

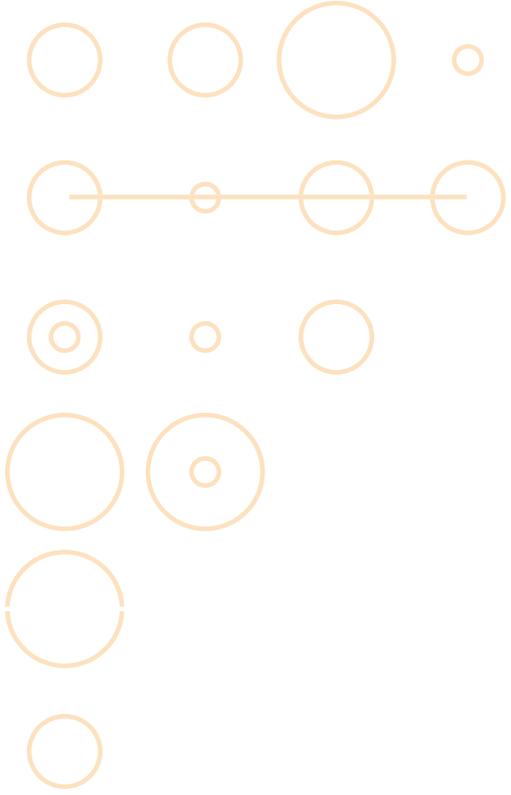


WINTER SCHOOL

ON IMPLEMENTATION RESEARCH AND INSPIRE



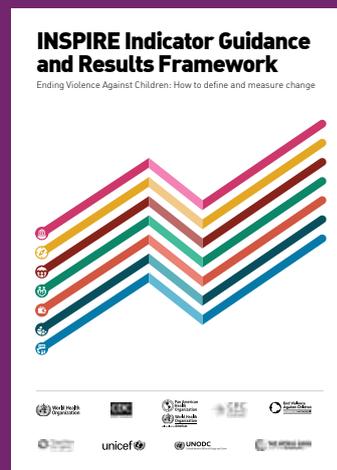
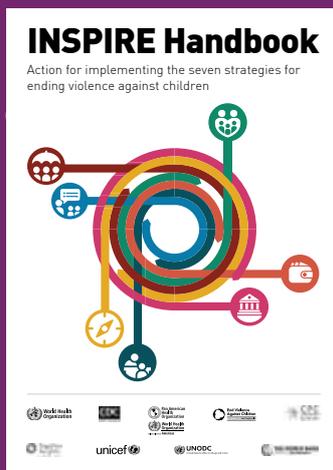
**THE UNIVERSITY
of EDINBURGH**



WINTER SCHOOL

ON IMPLEMENTATION RESEARCH AND INSPIRE





The Winter School on Implementation Research & INSPIRE was the first of a new series of Master Classes on INSPIRE. Held between 3-7 December 2019, within the Moray House School of Education at the University of Edinburgh, the course brought together research practitioners from seven Pathfinder Countries of the Global Partnership to End Violence Against Children, including: Canada, Honduras, the Philippines, Romania, South Africa, Tanzania and Uganda. Eight members of the Prevention Collaborative, representing five regions of the world, also joined the course, as did instructors from the University of Edinburgh, Scottish Women's Aid, Georgetown University and Matter of Focus. The aim of the course was for participants to learn, exchange and apply new understandings around the implementation of INSPIRE in the field.

This Master Class, has been designed to meet practitioner needs, and to supplement the higher level INSPIRE training provided through the INSPIRE Working Group. As it stands, the INSPIRE Technical

Package provides an exciting source of evidence, implementation and indicator guidance. However, in reality, translating evidence-based research and interventions into community programming and practice can be challenging. This course, as well as other courses being planned, is designed to tackle some of those translation issues.

Practitioners, consisting in this instance of Civil Society Organisations and Government technicians from each Pathfinder Country, came armed with a specific intervention in mind, so theory could immediately be linked to practice.

