidence to substantiate the ESA report. In that situation, it is still possible to conduct this kind of workshop, but you should probably shorten the number of days. In that case, we suggest that you should include a briefer overview of the entire framework and the analysis tool modules (to give participants the big picture) – and then spend most of the time on your designated area. Many of the suggested activities will be suitable for a shorter time frame.

**3.** ***Is your country at a very beginning point in developing its pre-primary system?***

If so, consider investing more time on the **enabling environment** and on the **core functions and associated goals** you and your colleagues have identified as the most basic or foundational (*the suggested goals related to each core function*). Once again, many parts of the agenda and activities will work well with this type of approach.

For any workshop/convening, a great place to start is by getting familiar with the ‘Build to Last’ conceptual framework and the Pre-primary Subsector Analysis Tool.

# Other notes about the sample agenda

* The agenda includes comments to explain or help you use these materials, for example, noting that a workshop session could be moved to another time or omitted.
* Many sessions refer to numbered and yellow-highlighted **Activities**; **Suggested activities for the workshop** provides the detailed descriptions of each suggested activity. A successful workshop will have many opportunities for participants to discuss, reflect, share ideas and work in small groups. It is up to you to choose which activities will work well to promote the workshop’s goals and to adapt the activities as needed.
* When you have decided on the final agenda, a shorter version should be created for participants. The final, shared version will be relatively simple – and would probably look something like this, giving an overview of the main sessions for each day of a workshop (if a multi-day workshop is envisaged):

|  |
| --- |
| **Build to Last: A participatory workshop on creating equitable access to quality pre-primary education in your country****3 May 2020, Location** |
| **Day 1** | **Sessions** |
| 8:30 a.m. to 9:00 a.m. | Registration and light refreshments |
| 9:30 a.m. to 10:00 a.m. | Welcome and orientation to the workshop |
| 10:00 a.m. to 10:30 a.m. | Participant introduction and perceptions |
| 10:30 a.m. to 11:00 a.m. | Presentation by [INSERT NAME AND TITLE] – The Current Status and Goals for the Future of Pre-primary Education in [COUNTRY NAME] |
| 11:00 a.m. to 12:30 p.m. | Orientation on the ‘Build to Last’ framework and the Pre-primary Subsector Analysis Tool |
| Lunch break 12:30 to 1:30 p.m. |
| 1:30 p.m. to 2:00 p.m. | Core Function 1: Planning and budgeting for a strong pre-primary subsector – Introduction to the core function concept and presentation by [INSERT NAME OF EXPERT] |
| 2:00 p.m. to 3:00 p.m. | Core Function 1: Planning and budgeting – Small group discussions of challenges and priority-setting (using the Pre-primary Subsector Analysis Tool) |
| 3:00 p.m. to 4:30 p.m. | Core Function 1 – Plenary discussion of the identified priority challenges to equitable delivery of quality pre-primary education services, and potential solutions |
| 4:30 p.m. to 5:00 p.m. | Reflections on Day 1 and wrap-up conclusions |

As a way to generate publicity and interest, this type of agenda can be sent to registered or potential or participants before the workshop – noting any items that are ‘to be determined’. When the details are completely secured, copies should be printed and given to all workshop participants at the registration table and/or in their workshop folders if those are provided.

***The tables below offer a detailed sample agenda to be adapted for your workshop or meeting.*** These tables outline potential sessions and the time they are likely to take; ideas for the desired outcomes of each session; key personnel involved; and suggested content, activities, methods and materials. Additional comments about setting up this workshop agenda are shown in brackets.

