**Section 2 – Additional Resources:**

Supporting resources for consultative workshop

Suggested Activities for the Workshop

This resourcedescribes 10 activities that can be used during a workshop that aims to support and engage participants with the Pre-primary Subsector Analysis Tool.

***You are invited to use and adapt these activities (or use different activities)***. For your workshop/convening, consider the time available, the specific context, cultural preferences and other factors. Some activities suggest things for the facilitator to say while leading the activity; this is not a set script to be repeated word-for-word – please use whatever seems comfortable and appropriate as a facilitator.

Whatever activities you choose, it is important to remember that a successful workshop or convening will engage all participants in thinking critically, applying information to their own country, and working collaboratively with other participants towards a consensus on shared, important goals.

The activities are:

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| **Activity 1** | Get acquainted (by identifying strengths and challenges in the pre-primary subsector) |
| **Activity 2** | Presentation and discussion of the conceptual framework and subsector analysis tool |
| **Activity 3** | Team discussion and identification of strengths and challenges in one selected core function |
| **Activity 4** | When different teams discuss different core functions – Subgroup discussions to identify priority challenges |
| **Activity 5** | Plenary discussion and summary of challenges in one core function |
| **Activity 6** | Gallery walk – Reflecting on connections across challenges in the five core functions |
| **Activity 7** | Gallery walk – Prioritizing challenges across the five core functions |
| **Activity 8** | Developing strategies by using specific criteria |
| **Activity 9** | Presentation on the enabling environment |
| **Activity 10** | Strengths and challenges in the enabling environment: Analysis and identification of strategies |

**Under each activity, there are details on:**

* Purpose and overview of the activity
* Time needed
* Materials needed
* What the facilitator does during the activity
* What participants do during the activity
* Other suggestions or variations (ways to adapt the activity)

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**ACTIVITY 1: Get acquainted (by identifying strengths and challenges in the pre-primary subsector)**

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| **Purpose and overview** | This activity helps participants get to know one another (especially those assigned to the same team), building a collaborative spirit. At the same time, it helps participants begin to identify some of the strengths and challenges that they see in their country’s pre-primary subsector. By sharing these with their team and with the facilitators, it becomes possible to see what some of the key issues may be for the workshop. |
| **Time needed** | 20–30 minutes |
| **Materials needed** | * Sticky notes and pens/pencils at each table * 2 large sheets of chart paper posted on a wall. Facilitator has written STRENGTHS on one sheet, and CHALLENGES on the other. |
| **What the facilitator does** | * Referring to the relevant slide (see *Annex 12* for sample slides), the facilitator says something like:   “This activity will help you get to know those on your team. You will also work together to discuss and identify some strengths and challenges in the country’s pre-primary system.  We will begin by introducing yourselves to others at your table. Start with your name, of course, followed by what type of work you do and how your work supports pre-primary education. You might also share something personal, such as how you became interested in early childhood education. Please take about 5 minutes for these introductions.”   * After this part of the activity, the facilitator says: “Now, please use the sticky notes on your table to write down some strengths and also some challenges in the pre-primary system, as you see them. You may write down more than one of each. When you are finished, please put them on the chart paper.” * When groups are finished, they return to their tables. Facilitator reads at least some of their strengths and challenges, noting trends/patterns. * Another point from the facilitator might be that some of the features of the pre-primary system that were noted as strengths were also noted as areas of challenge or concern. |
| **What participants do** | * Participants work at their tables, first doing introductions and then discussing and writing down their thoughts about strengths and challenges. They write these ideas on the sticky notes and post them on the chart paper. * Depending on time available, participants could respond to questions from the facilitator, perhaps explaining some of their ideas. |
| **Other suggestions or variations for Activity 1:** | *If time is quite short* – and the opening session included a quick ‘go around the room’ scenario where each participant stands up to say their name and where they work – the facilitator can skip the part about introducing each other at the tables and go directly to explaining the ‘strengths and challenges’ part of the activity.  Teams could share their ideas with the whole group after team discussion, instead of using sticky notes. In that case, however, it will be useful for the facilitator to write down (in bullet points) on flip chart and save the results.  *If there is enough time*, it would be interesting to see whether the participants’ ideas have changed over the course of the workshop. At the end of Activity 1, tape the ‘strength-and challenges’ charts up on the wall or board and keep them on a display – towards the end of the workshop, the facilitator can re-draw attention to them and open discussion on new insights. |

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**ACTIVITY 2: Presentation and discussion of the conceptual framework and subsector analysis tool**

