



# NATIONAL INSPIRE COORDINATION COURSE

A guide for organisers



**END VIOLENCE LAB**



End Violence  
Against Children



THE UNIVERSITY  
of EDINBURGH



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## **National INSPIRE Coordination Course - a guide for organisers. May 2020**

This organisers’ guide to National INSPIRE Coordination Courses, in collaboration with End Violence Lab, has been written for use at the national level by Local Organising Committee members who want to replicate any or all aspects of this course.

*Produced by End Violence Lab.* The End Violence Lab strives to improve the lives of children by harnessing data, evidence and learning. It is a collaboration between the Global Partnership to End Violence Against Children and The University of Edinburgh.

*A dynamic document.* This guide will evolve with developments in the field of violence prevention and in response to feedback. Therefore, the document is set up with simple graphics and layouts to enable us publish new versions quickly and efficiently.

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# VISION



The vision behind a country specific INSPIRE Coordination Course is based on the belief that bringing people together, who are working preventing violence against children, through a Pathfinding Country initiative increases learning and galvanises action.

## Purpose

The primary objective of nationally-led INSPIRE Coordination Course is to convene delegates for peer-to-peer learning – from within a single country – to strengthen and accelerate the work of ending violence against children using the INSPIRE technical package. The course also provides an opportunity to understand how to localise National Plans of Action to prevent violence.

### **INSPIRE**

A set of seven evidence-based strategies to eliminate violence against children – a resource to support those committed to preventing and responding to violence against children and adolescents aged 0-18 years.

This week-long course provides delegates with opportunities to broaden and strengthen their skills in planning, co-learning, advocating and networking for violence prevention.

Over the months ahead, as the COVID-19 pandemic adds new challenges to delivering violence prevention, the course will be adapted for online delivery.

## The Policy & Practitioner Audience

The course is designed for practitioners and implementers, local government officials, national government representatives, members of civil society organisations and university researchers, working towards the goal of ending violence against children. The course can be tailored to the specific needs of any of these stakeholders.

Workshop participants from Pathfinding Countries apply the learning in their local contexts, through active participation in problem solving, idea innovation and collaborative thinking. Peer-to-peer national or city learning creates an environment that ensures that all key stakeholders have the same baseline knowledge on INSPIRE and its implementation, ensuring better national coordination.

Before, during and after the course, participants learn and contribute to local and global understandings of the prevention of violence against children.





## Coordination Course Co-Design

This Coordination Course is typically co-designed with the End Violence Lab, and a national or local organising committee comprised of government, UN and Civil Society Organisations.

## Introducing the End Violence Lab

The End Violence Lab strives to improve the lives of children by harnessing data, evidence and learning. It is a collaboration between the Global Partnership to End Violence Against Children and The University of Edinburgh.

## End Violence Pathfinding

Pathfinding is an evolving concept and is determined by national stakeholders; it can include a country, territory or city. Since its launch in July 2016, the Global Partnership to End Violence Against Children has promoted the concept of pathfinding, which aims to raise awareness, stimulate leadership commitment, galvanize action, and establish a standard of national violence prevention throughout the world. Now in 2020, there are 29 Pathfinding Countries in the partnership spreading the initiative's reach to every continent.

Pathfinding Countries use the INSPIRE Seven strategies for Ending Violence Against Children to understand the drivers of violence and build integrated responses that improve the lives of children and young people. These strategies are seen throughout the pathfinding process, including but not limited to the creation of a country's national action plan to end violence.





# INSPIRE INFORMED BENEFITS



The benefits of co-creating a bespoke national INSPIRE Coordination Course include:

## **Coherence**

Delegates engaged in Pathfinding Country work learn a series of baseline concepts and acquire tools to enhance the planning, implementation and measurement of prevention programmes.

## **Localisation of national plans**

Delegates have an opportunity to localise as well as operationalise national plans of action to prevent violence against children.

## **Practical tools**

Delegates gain knowledge from validated End Violence Lab approaches and tools using elements of implementation research practice applied to Pathfinding Country work, centred around INSPIRE.