The course was designed around Implementation Research and INSPIRE, incorporating core sessions into a five-day programme:

1. Social norms and measurement
2. Causal Stories, Implementation Research and Implementation Practice
3. Meaningful Evaluation and Outcomes mapping.

“The session on INSPIRE generated a lot of great discussion and insights across countries.”

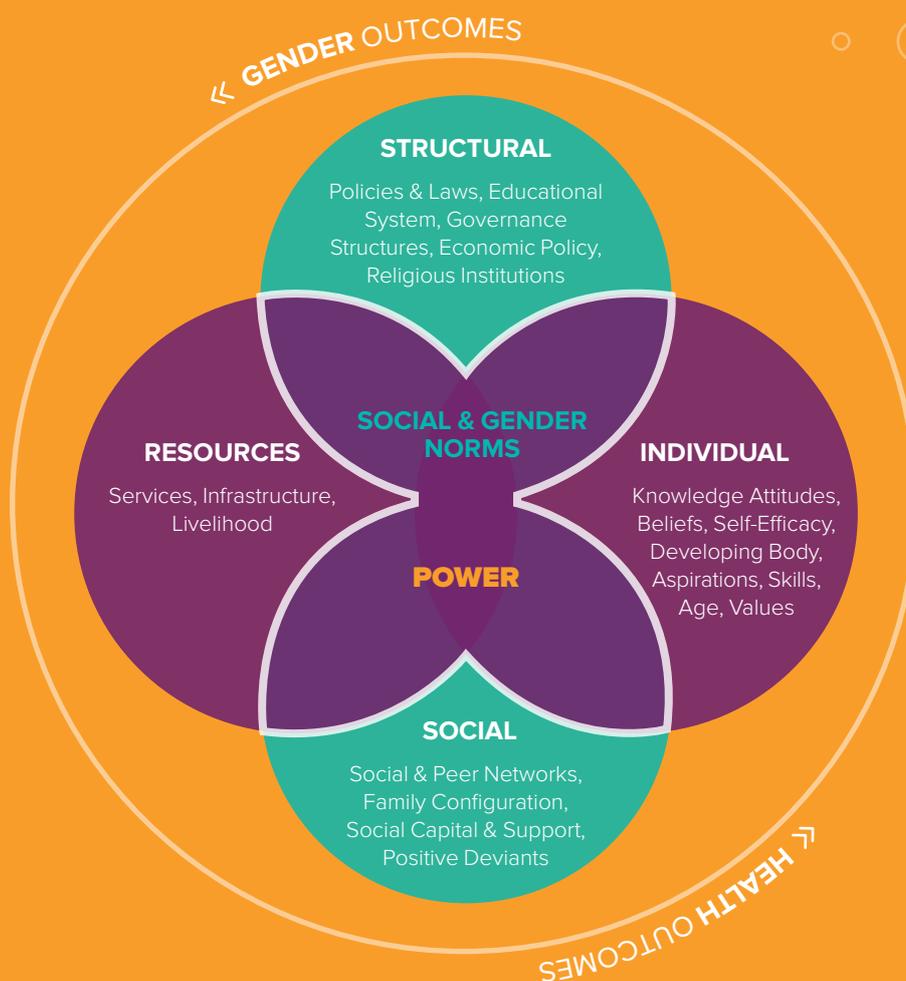
– Pathfinder Country Civil Society Organisation Participant

SOCIAL NORMS: HOW TO EXPLORE, DEFINE, MEASURE, UNDERSTAND AND DESIGN NORMS-FOCUSED PROGRAMMES

01

Changing attitudes and norms in society is an important part of preventing violence against children. Doing so often requires modifying deeply ingrained social and cultural norms and behaviours, in particular the idea that some forms of violence are not only viewed by some as normal but are sometimes regarded as justifiable. Examples include teachers hitting children because violent punishment is seen as legitimate; girls forced to have sex because of the sexual entitlement felt by boys and men; accepting child marriage or wife beating as normal; younger boys coerced into gang violence as a “rite of passage”; and girls and boys not reporting violence because of a fear of stigma and shame.