# Sample three-day agenda, with notes for facilitators and workshop organizers

# Building a Stronger Preschool System in [Country]

# Location, Dates

# [All details should be adjusted to the time available, the specific aims of the workshop, and your country context.]

| **Day 1** | **Sessions** | **Session Outcomes** | **Who** | **Content, activities, methods and materials** |
| --- | --- | --- | --- | --- |
| [A full day will naturally be separated into morning and afternoon sessions. Insert coffee breaks and lunch at suitable times, depending on start and ending times and expectations in country (e.g., length of lunch break).][Length of the sessions – minutes or hours noted in the first column – are approximate and should be adjusted as needed. Most essential is to have ample time on Day 3 for prioritization of issues/challenges and, then, identification of action steps to address these.] |
| **45 minutes** | **Registration and coffee** |  |  |
| **30 minutes** | **Welcome and Orientation to the Workshop** | * Participants receive welcome from government representatives, UNICEF and other organizers – and become acquainted with the organizing team and facilitators
* Participants become familiar with the workshop’s agenda and objectives (the desired outcomes)
 | Government representatives and other organizers | **Content:*** Brief welcoming remarks from government and other organizers (e.g., UNICEF, World Bank)
* Introduction of organizing team and facilitators
* Orientation to the goals and structure of the workshop
* Presentation of agenda and related materials

**Methods and materials:*** Plenary session
* Introductory slides
* Packets for participants
 |
| **30 minutes** | **Participant Introductions and Perceptions** [This session and activity could also come after the Government Presentation, depending on the government representative’s schedule.] | * Participants become familiar with other members of their team and the group as a whole
* Participants reflect on and share with others current perceptions of the pre-primary system’s positive and negative features
 | Facilitators | **Activity 1** – Participants introduce themselves at tables, share perceptions of pre-primary strengths and major challenges. The group writes these observations on post-its and places them on wall charts under “strengths” and “challenges.”Facilitator summarizes key strengths and challenges and gives examples Materials – sticky notes, chart paper |
| **30 minutes** | **Government Presentation on Pre-Primary Education in the Country**[Invitations to speakers should include the time available for the presentation and the key topics that will be most helpful for the speaker to address during the workshop.] | Participants become oriented to key government frameworks, current and planned initiatives related to pre-primary educationParticipants acquire a common frame of reference to use in later reflection, analysis and planning | Ministerial or other representative (introduced by workshop lead organizer) | **Content:*** Situation in preschool education, core elements of country’s pre-primary system

Legal, policy and institutional frameworks and plans New initiatives, opportunities and challengesResponsible entities in the planning process**Methods and materials:**Presentation, Q&A if time permitsSlides provided by government representative |
| **90 minutes** | **Orientation to the ‘Build to Last’ Conceptual Framework for pre-primary education and the Subsector Analysis Tool**[For details, see *Annex 12: Sample slides for a presentation on the conceptual framework*. Another option is to shorten this presentation so it is just an overview (perhaps no more than 30 minutes for both the Conceptual Framework and Analysis Tool). If you prefer this, then some of the more detailed content can be moved to the introduction for each Core Function, e.g., during afternoon Day 1 (afternoon) and Day 2. The slides in *Annex 12* will also note these options.] | Participants understand the Conceptual Framework’s purpose, structure and potential usesParticipants understand the importance of core principles, attention to all levels of the subsector, and interactions between all Core Functions *(see Annex 12 slides and notes)*Participants reflect on the frameworks’ key emphases in light of the situation in their countryParticipants understand the relationship between the framework and the analysis toolParticipants are oriented to tool’s organization and use.Participants reflect on the country’s strengths and priority needs | Facilitator(s) | **Content:*** Background and key ideas of the Conceptual Framework

Purpose and organization of the Analysis Tool**Methods and materials (Activity 2):*** Facilitator presentations
* Discussion *(see* **Activity 2** *for suggestions)*
* PowerPoint slides
* Copies of the Conceptual Framework summary, introduction to the Analysis Tool
 |
| **30 minutes** | **Introduction and Expert Participant’s Presentation on Core Function 1: Effective Pre-Primary Planning and Budgeting**[These presentations are an optional activity. It is a way to highlight ongoing and planned work by ministries and others (e.g., NGOs) in the country related to each Core Function. May be omitted if expertise in one or more Core Functions is not available.] | Participants refresh understanding of importance and potential roadblocks in this Core FunctionParticipants gain shared, practical understanding of the country’s efforts in this Core Function, from a fellow participant | Invited participant with expertise/job responsibilities related to this Core Function | **Content:**Review of importance and goals for Core Function 1Country’s current situation and future plans for this Core Function, with examples**Methods and materials:**Brief (5 minutes) facilitator presentationParticipant presentation (slides optional)Questions and comments from other participants, if time |
| **1 hour** | **Core Function 1: Effective Pre-Primary Planning and Budgeting: Team Discussion and Identification of Challenges Using the Analysis Tool** | Participants gain shared, practical understanding of country’s strengths and challenges in Core Function 1 | ParticipantsFacilitator(s) | **Content:*** Core Function 1 key goals and measures of progress