## **Peer-to-peer support**

Delegates benefit from enhanced learning, group work and longer-term networking.

## **Flexible and creative learning**

Delegates make connections; with each other, with the End Violence Lab, related resources and tools and experts. For example, in Mexico new relationships between civil society organisations have formed and there is an ongoing relationship with the End Violence Lab to undertake collaborative fundraising.





## INSPIRE: seven strategies for ending violence against children



INSPIRE Coordination Courses strengthen and accelerate the work of ending violence against children using the [INSPIRE Handbook and Technical Package](#). The course focuses on *planning and preparation* for sound implementation.

The package includes the core document describing what the INSPIRE strategies and interventions are; an implementation handbook that provides details on how to implement the interventions, and a set of indicators to measure the uptake of INSPIRE and its impact on levels of violence against children. The strategies advance efforts to achieve Sustainable Development Goal target 16.2 to end all forms of violence against children. They are based on the best available evidence of what works, and include:



<b>I</b> mplementation and enforcement of laws: such as those limiting access by young people to firearms and other weapons and those criminalizing the violent punishment of children by parents;	<b>I</b> ncome and economic strengthening: including microfinance combined with training around gender norms;
<b>N</b> orms and values: by changing beliefs and behaviours around gender roles;	<b>R</b> esponse and support services: such as treatment programmes for juvenile offenders;
<b>S</b> afe environments: by targeting violent “hotspots” and enhancing the built environment, for example, by improving housing;	<b>E</b> ducation and life skills: for example, establishing a safe school environment and improving children’s life and social skills.
<b>P</b> arent and caregiver support: such as the provision of training in parenting;	

Further information can be found on the INSPIRE Working Group webpages hosted by CPC Learning Network. [www.cpcnetwork.org/inspire-working-group](http://www.cpcnetwork.org/inspire-working-group)





## Preparing to implement INSPIRE



This INSPIRE Coordination Course guides participants through preparing to implement INSPIRE strategies for ending violence against children. The INSPIRE Technical Package details the following essential steps for operationalizing INSPIRE:



These steps are not necessarily sequential, and several can be undertaken simultaneously. Each locality will have to adapt the package contents to its own specific conditions, and implement it in accordance with its own structures.





# END VIOLENCE LAB PEDAGOGY



The INSPIRE Coordination Course follows the End Violence Lab pedagogy - a method and practice of teaching guided by the following principles:

## LEARNING BY DOING

Each participant is encouraged to apply learning directly to a very specific intervention or issue within their country.

## ITERATIVE LEARNING

All core concepts are layered with learning sequentially building upon itself during the course. In this way, each concept reiterates the previous learning and concepts.

## SIMPLE LANGUAGE

Demystifying data, evidence and learning so that it is accessible is central to the approach, connecting key academic concepts with existing practice among delegates.

## PEER-TO-PEER LEARNING

The course approach encourages delegates to work together, through facilitator-led teaching with peer-to-peer sessions and group work woven throughout the Coordination Course curriculum.







# COORDINATION COURSE DESIGN



National INSPIRE Coordination Courses are built around a standard curriculum and tailored to meet national priorities. The course is designed to prepare stakeholders for INSPIRE implementation (see p 5).

<b>Module and [INSPIRE adaptation step]</b>	<b>Purpose</b>
<b>Mapping Local Data onto INSPIRE National Module</b>  <b>[Assess needs]</b>	Working with the Local Organising committee, this participatory module uses existing national and city-level data and maps these onto the seven INSPIRE strategies to provide a foundation for the course that follows.
<b>Understanding the Drivers of Violence Using Local Data National Module</b>  <b>[Select interventions]</b>	Using the Integrated Child-Centred Framework, this module uses national and city-level data to understand and differentiate between the drivers of violence and the risk and protective factors. If planned in advance (to locate data and findings) this can be a highly informative participatory session.
<b>Advocacy *New* Core Module</b>  <b>[Identify sources of financial support]</b>	Building competencies in the process of influencing decision makers to change their policies and practices, attitudes, or behaviours. Advocacy works through institutions; both formal (states, courts, political parties, corporations, and international bodies) and informal (norms and public attitudes). An important focus of advocacy is around identifying new sources of financial support.
<b>Using Evidence to Build Consensus for Priority Areas of Focus National Module</b>  <b>[Select interventions]</b>	Applying group work and participatory methods this module builds consensus around evidence-based priority areas for interventions in a Pathfinding Country/City.
<b>Applying INSPIRE to National Plans of Action National Module</b>  <b>[Prepare national &amp; local government plans for action]</b>	Supporting national teams to link INSPIRE strategies to their national plans of action (NPAs) and to build consensus.