Strategies to change attitudes and social norms are therefore a key part of the INSPIRE package, and, while challenging to evaluate norm-change activities at community or small-group level appear to be most effective when combined with other elements such as legislation or life-skills training. Participants considered the integrated socio-ecological framework vis-à-vis their interventions.



The Flower:

An integrated socio-ecological framework for normative influence and change demonstrates how social and gender norms are bound up in structural, resources, social, individual and power influences, which then effect health and gender outcomes.

What do we need to know to design norms-focused programmes?

ASK	WHY IMPORTANT?
What behaviour are we interested in?	Focuses our programme design
What social norms influence this behaviour?	Ensures your programme addresses key behavioural determinants
Who forms and enforces those norms?	Suggests who to include in interventions and evaluations
What social norms MOST influence this behaviour?	Allows more effective, efficient use of resources

How: Exploratory techniques

CRITICAL QUESTIONS	WHY IMPORTANT?	TOOLS
What reference groups influence this behaviour?	Suggests who to include in interventions and evaluations	<ul style="list-style-type: none"> • My networks listing • Influence mapping
What social norms influence this behaviour?	Ensures your programme addresses key behavioural determinants	<ul style="list-style-type: none"> • Vignettes • Problem tree analysis • The five whys
What social norms MOST influence this behaviour?	Allows more effective, efficient use of resources	<ul style="list-style-type: none"> • Vignettes • Pile sorting

Moving queries around social norms into solid programme design can be guided by a series of steps: planning and preparing, exploring, analysing and applying. While all steps along the path to good programming are important, adjusting your programme design and the means for measuring change are essential.

“The content was rich and informative!”

– Pathfinding Country Civil Society Organisation Participant

“There was a good blend between theory and practice elements.”

– Pathfinding Country Civil Society Organisation Participant



PLAN & PREPARE

- **Set objectives** for social norms exploration
- **Review** what you know
- **Choose tools** for social norms information
- **Formulate Questions** to elicit social norms information
- **Organise** logistics



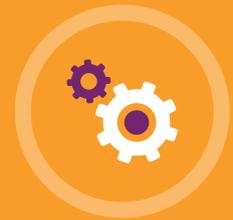
EXPLORE SOCIAL NORMS

- **With target population/ sub-populations**, identify social reference groups and social norms
- **With social reference groups**, explore social norms



ANALYSE FINDINGS

- **Label the norms** cited by participants
- **Compile notes** from all activities
- **Review notes** for recurring concepts
- **Identify** common and recurring concepts



APPLY FINDINGS TO PROGRAMME

- **Adjust** your programme design
- **Adjust** evaluation and research instruments

A flow diagram outlining four key approaches to exploring and applying social norms is laid out above. These approaches describe a chronological process of setting objectives, choosing tools and formulating questions as a means to plan and prepare; exploring social norms within populations and with social reference groups; analysing findings through labelling norms, compiling and reviewing notes and identifying common or recurring concepts; and finally applying findings but adjusting programme design and/or

evaluation and research instruments in accordance with your social norms exploration.

In many countries, work on norms has revolved around legislative change, whether through international laws and conventions or at a national level. INSPIRE suggests that the implementation of laws is critical to reducing violence—and while we agree—these tools provide new non-legal ways to reinforce positive change and close the gap.

“This course introduced very useful concepts for my work such as ‘causal story’ and a better understanding of social norms and their impact on behavioural change.”

– Pathfinding Country Civil Society Organisation Participant

“The course was really valuable and had lots of activities and homework to apply the theory to our country. There were also a lot of opportunities to interact with other countries.”

– Pathfinding Country Government Participant

CAUSAL STORIES, IMPLEMENTATION SCIENCE AND IMPLEMENTATION PRACTICE

02

This session examined how defining the problem produces a “causal story” that frames solutions and, in doing so, defines the path towards accelerated action and sound implementation. Problem definition dictates:

- Whether we should do something about the issue
- What actions we consider when responding to an issue and how we define our ‘solution sphere’
- Who we hold responsible for the problem—society, government, parents, etc.

In many Pathfinding Countries, civil society and local NGOs are engines of change. Ensuring that civil society is fully involved in building a child’s perspective, is critical.