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| **Purpose and overview** | To ensure a shared understanding of the conceptual framework and related analysis tool for all participants.  To stimulate participants to think about the framework’s **core functions** and **goals** in light of their country’s current condition and future direction (this will continue throughout the workshop). |
| **Time needed** | 90 minutes (see ‘Variations’ for another way to schedule this) |
| **Materials needed** | * Copies of the conceptual framework summary (*Annex 1*) and the analysis tool (*Annex 2*) for all participants to receive in a packet |
| **What the facilitator does** | * Orients participants to essential aspects of the conceptual framework and the analysis tool * Provides examples, preferably from the workshop-hosting country or region but also from other countries and regions * Invites participants to add examples and comment on relevance to the country’s situation (after each core function). An alternative would be to ask participants to discuss examples briefly (e.g., 3 minutes) at their tables. |
| **What participants do** | * Listen to the presentation, referring to the printed handouts * Offer examples and ask questions, as prompted by the facilitator |
| **Other suggestions or variations for Activity 2:** | *A co-facilitator or other organizer should take notes* on questions and examples from participants. These may be helpful to refer to later in the workshop.  *If this activity seems to be too long for one presentation*, facilitators might choose to do a very brief overview (20 minutes) and then move most of the core function presentation into the first part of those five ‘core function’ sessions. This can be done by taking slides from the conceptual framework presentation (if so, you will need to move slides around before the workshop). ‘Notes’ on the slides will also serve as reminders to the facilitator. |

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**ACTIVITY 3: Team discussion and identification of strengths and challenges in one selected core function**

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| **Purpose and overview** | This basic activity may be used by teams for each of the five core functions. The purpose is for each team to work together on one core function, followed by the plenary discussion described in *Activity 5*.  As each team works at their table, they refer to the printed **analysis tool material**, which has the guiding questions related to each **goal** for that **core function,** and they agree on the country’s progress in each goal. They then agree on the **key strengths**, and **no more than two or three major challenges** in this core function and note those down on a chart paper |
| **Time needed** | 1 hour |
| **Materials needed** | * The subsector analysis tool modules with goals and associated questions (all participants have these on paper) * Sticky notes (if facilitators have decided to use these) * Chart paper * Markers |
| **What the facilitator does** | * Introduce the activity; note that it will take longer for the first core function. The presentation slide will have brief directions. Leave the slide on the screen during this activity. * Walk around during the team discussions, listening to what they are saying, clarifying any points and answering questions. * Remind participants about time, for example, saying “Be sure you are working through questions related to each goal. You may spend more time on some questions than others, but please consider all of them.” Also ask if groups have finished, and add a bit more time as needed. |
| **What participants do** | * Members of each team discuss together following facilitator's’ directions. One person should have been designated as the person to guide the discussion and keep the team on track. * One person (a ‘secretary’) will write down what the team agrees on with respect to key strengths and challenges, recording any relevant comments. * If the challenges are also to be written on sticky notes or chart paper, the team does this as well (only 1 per sticky note and no more than 2 or 3 total). |

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**ACTIVITY 4: When different teams discuss different core functions – Subgroup discussions to identify priority challenges**

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| **Purpose and overview** | This activity is intended to be used if different teams have been discussing different core functions at the same time. For example, because of time constraints it may be necessary to have 3 teams (each with about 5 members) discuss **Core Function 2** at the same time that 3 other teams are discussing **Core Function 3**.  Before moving to plenary discussion (*Activity 5*), all participants who discussed Core Function 2 will meet at a large table to share their results across teams; the same will happen for the 3 teams that discussed Core Function 3.  The value of doing this is for subgroups that discussed the same core function to arrive at consensus on a brief list of priority challenges. These can then be shared more efficiently with the entire group of participants. |
| **Time needed** | At least 30 minutes, preferably 45 minutes |
| **Materials needed** | * Chart paper on easel or wall, for each group of 3 teams * Large table or other location for each of the two subgroups (separated, so discussions are not distracted by other subgroups) * Markers |
| **What the facilitator does** | * Introduces the activity with a slide (leave up). Then the facilitator says something like:   “Now, each team (or table) has discussed its core function [for example]. These 3 teams discussed Core Function 2 (for example) and these 3 discussed Core Function 3.  After I explain the activity, you will move to your assigned table to share across your teams. Please discuss first, where there were agreements as well as disagreements on the progress for each goal. You can note on the chart paper which goals were, in general, considered as stronger or weaker.  “Next, please identify which priority challenges had the most agreement among those in your subgroup. Try to identify no more than 5 of these, where there was quite a bit of agreement, even if the challenge was perhaps stated differently by different teams. Also write those on the chart paper.  “We will come around to each subgroup to answer questions and to let you know when time is almost up. We have scheduled 45 minutes (or other time depending on workshop organizers) for this activity. It will be followed by everyone coming together to share with all participants – so please have someone volunteer to present for your combined group.” |
| **What participants do** | * Move into groups of 10–12 people based on having discussed the same Core Function * Discuss as explained by facilitator * Record on chart paper (or could use sticky notes) * Be prepared to have one subgroup member present areas of agreement (and major disagreement if relevant) |
| **Other suggestions or variations for Activity 4:** | *Write headings on the chart paper before the activity*: “Core Function 4 [for example]: Strengths/Priority Challenges. Then number 1 through 5 down the side of the chart, to encourage the subgroup to choose only a limited number.  *If the number of participants in the workshop is smaller* and therefore there are fewer teams (e.g., perhaps four teams of 4 people), consider going directly to plenary discussion rather than having teams who worked on the same core function discuss together before the plenary.  *Try to have an identified person in each subgroup lead the discussion and take notes.* The facilitator(s) can circulate between the two groups. |

