OUR VISION
The vision of this Coordination Course and other End Violence learning initiatives is based on the belief that bringing people together, who are working on the same problem of ending violence against children in different parts of the world, increases learning and galvanises action.

OUR PURPOSE
The primary objective of the August 2019 End Violence Coordination Course was to convene multi-sectoral delegates from multiple committed Pathfinding Countries and Cities to strengthen and accelerate the work of ending violence against children. These objectives are guided by INSPIRE: Seven strategies for ending violence against children.

This one-week intensive learning opportunity was aimed at equipping participants with the expertise, skills and resources they need to develop, prepare and/or implement their interventions to end violence against children with a particular focus on interventions that span both online and offline harm.

THE END VIOLENCE LAB
This Coordination Course was hosted by the End Violence Lab.

The End Violence Lab serves Pathfinding Countries and Cities in their mission to improve the lives of children by harnessing data, evidence and learning. The End Violence Lab is a collaboration between the Global Partnership to End Violence Against Children and The University of Edinburgh.
DELEGATE REFLECTIONS ON THE OVERALL EXPERIENCE

GREAT GROUP ATMOSPHERE; MULTI-COUNTRY PARTICIPATION; FRIENDLY, OPEN-SPACE; GOOD PARTICIPANT TO FACILITATOR RATIO.
– Academic participant

ONE OF THE BEST THINGS ABOUT THE COURSE WAS HOW THE WORKSHOP WAS CONDUCTED THROUGH STEPS OF LEARNING.
– Government participant

THERE WAS VERY GOOD FACILITATION. I’M HAPPY THAT ALL FACILITATORS AND EXPERTS STAYED FOR THE FULL 5-DAY CLASS AS WE WERE ABLE TO FULLY UTILISE AND ENGAGE WITH BOTH FACILITATORS AND THE OTHER COUNTRIES. I FEEL MY IMPLEMENTATION OF VIOLENCE PREVENTION STRATEGIES WILL IMPROVE AS A RESULT OF THIS COORDINATION COURSE.
– Civil society organisation participant
INSPIRE: Seven strategies for ending violence against children is an evidence-based technical package to support countries in their efforts to prevent and respond to violence against children aged 0-18 years.

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 will advance efforts to achieve Sustainable Development Goal target 16.2 to end all forms of violence against children.

The workshop curriculum was also guided by the WePROTECT Global Alliance Model National Response (MNR). The MNR is focused on helping countries to build their response to online child sexual exploitation. Given that online contexts cannot be addressed in isolation, the NMR combined with INSPIRE covers a wider set of capabilities to ensure a complete national response to prevent and tackle child violence, sexual exploitation and abuse.

Further information:
Model National Response
https://www.weprotect.org/the-model-national-response
INSPIRE STRATEGIES

**Implementation and enforcement of laws**
Ensure the implementation and enforcement of laws that prohibit and prevent violence against children, reduce excessive alcohol use, and limit youth access to firearms and other weapons.

**Norms and values**
Strengthen norms and values that support non-violent, respectful, nurturing, positive and gender equitable relationships for all children and adolescents.

**Safe environments**
Create and sustain safe streets and other environments where children and youth gather and spend time.

**Parent and caregiver support**
Reduce harsh parenting practices and create positive parent-child relationships.

**Income and economic strengthening**
Improve families’ economic security and stability, reduce child maltreatment and intimate partner violence.

**Response and support services**
Improve access to good-quality health, social welfare and criminal justice support services for all children who need them— including for reporting violence— to reduce the long-term impact of violence.

**Education and life skills**
Increase children’s access to more effective gender-equitable education and social-emotional learning and life-skills training, and ensure that schools environments are safe and enabling.
Delegates included practitioners, local government officials, national government representatives, members of civil society organisations and university researchers, working towards the goal of ending violence against children.

This second multi-country INSPIRE Coordination Course, hosted by the End Violence Lab, took place over one week in August 2019 in Kuala Lumpur, Malaysia.