Producing a causal story helps identify solutions that become part of improvement or implementation science.

Making the link

Indicators of inequality

- Pay gap
- Occupational segregation and barriers to higher wages
- Precarious employment
- Less access to pension
- Less access to stable and affordable housing

Violence prevention practitioners deal with complexity—with different kinds of violence happening in different places in children’s lives and having different outcomes depending on the gender and age of a child. Added to this, the child protection systems we are accustomed to are often under-performing or under-resourced.

We know that with complexity comes failure, and understanding failure is an integral part of the field’s progress. We are learning that to encourage real change and shift values in our sector we must promote transparency and publicly discuss such failures. Engaging all stakeholders—government, UN agencies, academics, NGOs, CSOs, and children in this learning process is critical. In the example above, participants learned how survivors of violence in Scotland are included in national issues. On the left of the column are national indicators of inequality in Scotland. To the right, after in-depth discussions, community meetings and a great deal of listening, survivors were able to prioritise what is most important to them. The next step is to respond to these needs **in the Scottish context**.

What survivors say is helpful, in order of helpfulness (postssmus et al., 2009)

1. Subsidised child care
2. Subsidised, safe housing
3. Income support
4. Educational support
5. Food
6. Job training/employment

Reflective practice is the ability to reflect on one’s actions so as to engage in a **process** of continuous **learning**.

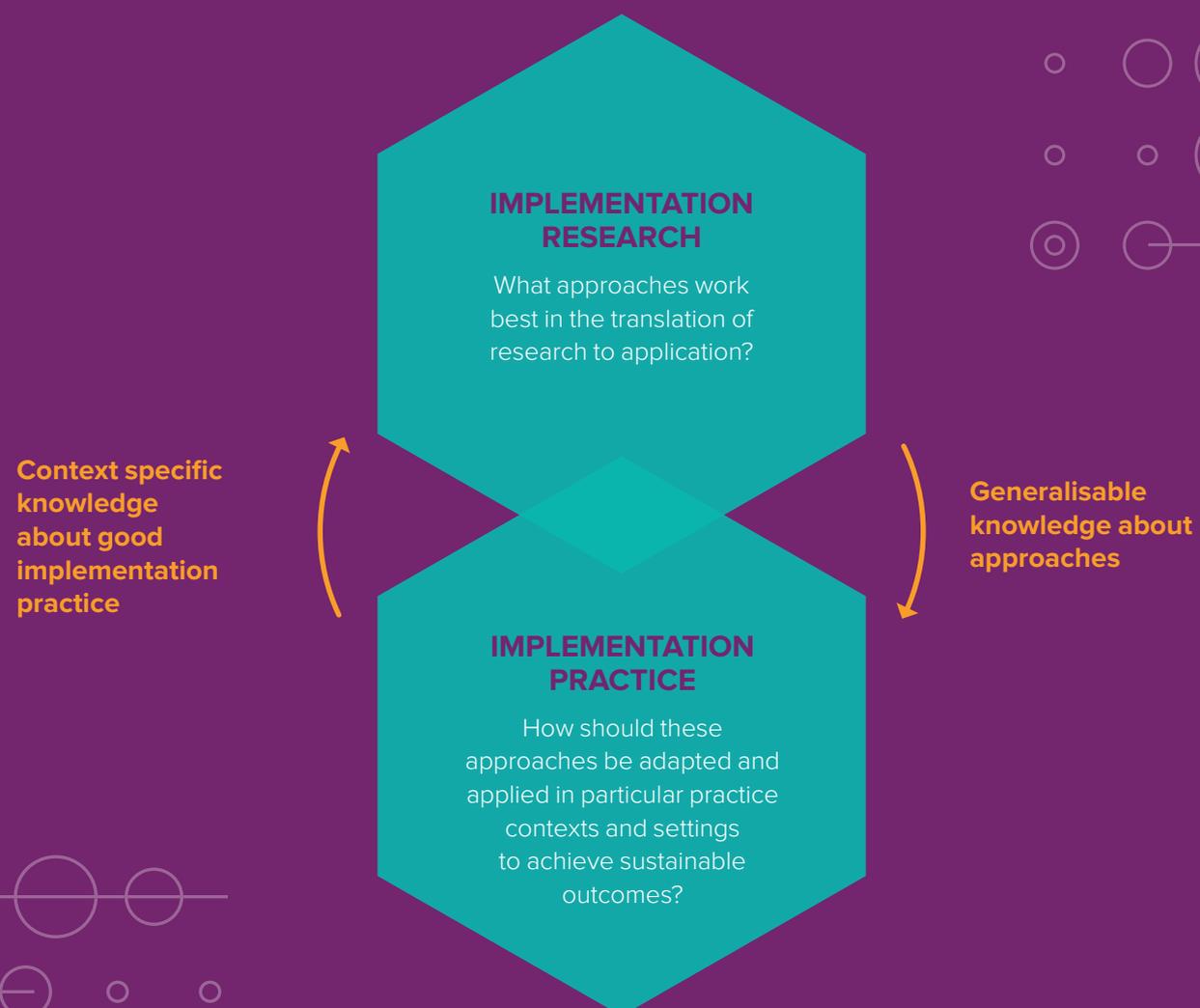
INSPIRE strategies are key to successful violence prevention, the evidence of their effectiveness is demonstrated by implementation of the seven strategies **in diverse settings and contexts**.