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**ACTIVITY 5: Plenary discussion and summary of challenges in one core function**

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| **Purpose and overview** | This basic activity may be used as a strategy to share and summarize team priority challenges. It may be used for all core functions. Typically, however, there is not time for all teams to analyse all five core functions in depth, so the sample agenda has sessions that combine Core Functions 2 and 3, and then Core Functions 4 and 5, assigning half of the teams to each of two core functions. |
| **Time needed** | 1 hour |
| **Materials needed** | * Slide with brief directions for activity * Teams’ completed chart papers for the core function * Sticky notes (optional) |
| **What the facilitator does** | * Invite teams to complete the analysis using the analysis tool module for the selected core function (give some additional time as needed) * Say something like: “Now each team will summarize its conclusions about the strengths and challenges the country has in this core function. Please have a representative of your team tell us first – What were your results for each of the three goals of this core function?” * Facilitator then says to the first team, “And now, please tell us what your team identified as the 2 or 3 most significant challenges in this core function. Remember, these do not have to tie in with one specific goal or measure of progress, but you should have thought about which measure(s)/goal(s) appeared as weak.” |
| **What participants do** | * Team representatives share as invited by facilitator * Other team members comment or add to what representatives say |
| **Other suggestions or variations for Activity 5:** | *Because workshop time might be limited, you may need to divide the* participant *teams for some of the core functions and have (for example) three teams discuss one core function and the other three discuss a different core function.*  The activity to share teams’ synthesis and priority challenges will be similar. However, you will focus on one Core Function at a time. For example, the three teams that have discussed Core Function 2 will share their overall reflections and priority challenges, making sure that the teams that did not discuss that Core Function understand the issues and can pose comments and questions (facilitator can help with this).  After the teams’ separate priority challenges have been noted, integrated, and discussed in the plenary, the facilitator can turn to the Core Function discussed by the other three teams (for example, Core Function 3). Discussion follows, using the same procedures.  With this variation, somewhat more time is likely to be needed (with 2 Core Functions to be discussed in turn). |

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**ACTIVITY 6: Gallery walk – Reflecting on connections across challenges in the five core functions**

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| **Purpose and overview** | A ‘gallery walk’ is an activity where the results from the participants’ collaborative work are displayed (similar to how artists display their work) and participants walk around to view and discuss. Before moving to strategies, this activity helps participants step back and think about the connections across core functions.  Are there common challenges? e.g., difficulty in implementation that appears across three or four different core functions  Could challenges in one core function impact pre-primary effectiveness in another area? |
| **Time needed** | 30 minutes |
| **Materials needed** | * Charts with the priority challenges for each core function (posted on wall or laid out on tables in the meeting room) * Copies of the text below – 1 copy for each group of 2 or 3, possibly 12-15 copies in all or project a slide with the questions so that participants can easily refer to them  1. From the charts, please copy down two or three ‘priority challenges’ that were listed on more than one Core Function (same challenge, different core function). It is OK if the words are not exactly the same. In which Core Functions did you find them? 2. Please find another challenge or roadblock (from any Core Function). Write it down, and then write down one or two other Core Functions that could be less effective if this challenge is not addressed. |
| **What the facilitator does** | * Explain the activity, for example:   “The purpose of the next activity is to be sure we all understand that the Five Core Functions are not separate from each other, even though we’ve discussed them one at a time. After I explain this activity, you will find a partner from your team. If numbers are not even, it is OK to have three people in a group. Each two- or three-person group will have a copy of this list of questions” [a handout and also on slide].  “Please walk around and look at all of the charts that are on the tables (or posted on the wall). As you do so, think about the questions. Then write down your answers and give them back to me so we can discuss.”   * [During the gallery walk, circulate around and answer any questions. Collect handouts from each small group. Bring group together again for brief discussion – facilitator quickly looks over the handouts and gives examples of challenges that were found to be common across two or more Core Functions. Depending on time, facilitator can read a few and then ask participants for other examples. * Finally, facilitator gives examples (from completed handouts or own experience) of how challenges identified for one core function may impact other areas. An example might be that if curriculum resources are unavailable to teachers, this affects both the quality of curriculum implementation (Core Function 2) AND the competence of teachers (Core Function 3). * Close by saying that thinking about these kinds of connections is very important as the workshop moves into the next phase – identifying specific ‘Action Steps’ to improve the overall effectiveness of the country’s pre-primary system.] |
| **What participants do** | * Find a partner (or two) and take one copy of the handout for their group * Spend 10 minutes on the activity, walking around and then writing down their findings * Return the handouts to facilitator * Participate in follow-up facilitated discussion |