Twenty-one participants attended from Cambodia, Indonesia, Mongolia, Sri Lanka, Thailand, Vietnam, the Philippines, and Malaysia—all Pathfinding or soon to be Pathfinding Countries through End Violence. The 2019 Coordination Course (similar to the 2018 INSPIRE Coordination Course held in Edinburgh, Scotland) prioritised the inclusion of CSO and government practitioners. Each country had a team of two participants: one from government and one from civil society to promote cross-sector understanding and collaboration. Four country teams were complemented by UNICEF child protection specialists.

Facilitators came from the University of Malaysia, the Global Partnership to End Violence Against Children, the University of Edinburgh, Georgetown University, Western Sydney University, and the Philippine General Hospital. Almost half of the facilitators were Malaysian.
PHILIPPINES
CyberSafe education via e-learning

Team Members
- Ysrael C. Diloy
- Dr. Editha Venus-Maslang

SRI LANKA
Safe spaces for a better life

Team Members
- Polgahawattage Chandima
- Wedippuli Arachchige Rasanjee
- Nirasha Perera
- Sarmili Sathes

THAILAND
Addressing the accountability of local administration organizations on violence against children

Team Members
- Itsaraporn Daoram
- Nantaporn leumwananonthachai

VIETNAM
Intervention on internet misuse by children

Team Members
- Tong Thi Mai Hong
- Lien Phan Thi Kim
- Duy Thanh Bui
- Thi Le Thanh Vu

CAMBODIA
Cambodia PROTECT Communication Campaign: “Towards Ending Violence Against Children”

Team Members
- H.E. Oum Sophannara
- Khoem Vando
- Miho Yoshikawa

INDONESIA
Child-friendly boarding schools

Team Members
- Andy Ardian

MALAYSIA
Increasing awareness and knowledge of prevention of child sexual abuse

Team Members
- YBhg Dato’ Yasmeen Shariff
- Alexander Lee Seng Hoo
- Nur Khairunnisa bt. Zolkipli
- Dr. Noor Raihan binti Kamal

MONGOLIA
Create effective child participation platforms

Team Members
- Tungalagtamir Sandag
- Khurelmaa Dashdorj
BEFORE THE COORDINATION COURSE – PREPARATION, ROLES AND PROCESSES

Preparation consisted of a number of activities including email briefings, country-specific calls and a range of letters/documents designed to ensure delegates:

- understood the purpose of the week in relation to their own work;
- came to the week sufficiently prepared for the Coordination Course;
- had logistical support for entry visas, travel and accommodation; and
- came equipped with an intervention to explore throughout the week and a presentation on their country situation.

Key Roles in this Coordination Course:

Everyone participating was explicitly invited to learn and contribute – including the hosts.

- **Delegates**: to strengthen Pathfinding initiatives in their own contexts and share expertise with the group.
- **Hosting team**:
  - 2 hosts from the End Violence Lab: to shape and adapt the programme in the context of Pathfinding/EV/INSPIRE; to share knowledge and expertise particularly in relation to data, evidence and learning.
  - 3 hosts to actively support the logistics and documentation.
- **International Facilitators**: 4 international End Violence Lab facilitators to share expertise in core areas.
- **National/Regional Facilitators**: 4 national and/or regional facilitators to take those core concepts and apply them to implementation challenges in local contexts.

A planning period of six months is highly recommended.

THE PREPARATION MATERIALS WERE VERY CLEAR AND SIMPLE.

– civil society organisation delegate
ABOUT THE INSPIRE COORDINATION COURSES

The hallmark of the INSPIRE Coordination Courses is experiential learning. Participants were invited to bring an intervention – planned or ongoing – to the Coordination Course so that concepts and ideas exchanged during the course could be applied directly to violence related challenges.

A new approach in this iteration of INSPIRE Coordination Courses was a regional focus in South East Asia.

Coordination Course content

- The INSPIRE Technical Package
- Problem definition
- The continuum of online and offline violence
- The Integrated Child Framework
- Adaptation and scale-up
- Social norms in implementation and adaptation
- Children’s participation in policy and practice
- Case studies from Malaysia
- Outcome mapping
- Advocacy

2 Outcome mapping is a methodology for planning, monitoring and evaluating development initiatives in order to bring about sustainable social change. Find out more at https://www.matter-of-focus.com/what-is-outcome-mapping/
End Violence Lab Pedagogy

Multiple activity strands were woven through the week to support learning at different levels, including individually, with other Pathfinding delegates, collectively with colleagues at the End Violence Lab, as well as globally with other people in different networks and organisations to ensure broad learning.