The gap in bringing these innovations to fruitful implementation on a large scale in diverse, complex settings is well known. Real world implementation of evidence-based interventions has been described by the World Health Organization as “one of the greatest challenges ... [for] the global health community” [4]. While the course focused less on actual implementation, it is important to recognise this next area of learning that will define success in the field of violence prevention. Good problem definition followed by reflective practice will be a critical step in the right direction for countries around the world. Participants were able to see the gaps and inequalities in their own country contexts when the problem was well-defined.

The 'Path' forward for Pathfinder Countries

Good implementation follows a strong causal story. Improving and understanding good implementation originated in the field of clinical medicine and is now being adapted for use in public health broadly. **Implementation research** offers insights into the mechanisms of practice change and how to assess contextual factors, which supports the assessment of how these mechanisms differ according to context. To advance scientific inquiry into **implementation**,¹ implementation research must take place in the everyday world of implementation practice. This is the world of practitioners, who are responsible

for programme implementation, management, or evaluation. Implementation practice influences the development of interventions through grassroots engagement, organisational leadership and the use of rapid-cycle learning processes, which are in turn informed by measuring actions and behaviours. Combining both fields – one of research and the other of practice - will support emergent learning and the refinement of theories of change on the basis of real-time discoveries. This will be the challenge of INSPIRE strategies as they are applied in Pathfinder Countries around the world.



¹ Building capacity for Public Health 3.0: introducing implementation science into an MPH curriculum Rohit Ramaswamy*, Joe Mosnier, Kristin Reed, Byron J. Powell and Anna P. Schenck. Implementation Science 2019 14:18.

MEANINGFUL EVALUATION AND OUTCOMES MAPPING

03

By 2030, the global violence prevention community has two important and inter-related goals: first, to demonstrate a steady increase in the number of countries that are implementing the INSPIRE strategies and second, to ensure that this is followed by a clear decrease of violence against children as the INSPIRE strategies take effect.

INSPIRE monitoring



IMPACT

indicators track the prevalence of violence against children



OUTCOME

indicators track changes in risk and protective factors (e.g. laws, norms, access to guns and alcohol, physical environment)



OUTPUT

indicators track extent to which INSPIRE interventions are reaching their target groups (e.g. proportion of children receiving life skills training)

An important component of monitoring and evaluation is the measurement of key programme milestones and progress against indicators – or sources of data that measure the inputs, outputs, outcomes and impact towards the successful implementation of a violence prevention programme.

Participants at the Winter School then discussed the data sources, including INSPIRE indicators, that could be used to monitor and evaluate their programme using these outcomes maps as a guide.