<b>Module and [INSPIRE adaptation step]</b>	<b>Purpose</b>
<b>INSPIRE-d: An Advanced Introduction to Using INSPIRE for Violence Prevention Core Module</b> <b>[Develop &amp; manage human resources]</b>	Reviewing with delegates, through each INSPIRE strategy, the existing evidence-base and the three parts of the INSPIRE Technical Package. Related, assess the human resources needed to implement INSPIRE.
<b>An Introduction to Social Norms and Violence Prevention Core Module</b>	Offering practical tips and strategies to recognize what is and what is not a norm (and the distinction between gender and social norms) and introduces how to measure norms.
<b>Child Participation and INSPIRE Core Module</b> <b>[Implement, monitor &amp; evaluate]</b>	Exploring how children, as agents in their own right, can offer their valuable insights for ongoing research policy and practice. The focus here is on child-centred indicators that align with INSPIRE indicators.
<b>Outcome Mapping: Developing the Implementation Roadmap Core Module</b> <b>[Build national commitment]</b>	Building Outcome Mapping is a participatory method for planning, monitoring and evaluating development initiatives to bring about sustainable social change.  This core module supports County teams to co-create outcome maps for INSPIRE interventions that drive violence prevention.
<b>Key Adaptation Concepts Core Module</b> <b>[Adapt interventions to the local context]</b>	Introducing adaptation; it includes a variety of approaches to adaptation that can be applied to interventions.





# EXAMPLE COORDINATION COURSE AGENDA



This agenda of a National INSPIRE Coordination Course, held in Mexico in April 2019, places INSPIRE and violence prevention in national contexts for policymakers and practitioners.

- Open by reviewing the previous day.
- Close with key learnings and reflections.
- Q&A after each presentation and activity.
- Catering: One-hour lunch, one coffee break each morning and afternoon.

<b>DAY 1: Data</b>	<b>AM</b>	<b>PM</b>
	<p>Civil Society introduces existing data about violence against children in the country or region.</p> <p>End Violence Lab introduces INSPIRE Strategies and INSPIRE wall.</p> <p><b>Group Activity:</b> List how violence affects each actor in the socio-ecological framework.</p>	<p>Civil society and local government agencies share experiences implementing INSPIRE.</p> <p>End Violence Lab presents on the importance and use of data as evidence to affect change.</p> <p><b>Group activity:</b> List as many data sources as possible and their potential uses.</p>
<b>Day 2: Coordination</b>	<b>AM</b>	<b>PM</b>
	<p>Government present on the types of violence against children in their country.</p> <p><b>Group Activity:</b> Government gives the group a hypothetical case based on a type of violence. They create solutions which include INSPIRE strategies.</p>	<p>Government presents national action plan.</p> <p><b>Group activity:</b> Government arranges groups by region related to the assigned priority. They discuss and anonymously vote on their top three violence interventions.</p>
<b>Day 3: Outcome mapping</b>	<b>AM</b>	<b>PM</b>
	<p>End Violence Lab demonstrates outcome mapping technique and how it links to INSPIRE strategies.</p> <p><b>Group Activity:</b> End Violence Lab shows how Day 2 groups' chosen violence interventions fit with INSPIRE strategies. Groups then create an outcome map based on this information.</p>	<p><b>Group Activity:</b> Groups present their outcome maps to the whole group, include Q&amp;A and receive feedback from the End Violence Lab.</p> <p>Closing panel with civil society, government and End Violence Lab discuss final observations and next steps.</p>





# ROLES AND RESPONSIBILITIES



Designing and delivering a National INSPIRE Coordination Course is a collaborative activity.