The End Violence Lab pedagogy – or the method and practice of teaching – is based on the following principles:

**LEARNING BY DOING**

Applied learning is key and each country delegate was encouraged to apply learning directly to a very specific intervention or problem/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.
# Activities, Processes and Delegate Perspectives

<table>
<thead>
<tr>
<th>Activity / Process</th>
<th>Purpose</th>
<th>Delegate Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country Introduction Presentations.</strong> Based on pre-course preparatory work.</td>
<td>To provide an introduction to country contexts in terms of governance, geography and the situation of violence against children.</td>
<td>“The opportunity to learn from the experiences of different countries, and also to meet colleagues involved in the work from our own country was very helpful.” - academic delegate</td>
</tr>
<tr>
<td>INSPIRE Technical Package and the Model National Response (MNR) Facilitated by Dr. Catherine Maternowska and Serena Tommasino (Global Partnership to End Violence Against Children)</td>
<td>To introduce participants to all elements of the INSPIRE technical package and, similarly, to the Model National Response system for addressing online harm.</td>
<td>“I have a much better understanding of the INSPIRE model now.” - government delegate</td>
</tr>
<tr>
<td>Problem definitions and causal stories Facilitated by Dr. Rebecka Lundgrun (Georgetown University) and Dr. Mary Marrett (University of Malaya)</td>
<td>To explore how clear problem definition produces a ‘causal story’ that frames solutions and implementation.</td>
<td>“The problem definition and causal stories session was very useful to my work.” - civil society organisation delegate</td>
</tr>
<tr>
<td>Continuum of online and offline violence Facilitated by Dr. Bernie Madrid (University of the Philippines) and Dr. Amanda Third (Western Sydney University)</td>
<td>To demonstrate how the digital context might present both new challenges and new opportunities for the field of violence prevention with a key question: How can we balance children’s protection with their participation in the digital world?</td>
<td>“The entire workshop really gave full insight of continuum of online and offline violence.” - UNICEF delegate</td>
</tr>
<tr>
<td>ACTIVITY / PROCESS</td>
<td>PURPOSE</td>
<td>DELEGATE PERSPECTIVES</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **Using child-centred frameworks to map continuum of online and offline violence**  
Facilitated by Dr. Catherine Maternowska (Global Partnership to End Violence Against Children) and Dr. Deborah Fry (University of Edinburgh) | To fully explore the drivers and risk and protective factors surrounding a country-specific issue using the integrated child-centred approaches. | “One of the best things about the course is that I learned new things such as interaction between online and offline violence and the importance of integrated intervention.” – UNICEF delegate |
| **Children’s participation in policy and practice**  
Facilitated by Dr. Amanda Third (Western Sydney University) | To review and critique models of child participation, their strengths and limitations and a discussion of some of the principles and strategies that can create the conditions for working with children to tackle complex social challenges. | “I particularly liked the child participation sessions because it’s directly linked to my work, and it helps me improve implementation to the next level.” - UNICEF delegate |
| **Adaptation**  
Facilitated by Dr. Rebecka Lundgrun (Georgetown University) and Dr. Mary Marrett (University of Malaya) | To review and define adaptation and approaches to adaptation that can be applied to interventions. | “Adaptation is about talking to the people we are trying to help. Through careful documentation and reflection we can understand how an intervention is working and for whom, and learn while we are implementing.” Dr. Rebecka Lundgrun, Georgetown University |
| **Social norms in implementation and adaptation**  
Facilitated by Dr. Rebecka Lundgrun (Georgetown University) and Dr. Farah Nini Dusuki (University of Malaya) | To help recognize what is (and what is not) a norm, the distinction between gender and social norms, and the distinction between (and measurement of) social norms and attitudes. | “There were particularly strong linkages in the learning between online-offline continuum, outcome mapping, and social norms.” - civil society organisation delegate |