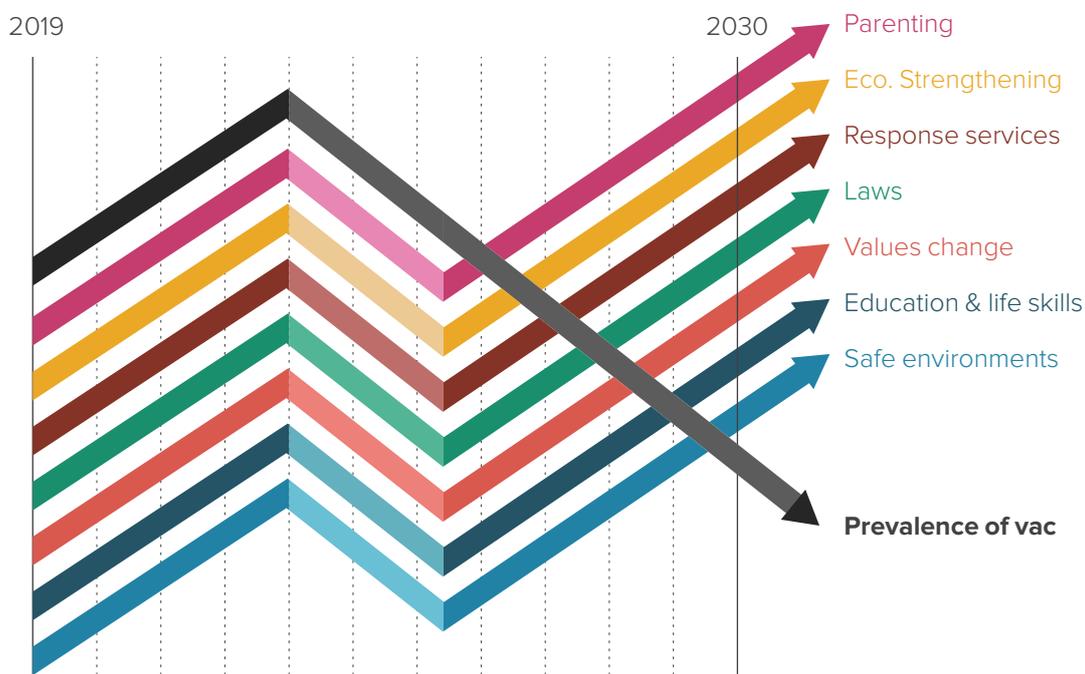
INSPIRE includes between four and six indicators per strategy, 10 that cover prevalence of violence, risk and protective factors, and the extent to which INSPIRE interventions have reached intended beneficiaries, and four indicators for crosscutting issues. While core indicators should be used across all Pathfinder countries, they should be seen as a guide and it is important that programme teams tailor indicators to their specific programme design and/or adaptation. These tools will assist Pathfinder countries to achieve the ultimate vision of INSPIRE.

“The process of the course was good and the facilitators had deep insights into their subject areas.”

– Pathfinder Country Government Participant

INSPIRE Implementation (ultimate vision)

Number of countries fully implementing INSPIRE strategies



Outcomes Mapping

Participants in the course also learned about, and utilised an approach called Outcomes Mapping which carefully mapped the pathways through which the intended prevention intervention would create change. Understanding and mapping what we want to achieve for preventing violence against children and how this will happen is essential at the outset of any intervention. The box below highlights the different ways outcomes approaches are used. Outcomes are commonly defined as the end result of an intervention.

Outcomes are everywhere in prevention programmes. If used well, they can:

- Clarify shared purpose;
- Focus on what is important to people;
- Promote collaborative and preventative approaches; and
- Allow the programme team to stay focused in a changing context.

How are outcome approaches used?



Signal what is important



Learn and Improve



Judge whether a service is performing



Work with complexity



Outcomes that matter, such as preventing violence against children, are often hard to measure. The ‘Outcomes Mapping’ used by participants was developed by Matter of Focus and follows an easy to use, step-by-step approach to map context and outcomes. The first step in this approach was for participants to map the context surrounding violence against children and prevention in their countries because understanding context is key to understanding and assessing research impact. A contextual analysis activity was assigned using the ISM (Individual, Social, Material) Model (Darnton & Horne, 2013), a tool which allows for identification of factors which may influence behaviour in individual, social and material contexts. Participants prepared this contextual analysis before the course and presented their analysis at the very start of the Winter School.