**Methods and materials (Activity 3):*** Brief orientation by facilitator[Note that if you decide to shorten the Day 1 introductory presentation about the framework and tool, some of the conceptual framework information may be included here instead (for Core Function 1)]
* Small group discussion of questions and measures of progress

Each small group identifies key priority challenges |
| **1 hour** | **Core Function 1 (Planning and Budgeting):** **Plenary Discussion and Summary of Challenges** | Participants arrive at consensus on major challenges in this Core Function that will need to be addressed as priorities | Facilitator(s)Whole group (plenary) | **Content:*** Core Function 1 priority challenges

**Methods and materials (Activity 5):*** Facilitator introduction and guidance of discussion
* Input from each team on their identified Core Function 1 challenges
* Facilitator integration and summary of priorities
 |
| **30 minutes** | **Wrap-Up**[Depending on length of Day 1 schedule, can work on Core Function 2, but only if it can be completed before the end of the day.] | Participants reflect on Day 1 accomplishmentsParticipants preview work ahead | Facilitator(s) in plenary  | Summary of Day 1Reflections/feedbackPreview of Day 2 |

| **Day 2** | **Sessions** | **Session Outcomes** | **Who** | **Content, Activities, Methods and Materials** |
| --- | --- | --- | --- | --- |
| **15 minutes** | **Opening** | Facilitators address questions and issues remaining from Day 1Facilitators outline major activities of Day 2 | Facilitator(s) in plenary | Overnight reflectionsPreview Day 2 Agenda |
| **30-45 minutes** | **Introduction and Expert Participants’ presentations on Core Function 2 (Curriculum Development and Implementation) and Core Function 3 (Workforce Development)** (15 minutes each) | Participants refresh understanding of importance and potential roadblocks in these Core FunctionsParticipants gain shared, practical understanding of country’s efforts in these Core Functions, from fellow participants | FacilitatorInvited participants with expertise/job responsibilities related to each of these Core Functions | **Content:**Review of importance and goals for Core Functions 2 and 3[This may be longer if the Day 1 facilitator presentation on the Conceptual Framework was brief]Country’s current situation and future plans for each of these Core Functions, with examples**Methods and materials:**Brief (5 minutes) orientation/review of Core Functions 2 and 3Presentations from 2 expert participants (no more than 15 minutes each, including questions, slides optional)Questions and comments from other participants if time |
| **1 hour** | **Core Function 2 (Curriculum) and Core Function 3 (Workforce Development):** **Team Discussion and Identification of Challenges using Tool**  | Participants gain shared, practical understanding of country’s strengths and challenges in Core Functions 2 and 3 | ParticipantsFacilitator(s) | **Content:*** Assessment of Core Functions 2 and 3: Key goals and measures of progress

**Methods and materials (Activity 3):*** Brief refresher on tool by facilitator as needed
* Team/small group work on Analysis Tool questions for Core Function 2 and Core Function 3 (different teams for each Core Function)
* Small group discussion of questions and measures of progress for their assigned Core Function

Each small group Identifies key priority challenges, based on discussion of measures of progress |
| **45 minutes** | **Core Functions 2 and 3:** **Sharing and Summarizing Within Teams working on Same Core Function** | Participants who worked on each Core Function arrive at a joint list of priority challenges | FacilitatorGroups of about 10-12 (combining those who discussed Core Function 4 in one group, and Core Function 5 in a different group) | **Content:*** Further analysis, in combined groups of Core Function teams and priority challenges previously discussed by teams

