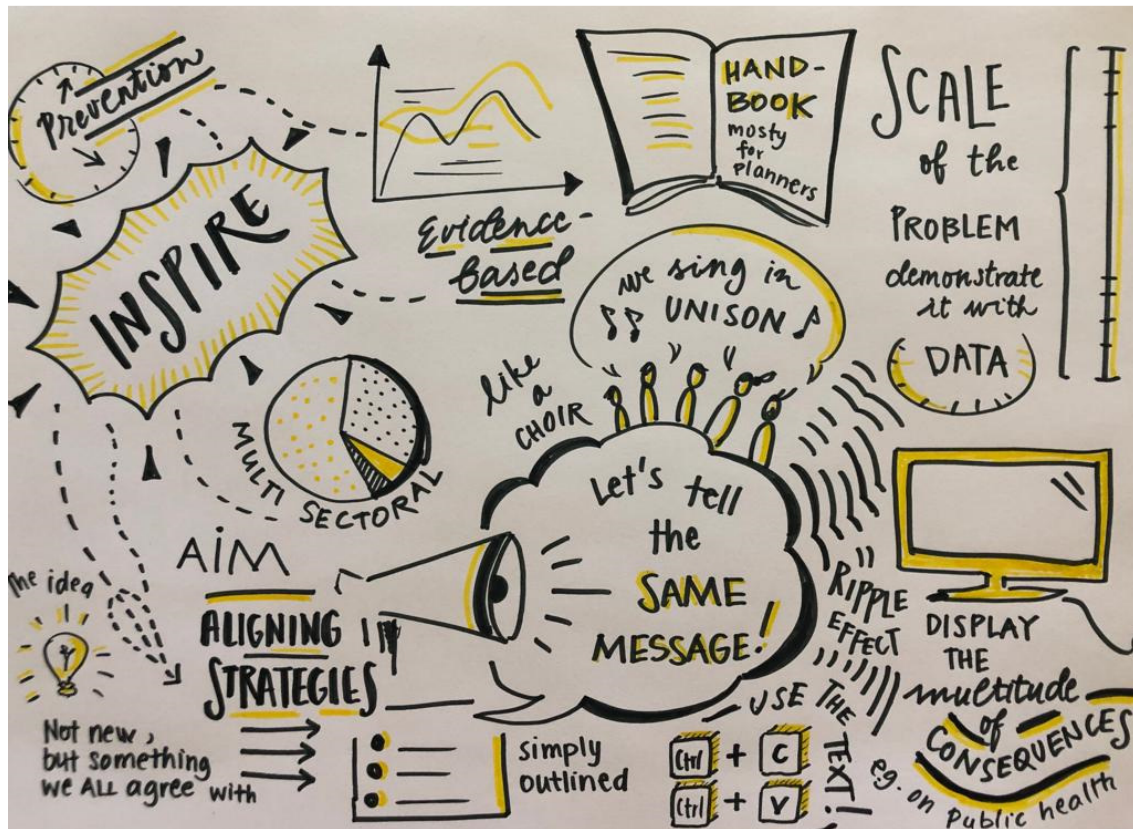


INSPIRE Capacity Building Facilitators Guide

(DRAFT February 19)



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Introduction

Purpose of the Guide and who is it for

Capacity building is integral to the INSPIRE Working Group's (IWG) efforts to disseminate and implement the evidence-based technical package and support countries in their efforts to prevent and respond to violence against children aged 0-17 years. This Facilitators Guide is based on the INSPIRE package which includes a) the core document describing the INSPIRE strategies and interventions, b) the implementation handbook providing guidance on how to implement the interventions, and c) the indicator guidance to measure the uptake of INSPIRE and its impact on levels of violence against children.

This Guide has been produced as a resource to sensitize and train on *INSPIRE: Seven Strategies for Ending Violence Against Children*. It provides trainers with guidance to familiarize themselves with INSPIRE at the same time as developing their skills as a trainer. Like INSPIRE, it is not meant to position INSPIRE as a brand new program but rather, it represents a way of revitalizing, focusing, and expanding current multisectoral efforts to prevent and respond to violence against children.

Trainings may not be the only way to learn new skills or develop and change attitudes. It is worth considering possible learning methodologies before opting for a training workshop, including on-the-job training (one-on-one training, small group training, coaching or mentoring), in-house experience (visits and placements in other parts of the organization, research and planning projects or problem-solving groups), or in-house courses (single or multi-day workshops that build up needed skills).

For the purpose of this Guide we will refer to the term "training" to include anything from a 2-hour sensitization to 5-day training. The Guide offers suggested agendas for a one-day and three-day training session but all information in the Guide is modular so that the trainer/facilitator can design the best possible agenda based on the needs and resources in country.