Pathfinding country teams applied an outcomes mapping process to their specific interventions. To complete an outcomes map, participants walked through a series of six questions as a team and began to map the key components of the programme under each question (see questions in the diagram below). The framework allows for a focus on the roles of service users and participants of the intervention and examines both processes and outcomes. This approach gets around some of the common problems in assessing impact: it provides a method of linking activities and knowledge exchange to wider outcomes whilst acknowledging and including contextual factors that help or hinder impact.

Mapping your contribution to outcomes



Each country team developed a comprehensive outcomes map as well as mapping key data sources and potential indicators against the pathways in the outcomes map. Based on the outcomes mapping process, each Pathfinding country team also developed a plan for future activities.

**Matter
of Focus**

Next steps

COUNTRY	INTERVENTION	NEXT STEPS	ACHIEVEMENTS
Canada	Violence Evidence Guideline Action Project	<p>Continue to work on role map and will include next step (1.0)</p> <p>Strengthen collaborations with civil society (2.0) (June)</p> <p>Do Gap Analysis</p> <p>Invite researchers and priorities in research in Canada</p> <p>Document the process that put everything together</p>	Learning has been presented to the Family Violence Policy Group of the Government of Canada and further avenues for how to communicate information to outside stakeholders are being explored. The current focus is the draft roadmap and the learning on 'root causes' - causal stories – is supporting this. A multi-stakeholder workshop is to be organised to discuss this further.
Honduras	Safe Space for Better Life	<p>Relay Knowledge with UNICEF and Security Ministry</p> <p>Disseminate result of VACS</p> <p>Organise Institutional Plan</p> <p>INSPIRE in national action plan</p> <p>Mapping of current programmes</p> <p>Integrate civil society with focus on guaranteeing children's participation</p>	Learning at the Winter School was shared with Homeland Security Officers and a plan is emerging with local institutions to bring together strategies used to fight against violence. A consultant will be recruited to put together these response plans. Further, plans to work on Mexican migration issues are progressing and it is likely that a group from the Government of Honduras will travel to Mexico for discussions and they would like to use INSPIRE strategies to do this.

COUNTRY	INTERVENTION	NEXT STEPS	ACHIEVEMENTS
Philippines	Stakeholders Forum	<p>Implementation of NPAEVAC (2017 – 2022)</p> <ol style="list-style-type: none"> 1. Stakeholders Forum 2. Conduct a planning workshop 3. Localisation to disseminate plan <p>M&E Framework needs to be developed (help on technical assistance)</p>	<p>Winter School learning has been discussed with the head of the policy planning division and UNICEF Philippines. National meetings are to take place in April and technical staff are also due to convene. A training report has been submitted to UNICEF and government colleagues, and further discussions on how to disseminate further information are taking place. An evaluation is to be done of National Children’s Month activities using Outcomes Mapping as the process for post-evaluation. Outcomes Mapping will also be used to evaluate CRC/SFC project ending in 2019 and put together funding proposal for further work. The learning at the Winter School will be shared with the Network of Social Work Incorporated and UPhilippines as they are in charge of the social baseline study on strengthening the workforce in child protection.</p>
Romania	Minimum Package of Services	<p>Continuous reforms and that strategies should be realities</p> <p>Transform communities and lives of children and families</p> <p>Poverty reduction needs to remain central</p> <p>Prevention of social exclusion is key</p> <p>Build opportunities like this for much more people</p>	<p>Attendance at the Winter School allowed an understanding of how other countries are organised in terms of public policy and services for the prevention violence against children. Discussions with colleagues have focused on the main ideas we need to consider in the elaboration of the specific objectives, measures and activities, for the prevention violence against children in line with the INSPIRE Strategy. We intend to promote outcomes mapping approaches in complex systems to our partners, public and private, by mentioning and describing the elements of this approach in conferences, workshops and other technical meetings.</p>