## Local organising committee

The Local Organising Committee (LOC) co-designs the INSPIRE Coordination Course in partnership with End Violence Lab. Four to seven participants is ideal to ensure that their needs are understood. Participants should ideally span a diverse range of organisations. Recommended membership:

- Representatives of government
- UNICEF
- Local NGO/CSOs working to prevent violence against children
- Local academics

## Local Organising Civil Service Organisation

The Local Organising Community Service Organisation is commissioned by the Local Organising Committee to manage local logistics of the INSPIRE Coordination Course including the venue, catering, invitations, printing, translation, and evaluations. By way of example, Local Organising CSO for the Mexico INSPIRE Coordination Course was World Vision Mexico. This could also be an agency within Government – what matters most is the capacity to take on local logistics and ensure that the course is tailored to the national context.

## End Violence Lab team

The End Violence Lab team (two to three people) works closely with the Local Organising Committee to shape and adapt the programme in the context of Pathfinder/EV/INSPIRE. During the Coordination Course, they share knowledge and expertise particularly in relation to data, evidence and learning; and actively support the documenting and facilitation of conversations. The team is typically joined by two to three Regional Facilitators who are experts in preventing violence against children.

## Delegates

Delegates strengthen Pathfinder initiatives in their own contexts and share expertise within the group. Wherever possible, we invite previous Coordination Course delegates to share their learning and contribute to the programme to enhance regional cooperation.



## Budgeting

The costs of co-designing and delivering a national INSPIRE Coordination Course through the End Violence Lab is approximately \$30,000 - \$50,000.

Around 50% is used by the End Violence Lab for international expert facilitators (securing their costs, DSA and flights), time for coordination, and curated national curriculum design as well as final outputs from the event. Where requested follow-up technical accompaniment is offered. The remaining 50% goes to a local organising civil society organisation to manage the local logistics with the oversight of the local organising committee.





# PREPARATION



Designing a national INSPIRE Coordination Course takes a minimum of three months of dedicated planning between End Violence Lab and the Local Organising Committee. For example, for the Mexico INSPIRE Coordination Course, the Local Organising Committee and the End Violence Lab Team held weekly online meetings for the 13 weeks leading up to the event.

In addition, the preparation of the delegates ahead of time is critical. Delegates should:

- Understand the purpose of the week in relation to their Pathfinding initiative;
- Be sufficiently prepared for the Coordination Course and learning journey;
- Receive support for travel and accommodation arrangements

We highly recommend the following schedule to ensure that the Coordination Course can be designed to meet the Coordinating Course objectives of the local organising committee.

Week	Local Organising Committee Action	Joint Action	End Violence Lab Action
-13	Choose members for Local Organising Committee (LOC) who can commit to weekly planning calls. By consensus draw up a Terms of Reference for the LOC.	Agree dates for event (ideally 5 residential days, Monday to Friday, avoiding any national holidays).	Recruit core End Violence Lab team and commit to dates.  Secure commitments with End Violence Lab international and regional facilitators and.
-12	Choose local civil society organisation to manage logistics.  Start compiling the delegate list, max 40 people.  Identify city/location for Coordination Course.		Sub-contract the Local Organising CSO for all local costs.