**Methods and materials (Activity 4):*** Facilitator intro
* Group work: Those who worked on teams that discussed the same Core Function meet together to combine and summarize their priorities
 |
| **45 minutes or more, if time**[If possible, allow more time (e.g., 90 minutes) for sessions that combine discussion of two Core Functions] | **Core Functions 2 and 3: Plenary Discussion and Summary of Challenges**  | Participants arrive at consensus on major challenges in these two Core Functions, that will need to be addressed as future priorities | Facilitator(s)Whole group (plenary) | **Content:*** Core Function 2 and 3 priority challenges

**Methods and materials (Activity 5):*** Facilitator introduction and guidance of discussion
* Input from each group about their identified Core Function
* Facilitator integration and summary of priority challenges
 |
| **30 minutes** | **Core Function 4 (Family and Community Engagement) and Core Function 5 (Quality Assurance):****Introduction and Expert Participants’ Presentations and Q&A** (15 minutes each) | Participants refresh understanding of importance and potential roadblocks in these Core FunctionsParticipants gain shared, practical understanding of country’s efforts in these Core Functions, from fellow participants | Invited participants with expertise/job responsibilities related to each of these Core Functions | **Content:*** Review of importance and goals for Core Functions 4 and 5
* Country’s current situation and future plans for each of these Core Functions, with examples

**Methods and materials:** Brief (5 minutes) orientation/review of Core Functions 4 and 5Presentations from two expert participants (no more than 15 minutes each, including questions, slides optional)Questions and comments from other participants if time |
| **1 hour** | **Core Function 4 (Family and Community Engagement and Core Function 5 (Quality Assurance):****Team Discussion and Identification of Challenges, using the Analysis Tool**  | Participants gain shared, practical understanding of country’s strengths and challenges in Core Functions 4 and 5 | ParticipantsFacilitator(s) | **Content:*** Assessment of Core Functions 4 and 5: Key goals and measures of progress

**Methods and materials (Activity 3):*** Brief refresher on the tool by facilitator
* Team/small group work on Analysis Tool questions for Core Function 4 and Core Function 5 (different teams for each Core Function)

Small group discussion of questions and measures of progress for their assigned Core FunctionEach small group Identifies priority challenges, based on discussion of measures of progress |
| **45 minutes** | **Core Functions 4 and 5:** **Sharing and Summarizing within Teams working on Same Core Function** | Participants who worked on each Core Function arrive at a joint list of priority challenges | FacilitatorGroups of about 10-12 (combining those who discussed Core Function 4 in one group, and Core Function 5 in a different group) | **Content:*** Further analysis, in combined groups of Core Function teams and priority challenges previously discussed by teams

**Methods and materials (Activity 4):*** Facilitator introduction
* Group work: Those who worked on teams that discussed the same Core Function meet together to combine and summarize their priorities
 |
| **45 minutes or more, if time**[If possible, allow more time (e.g., 90 minutes) for sessions that combine discussion of two Core Functions] | **Core Functions 4 and 5: Plenary Discussion and Summary of Challenges**  | Participants arrive at consensus on major challenges in these two Core Functions, that will need to be addressed as future priorities | Facilitator(s)Whole group (plenary) | **Content*** Core Function 4 and 5 priority challenges

**Methods and materials (Activity 5):*** Facilitator introduction and guidance of discussion
* Input from each group about their identified Core Function
* Facilitator integration and summary of priority challenges (*see* **Activity 4**)
 |
| **30 minutes** | **Wrap-Up** | Participants reflect on Day 2 accomplishmentsParticipants preview work ahead | Facilitator(s) in plenary  | Summary of Day 2Reflections/feedbackPreview of Day 3 |