<table>
<thead>
<tr>
<th>ACTIVITY / PROCESS</th>
<th>PURPOSE</th>
<th>DELEGATE PERSPECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Malaysia example of adaptation and implementation challenges</strong>&lt;br&gt;Facilitated by Dr. Mary Marrett (University of Malaya), Dr. Farah Nini Dusuki (University of Malaya) and Dr. Irene Cheah (Pediatric Institute)</td>
<td>To consider the Malaysian context of implementation challenges.</td>
<td>“The adaptations from Malaysia including their work on online child protection and also the child protection law will be useful for informing our work.” - civil society organisation</td>
</tr>
<tr>
<td><strong>Theories of change and outcome mapping—building interventions based on INSPIRE</strong>&lt;br&gt;Facilitated by Dr. Deborah Fry (University of Edinburgh) and Dr. Bernie Madrid (University of the Philippines)</td>
<td>To learn about and apply a core End Violence Lab teaching tool – outcome mapping – to engage country teams in building better prevention roadmaps for INSPIRE interventions.</td>
<td>“One of my favourite things from the course was the outcome mapping, it was a Humanized Log Frame that includes feelings, which is so important to engaging with different stakeholder groups.” - civil society organisation delegate</td>
</tr>
<tr>
<td><strong>Philippines example outcome map</strong>&lt;br&gt;Facilitated by Ysrael C. Diloy, Stairway Foundation</td>
<td>To share the Stairway Foundation’s experiences with adaptation and implementation challenges and how this has affected project outcomes.</td>
<td>“The Outcome Mapping methodologies will be great to adopt for our work.” - civil society organisation delegate</td>
</tr>
<tr>
<td><strong>Peer-to-Peer Country Feedback on Outcome Mapping</strong></td>
<td>To provide peer feedback on emerging national outcome maps paired in different regional combinations: the Philippines, Cambodia and Viet Nam reviewed each other’s work as did Malaysia, Indonesia and Mongolia. Finally, Thailand and Sri Lanka were paired together to provide peer support.</td>
<td>“[The] example of the Stairway Foundation from the Philippines was helpful and inspiring.” - academic delegate “One of the best things about the course was the open discussions and sharing sessions and how honest everyone is at admitting the problems in their country.” - civil society organisation delegate</td>
</tr>
<tr>
<td>ACTIVITY / PROCESS</td>
<td>PURPOSE</td>
<td>DELEGATE PERSPECTIVES</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Country team outcome map presentations</strong></td>
<td>To present national teams’ final outcome maps incorporating learning from throughout the course.</td>
<td>“There was a very warm atmosphere for learning throughout,” - civil society organisation delegate</td>
</tr>
</tbody>
</table>
| **Advocacy: Building the Case for Better Interventions**  
Facilitated by Dr. Bernie Madrid (University of the Philippines) | To learn about key concepts of building advocacy work presented with an example from the Pathfinding City of Valenzuela, Philippines. | “This programme gave us the opportunity to connect and network with other countries, the GP team and other experts and lots of ideas for strengthening our advocacy case.” - civil society organisation delegate |
| **Country’s National Plans of Action to Prevent Violence – applying learning**  
Facilitated by Dr. Catherine Maternowska (Global Partnership to End Violence Against Children) and Dr. Farah Nini Dusuki (University of Malaya) | To ensure alignment with National Plans of Action to Prevent VAC and building on the strengths of Online/Offline Interventions. | “The discussion on national plans of action is very useful for my work.” - government delegate |
| **Feedback forms** completed by all delegates in the two weeks after the event. | To ensure improved future courses and gather initial reflections on the impact of the week. |
INTERVENTIONS INFORMED BY INSPIRE AND MODEL NATIONAL RESPONSE