- 11	<p>Scope hotel venues appropriate for delegates.</p> <p>Consider translation services.</p> <p>Scope catering options.</p>	<p>Develop draft programme based on country's objectives and be prepared for iterative discussions as part of the co-design process.</p>	<p>Identify previous Coordination Course attendees from the region who could contribute to programme.</p> <p>Book flights and accommodation for international and regional facilitators and End Violence Lab hosts.</p>
- 10	<p>Book venue and catering.</p> <p>Set opening and closing ceremony logistics and confirm speakers (government, UN etc).</p>	<p>Continue co-designing programme.</p>	<p>Continue discussions with facilitators adapting content.</p> <p>Co-develop any national modules.</p>
- 9		<p>Plan documentation and output creation into programme design.</p>	<p>Continue developing any national modules.</p>
- 8		<p>Finalise programme; agreed between local organising committee and the End Violence Lab Team.</p>	<p>Continue developing any bespoke modules.</p>
- 7	<p>Monitor registrations.</p>		<p>Check in with End Violence Lab international and regional facilitators on course content.</p>
- 6	<p>Discuss programme with venue coordinators and ensure each element of the programme is planned for logistically.</p>		<p>Design the participant handbook.</p> <p>Collect all final presentation slides from facilitators.</p>
- 5	<p>Print participant materials and translate if necessary.</p>		<p>Send all final presentation slides and handout materials to local organisers.</p>
- 4	<p>Continue printing and translating participant materials as necessary.</p>	<p>Review evaluation form and feedback processes.</p>	<p>Draft evaluation form and feedback processes for discussion.</p>





-3	<p>Edit and print evaluation forms and translate if needed.</p> <p>Finalise all printing for the event including final programme.</p> <p>Collate participant handbooks.</p>		<p>Send designed programme to local organisers for printing.</p>
-2	<p>Create name badges and registration materials.</p>		<p>Send designed name badges and registration materials to local organisers for printing.</p>
-1	<p>Prepare delegate certificates.</p> <p>Monitor registrations for cancellations/liaise with venue, etc.</p>		<p>Send designed certificates to local organisers for printing.</p>
0	<p>Course coordination</p>		
+1			<p>Collate and synthesise delegate feedback.</p> <p>Share draft outputs with Local Organising Committee.</p>
+2		<p>Review draft outputs and lessons learned.</p>	
+3	<p>Publish outputs to national / regional dissemination channels.</p>	<p>Build lessons learned into future Coordination Course planning.</p>	<p>Publish outputs to international dissemination channels.</p>

Although this example is based on the Mexico INSPIRE Coordination Course in which planning took place over three months, to allow for more co-creation, a planning period of six months is highly recommended.







# REPORTING AND DOCUMENTING



Documenting processes and intended outputs is important. Advanced planning ensures that the most powerful information is captured during the Coordination Course and that outputs from the event are tailored to the intended audience.

## More than just a factual record

Reports and other outputs can be far more than factual statements of what happened during a Coordination Course. Storytelling can transform the outputs of the Coordination Course into powerful tools to celebrate success and leverage investment and change in children's lives.

Questions that help shape outputs and documenting processes:

- Who is the audience?
- What do you want them to do with the information?
- What formats do this audience engage with?
- How can the delegates and their work to end violence be championed?

## Preparation before the Coordination Course

- Scope intended outputs and how they will be achieved
- Collate all presentations, learning materials and session synopses / summaries
- Get permission from speakers and delegates for photography and video
- Develop pro-forma documenting materials and reporting schedule
- Recruit and brief a documentation team
- If you are planning to record video:
  - Consider how they will be used afterwards
  - Invest adequate funding for recording and post-production
  - Schedule into the Coordination Course timetable
  - Ensure delegates understand how the recordings will be used and give informed consent.





# ACKNOWLEDGMENTS



The End Violence Lab strives to improve the lives of children by harnessing data, evidence and learning. End Violence Lab is a collaboration between the Global Partnership to End Violence Against Children and The University of Edinburgh.

The End Violence Lab would like to express its appreciation to all those people who contributed their time and knowledge to the preparation and delivery of the INSPIRE Coordination Courses that have shaped this guide.

The Coordination Course and attendance by Pathfinding delegates would not have been possible without support from the Global Partnership to End Violence Against Children.

## Contact

For more information about the INSPIRE Coordination Course or the End Violence Lab please contact Jake Broadhurst: [jake.broadhurst@ed.ac.uk](mailto:jake.broadhurst@ed.ac.uk)

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