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**ACTIVITY 7: Gallery walk – Prioritizing challenges across the five core functions**

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| **Purpose and overview** | A ‘gallery walk’ is an activity where the results from the participants’ collaborative work are displayed (similar to how artists display their work) and participants walk around to view and discuss.  Before moving to strategies, this activity helps participants step back and think about the connections across core functions and ‘vote’ on the challenges they consider the most critical to address, effectively prioritizing the challenges across the five core functions. |
| **Time needed** | 30 minutes |
| **Materials needed** | * Charts with the priority challenges for each core function (posted on wall or laid out on tables in the meeting room) * Dot stickers (about 10–15 stickers per person or per group of 2 participants) |
| **What the facilitator does** | * Explain the activity, for example:   “The purpose of the next activity is to help us collectively identify the prioritized challenges across the 5 Core Functions. After I explain this activity, you will find a partner. If numbers are not even, it is OK to have 3 in a group.  “Each 2- or 3-person group will have 10–15 dot stickers. Please walk around and look at all of the charts that are on the tables (or posted on the wall). As you do so, agree on the challenges that you consider the most critical and that need priority focus.  “You choose the challenges that you want to prioritize by putting the dot stickers next to them. You can put one or more dot stickers on a challenge, depending on how strongly you feel that it should be a priority. At the end of the exercise, we will count the ‘votes’ and share the final tally and the prioritized challenges.”   * When the participants are done, the facilitator(s) will count the stickers and present the final tally and the finalized priority challenges. If desired, a facilitated discussion can follow to build consensus around the priority challenges. |
| **What participants do** | * Find a partner (or two) and take 10–15 dot stickers for their group. * Walk around and agree as a group on the challenges that you consider to be the most critical and that should be prioritized across the Five Core Functions, and vote on these by placing the dot stickers next to the selected challenges. * Participate in follow-up facilitated discussion. |

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**ACTIVITY 8: Developing strategies by using specific criteria**

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| **Purpose and overview** | This activity helps to move participants from discussion of priority challenges/roadblocks to identifying a small number of high priority strategies, i.e., what might be done to address these challenges. The criteria will be listed on a presentation slide.  This activity can be used in conjunction with Tool 3.1 Refining, Selecting and Prioritizing ECE Strategies and Developing Corresponding Activities (in Section 3) to strengthen the brainstorming of strategies during the analytic exercise. |
| **Time needed** | 1 ½ hours |
| **Materials needed** | * List of criteria (these are listed on a slide and should also be copied onto large chart paper (may need several sheets of paper taped side by side) |
| **What the facilitator does** | * Begin by explaining what strategies are, and are not (show a slide that includes examples; it might also be helpful to have the criteria on a handout for each participant). * Emphasize that the goal is to make these strategies the ‘right size’ – not too broad (e.g., “improve preparation of teachers” may be too broad) – but not too specific (e.g., “begin a programme that places university students in high-quality preschools every semester, starting in the fall of their second year” could be too narrow). * Also emphasize that post-workshop meetings and other activities will help to refine these ideas and further examine their feasibility. For now, only the broader concepts for strategies are needed. * Go over the suggested criteria for prioritizing possible strategies (workshop organizers change some of these as appropriate to the context). If time, ask participants if they have ideas about different or additional criteria. * Give directions for small group discussions of possible strategies, keeping the guidelines in mind (about ‘right size’ actions as well as thinking about whether the ideas may meet one or more criteria). Give time for these discussions and for small groups to post their ideas on the chart. * After this step, facilitator reviews what has been posted, moving sticky notes around to combine similar ideas and to show alignment with one or more criteria. * Facilitator invites further comment, discussion, and additional ideas as time permits. |
| **What participants do** | * Following directions from facilitator, participants discuss in small groups of two or three their ideas for possible strategies that can address the challenges that have been identified for the country’s pre-primary system. They write their ideas on sticky notes (one for each idea) and post them on the chart. * Participants contribute to general discussion guided by facilitator |
| **Other suggestions or variations for Activity 8:** | *It will be very helpful to have a rapporteur or note-taker (participant or other person) to copy down the strategies that are posted and to take notes on the following discussion.* Also consider taking photos of this and other charts produced in the workshop to refer to during follow-up meetings.  *This is not the only activity that could be used to develop strategies*. You may have better ideas for your participants – as long as the result is consensus about a small number of important and realistic strategies that can be undertaken in the future to strengthen the Core Functions. |