| **Day 3** | **Sessions** | **Session Outcomes** | **Who** | **Content, Activities, Methods and Materials** |
| --- | --- | --- | --- | --- |
| **15 minutes** | **Opening** | Facilitator addresses questions and issues remaining from Day 2Facilitator outlines major activities of Day 3 | Facilitator(s) in plenary | Overnight reflectionsPreview Day 3 Agenda |
| **45 minutes** | **Reflective exercise to identify challenges that cut across Core Functions**OR**Reflective exercise to prioritize challenges across the Core Functions** | Participants become aware of links and common roadblocks or challenges across different Core Functions and prioritize the challenges across the Core Functions | FacilitatorSmall teams of participants | **Content:*** Knowledge of ways in which Core Function challenges cut across different Core Functions, and may influence multiple Core Functions
* Priority-setting in regard to challenges across the core functions

**Methods and materials:*** **Activity 6:** Gallery Walk by small groups to identify issues that cut across and can impact more than one Core Function
* **Activity 7:** Gallery Walk – Prioritizing Challenges Across the 5 Core Functions, by pairs to identify the most urgent challenges to address across the Core Functions
 |
| **1 hour** | **Use criteria to brainstorm on strategies associated with identified priority challenges** | Participants use suggested criteria to identify possible strategies/action steps to address challenges  | Small teams of participants | **Content:**Brainstorming on strategies/actions linked to the priorities that have been identified in previous session**Methods and materials (Activity 8):*** First, facilitator introduces criteria for identifying key strategies/action steps to address challenges
* Small teams brainstorm
 |
| **1 ½ hours** | **Identification and Discussion of Key Strategies/Action Steps** | Participants achieve consensus on key strategies/action steps  | Plenary with facilitation | **Content*** Strategies/action steps identified

**Methods and materials (Activity 8):*** Proposed actions shared via chart displays, and discussed
 |
| **30 minutes** | **Presentation – The Enabling Environment and Its Key Factors: Ministerial leadership, policies and legislation, financing, public demand** | Participants understand role of the Enabling Environment in creating conditions for strengthening pre-primary Core Functions | Facilitator  | **Content:** * Importance and key factors of the Enabling Environment for a strong pre-primary subsector

**Methods and materials (Activity 9):*** Presentation with slides, with Conceptual Framework summary additional resource
 |
| **1 hour** | **Enabling Environment Strengths and Challenges** | Participants reflect on country’s current strengths and areas of challenge in key factors of the Enabling Environment (ministerial leadership, policies and legislation, financing, public demand) | Small teams of participants | **Content:** * Key questions and issues in each component of the country’s EE

**Methods and materials (Activity 10):*** Team discussion of Analysis Tool questions and progress measures on the Enabling Environment
* Each team is assigned one key factor of the Enabling Environment to focus on (one or two teams for each component)

Each team completes worksheet in relation to their assigned componentEach team discusses and identifies key challenges and actions and/or recommendations related to their assigned Enabling Environment key factor  |
| **45 minutes (or more if time permits)** | **Key Enabling Environment Actions** | Participants agree on the most pressing challenges and recommended actions related to the country’s Enabling EnvironmentParticipants recognize the importance of strengthening the enabling environment as part of the work of building an effective pre-primary subsector. | FacilitatorTeam representatives | **Content:** * Critical gaps and actions related to the country’s enabling environment

**Methods and materials (Activity 10):**Teams report back on key actions/recommendations related to their Enabling Environment key factor Facilitator helps reach consensus on key actions/recommendationsChart papers with each key factor of the Enabling Environment written at the top; facilitator can write as each group reports  |
| **30 minutes** | **Workshop Summary, Evaluation and Closing** | Participants reflect on workshop content and format and provide feedbackPre-primary leaders consider value and potential follow-ups from workshop | Facilitator(s)Workshop organizers and other key stakeholders or fundersIndividual participants | **Content:*** Reflective discussion of workshop
* Description of post-workshop plans

**Methods and materials:*** Facilitator’s summary and brief reflections, returning to workshop goals and steps toward action
* Evaluation forms
* Final remarks and commitments from workshop organizers and other stakeholders
* Certificates or other recognition of participation, if customary
 |