Country teams came equipped with an intervention to explore and refine during the Coordination Course using the INSPIRE Strategies and the model national response as their guides. Each country team presented their refined intervention and commitment to action on the final day of the Coordination Course:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>INTERVENTION</th>
<th>GOAL</th>
<th>NEXT STEPS</th>
</tr>
</thead>
</table>
| Cambodia | Cambodia PROTECT Communication Campaign: “Towards Ending Violence against Children” | Creating community engagement activities that address online child sexual exploitation and abuse (OCSEA). | 1) Implement Cambodia PROTECT Intervention.  
2) Participate in the Disrupting Harm Study.  
3) Dissemination and capacity building on INSPIRE and outcome mapping to government, NGOs and relevant stakeholders. |
| Indonesia | Child-friendly boarding schools                                                 | Preventing violence in boarding schools (including preventing child sexual exploitation and abuse) and establishing safe environments in boarding schools. | 1) Share what was learned with local NGO alliance.  
2) Communicate lessons learned to government. Advocate for more cooperation with the Global Partnership.  
3) Develop the planned intervention further and deliver it. |
| Malaysia | Increasing awareness and knowledge of prevention of child sexual abuse        | Establishing a range of training opportunities to prevent child sexual abuse, including e-learning for parents as well as coaching for response teams and frontline workers. | 1) Create a National Plan of Action specifically for child protection to target beneficiaries and accountability.  
2) Capacity-building for health staff.  
3) Include child participation at all stages. |
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>INTERVENTION</th>
<th>GOAL</th>
<th>NEXT STEPS</th>
</tr>
</thead>
</table>
| Mongolia     | Create effective child participation platforms                              | Fostering meaningful child participation through trainings for stakeholders (parents, service providers, judiciaries), including targeted interventions to support the participation of children with disabilities and marginalized children. | 1) Integrate meaningful child participation in programmes.  
2) Foster partnerships with health and social protection divisions.  
3) Look more into technological solutions. |
| Philippines  | CyberSafe Education via E-Learning                                            | Creating e-learning solutions for cybersafety education for children and educators that take into account children’s developmental stages and how they affect children’s online behaviour. | 1) Share knowledge (content and method) from training.  
2) Learn more: read training resource materials.  
3) Engage in further discussions regarding online-offline continuum with child-focused organizations and networks. |
| Sri Lanka    | Safe spaces for a better life                                                | Offering safe public spaces for recreation, combined with educational programmes for parents and adolescents that focus on gender, healthy relationships, and human rights. | Revisit and finalise Action Plan with specific goals and outcome mapping to prioritize activities.  
Call for a technical meeting to share knowledge and experience gained from the Coordination Course.  
Create outcome mapping for a one-stop shop after integrating online case management with offline case management. |
| Thailand     | Addressing the accountability of local administration organizations on violence against children | Advocating for the revised Child Protection Act that introduces a mandate for local administrations and developing pilot sub-district child protection efforts by capacity building. | 1) Discuss with government partner.  
2) Integrate online into current child protection system development efforts.  
3) Evidence-based generation for policy advocacy. |
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>INTERVENTION</th>
<th>GOAL</th>
<th>NEXT STEPS</th>
</tr>
</thead>
</table>
| Vietnam | Intervention on internet misuse by children | Supporting children to better balance online and offline activities through peer support, friendly and accessible facilities, social services, workshops (e.g. on online safety) and parent trainings. | 1) Support the development of a National Action Plan to end violence against children.  
2) Push advocacy for Vietnam to officially become a pathfinding country.  
3) Work towards establishing partnerships with NGOs, UNICEF, and government. |
ACKNOWLEDGMENTS

The End Violence Lab would like to express its appreciation to all those people who contributed their time and knowledge during the week including the facilitators: Drs. Irene Cheah, Farah Nini Dusuki, Deborah Fry, Rebecka Lundgrun, Bernie Madrid, Mary Marrett, Catherine Maternowska and Amanda Third. With special contributions from Serena Tommasino from the Global Partnership to End Violence Against Children.

A very special thanks also goes to UNICEF Malaysia Chief of Child Protection, Sarah Norton-Staal for hosting the Coordination Course in Kuala Lumpur.

Additional thanks to Nora Kroeger, End Violence Lab Senior Training Manager and Monisha Priyaa Balasuramanian, local consultant for organising all the logistics. Warm thanks as well to Miho Yoshikawa, UNICEF Cambodia and Lara Breckon, Oxford University for acting as rapporteurs and documenting the proceedings.

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