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**ACTIVITY 9: Presentation on the enabling environment**

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| **Purpose and overview** | This activity helps participants understand the key elements of an Enabling Environment for pre-primary education. The basic idea was introduced in the overall presentation of the Conceptual Framework, but it is best understood and discussed after participants have reflected on each Core Function’s challenges and proposed strategies that might address these. |
| **Time needed** | 30 minutes or less |
| **Materials needed** | * Slides |
| **What the facilitator does** | * Introduces this session by giving examples from their own analysis of significant challenges and issues in moving toward a more effective pre-primary subsector. Yes, they have identified some exciting actions with good potential for success, but there is a larger context – an Enabling Environment – that potentially either support or hold back these achievements (there will be a slide displaying this point). * Briefly go through slides that describe each element of a supportive enabling environment. If time, ask participants for examples from the country. |
| **What participants do** | * Share examples and ask clarifying questions |
| **Other suggestions or variations for Activity 9:** | *Do not spend too much time on this presentation.* The value will be in the next activity, in which participants analyse and propose supportive actions related to their country’s enabling environment. |

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**ACTIVITY 10: Strengths and challenges in the enabling environment: Analysis and identification of strategies**

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| **Purpose and overview** | This activity engages participants in using the Pre-primary Subsector Analysis Tool to examine the country’s Enabling Environment. As part of this process, they will understand how key issues in Core Functions may be positively or negatively impacted by the Enabling Environment. This will help them tie the pieces of an effective subsystem together, before the workshop concludes. |
| **Time needed** | 1 hour (if time permits) |
| **Materials needed** | * Tool with key questions; direct participants to the analysis tool Module 6, on the enabling environment (ideally, all participants would have these on paper) * Chart paper for each team |
| **What the facilitator does** | * Introduce activity, projecting a slide that has brief directions; leave the slide on the screen during the activity * Assign one or more teams to each element of the Enabling Environment (each team will analyse a different element, using the tool process with which they are familiar). * Walk around during the team discussions, listening to what they are saying, clarifying any points, and answering questions. * Ask them to wrap up the first part of their discussion after about 15 minutes, noting on their charts two or three major issues in their assigned component of the Enabling Environment * Staying in their separate teams, ask them to now think of two or three strategies to improve their assigned element of the enabling environment. Ask them to add those to their chart paper. Emphasize that one strategy might address several difficulties in their enabling environment element (allow another 15 minutes for this). * Facilitate a process for teams to share their findings. Be sure to record or photograph the results. * Make general wrap-up comments about connections between this activity and the specific Core Function-related discussions earlier in the day. Remind the participants about the value of a strong enabling environment and the role of each of them in influencing its development. |
| **What participants do** | * Members of each team discuss together following facilitators’ directions and using process with which they are now familiar, with the Tool questions for the Enabling Environment Module. |
| **Other suggestions or variations for Activity 10:** | *Another way to encourage reflection* is to pose the question: “In order for the strategies that you’ve identified to be successfully carried forward, what needs to change in the current enabling environment?”  *The identification of the steps for enabling environment strategies* could also be done as a plenary (whole group) activity. In that case, each team would share the related issues/challenges they identified, posting their charts where all could see. Then the whole group could brainstorm key strategies.  This could be done after issues for each priority factor in the enabling environment are presented – or all of the issues/challenges could be presented together and the group could then brainstorm strategies. The latter might work well in moving from a ‘narrow scope’ issue to actions with broader impact. The decision will depend on the context. |