COUNTRY	INTERVENTION	NEXT STEPS	ACHIEVEMENTS
South Africa	Isibindi Programme	<p>Use this process to influence process moving forward with draft action plan on EVAWC</p> <p>Influence Office of the President on the directions that needs to be taken</p> <p>All Winter School participants convene and finalise the plan of action</p>	A Management Team meeting took place to discuss the learning at the Winter School. It involved provincial coordinators, Non-Governmental Organisations and National Coordinators. A mission report has been sent to the Minister of the Department of Social Development. The report includes a call for "...a targeted, social behaviour change programme to address patriarchal values and norms and structural drivers of gender-based violence is developed and implemented".
Tanzania	Implementation support of Tanzania to EVAWC	<p>Debrief stakeholders</p> <p>Continue with outcome mapping (2 other results area: granting and research)</p> <p>Join the Learning Collaborative</p>	A presentation was made to the Executive Director of Women's Fund Tanzania and the entire staff to share the Winter School content. The outcomes mapping approach has begun to be used for grant making, making it easier to spot and overcome bottlenecks. The team had been struggling to see how to go from a call to proposal to grant making but Outcomes Mapping has made this achievable.
Uganda	Coaching Boys into Men Uganda Pilot Programme	<p>Debriefing with stakeholders about tools and opportunities from this study</p> <p>Explore how to use implementation research into the roll-out of programmes on national level</p> <p>Build tools learned at the Winter School into the programme Coach Boys to Men</p> <p>Share the tools to other African countries</p>	UNICEF and Ministry of Gender, Labour and Social Development (MGLSD) were debriefed about the training with key learning points shared. UNICEF informed us that they are working with the Ugandan Government (MGLSD) to roll out a Child Protection programme under their Country Programme of Cooperation between UNICEF and the Government of Uganda for 2016-2020. Through the child protection programme some of the concepts will be applied, including outcome mapping, casual story analysis and social norms concepts.

Selected feedback from the course

DOING WELL

Warm welcome

Meeting
like-minded
professionals

Meticulous
planning

Stimulating

Wonderful
learning
experience

Sharing
experiences
from across the
world

Relevant
material

NEEDS IMPROVEMENT

Create more
space for
facilitators
to learn from
participants

More
technical
coaching

Needs an
upfront
presentation
or discussion
about
INSPIRE

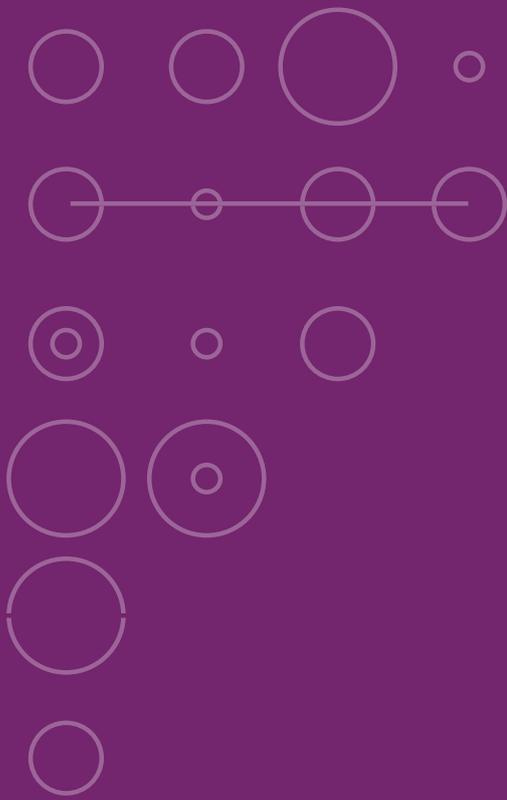
Longer days
for more
learning

“Facilitation was excellent as it was participatory and evocative and also creative as well.”

– Pathfinding Country Civil Society Organisation Participant

“What was great was being in the room with everyone, learning collaboratively and reflecting together”

– Course Participant



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