Structure of the Guide/how to use it

This Guide is structured into the following four parts:

- **Part 1** explains how to organize trainings and how they can be adapted to individual cases and instances in order to make them as effective as possible.
- **Part 2** offers introductory modules to INSPIRE, including on basic concepts relating to the prevention of violence against children and why INSPIRE was developed.
- **Part 3** dives into seven strategies and provides tips/resources to best assist trainers in teaching these concepts.
- **Part 4** provides you with resources as well as links to resources to deliver your training.

If you are an experienced trainer or facilitator, then you could use the Guide as a reference tool or as support material to update your current practice. If you are new to training or lack experience in facilitating learning, then you might find it useful to read the whole toolkit and then use it as a support document to assist you in planning and carrying out your training.

Part 1 – Organizing a training and facilitation skills

Why and when to organize a training

To ensure country ownership, capacity-building activities must be undertaken hand-in-hand with key stakeholders in the country; build on existing national action plans, capabilities and experience; leverage the interdependence among key players and sectors, and be responsive to governmental and political realities.

Tactics must be tailored to meet the needs of particular organizations and ensure that activities will be responsive to data-driven descriptions of the problem (e.g. as provided by the Violence against Children Surveys [VACS]). In the planning and design phase of INSPIRE capacity building initiatives, partnerships with local stakeholders and national governments are vital in creating ownership of the goals and activities.

Who to target

Capacity building should target first and foremost Government staff, as they are the primary duty bearers to prevent and respond to violence against children.

Other key targets groups include local research and development institutions, bi- and multi-lateral organization staff, faith-based groups, community leaders, NGOs, networks, academia and the private sector, with the goal of enhancing the short- and long-term ability of these institutions to support awareness raising and implementation of INSPIRE. Within these groups of stakeholder, staff may include:

- policy-makers and legislators, to help build the supportive environment and commitment needed for comprehensive, multisectoral action;
- planners and technical staff within ministries, service sectors or civil society, to inform national plans of action to address violence against children;
- practitioners and implementers of violence prevention and response policies, programmes and services, to apply evidence-supported guidance for effective action and good practice;
- funders of social, economic, humanitarian, and civil society initiatives, to develop portfolios that include violence prevention and response strategies that are mutually reinforcing, evidence-supported and cost-effective over the long term;
- advocates, to build support for funded, multisectoral commitments to protecting children.

Selection of participants is essential. A training on the entire INSPIRE package may be relevant for policy-makers and planners whereas practitioners working within a specific strategy may benefit more on a training specific to that strategy and linkages with other related strategies.

How to organize and suggested timelines

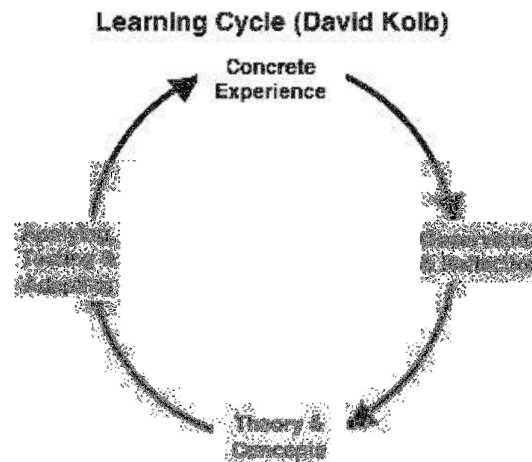
A training event may take a few hours, a full day, a few days, a week, or longer. Whatever the length and whatever the content, there are a number of critical steps which need to be taken to ensure that the participants are part of a well-planned and well-facilitated event. Ideally this involves the facilitator working a small “planning group” of resource people who have a good understanding of the local area and the targeted training group.

Before the trainer designs a training session, the needs of participants should be assessed. Ideally trainers will be able to give answers to the following questions:

- Are the participants agency staff, government officials, NGO partners, community representatives, or other staff?
- How many people will attend?
- What will be the likely educational level and typical posts of the participants?
- And What other issues might affect the planning of the workshop (e.g., attitudes that participants will bring to the subject area, culture, language, or security)

Experiential learning and facilitation skills

The learning process is fundamental to training. The following diagram illustrates one of the standard models used to describe learning processes. It is called the 'Learning Cycle'. Developed by David Kolb, it draws the close link between doing and learning. The Learning Cycle involves experiencing, observing, thinking and applying. All of these elements are necessary if learning is to take place.



However, different people approach new situations and learn about them in different ways. Although we all have to go through all four stages of the learning cycle in order to assimilate new learning or skills, we are likely to feel more comfortable in some parts of it than others.

Research in the field of educational psychology shows that we remember significantly more of what we say or do than what we read or hear. Therefore, in training workshops, the facilitator or trainer should aim to create an experiential learning environment where the participants have the opportunity to practice and describe the new skills and information that they are learning.

The Facilitators Guide gives examples of experiential learning exercise - in green - that can be used when delivering a session if and when needed and contextually relevant.

Essential skills and tips for trainers

- Pay attention to your personal manner, eye contact, and voice.
- Be respectful of your participants and create an atmosphere where people are willing and able to learn.
- Ensure that you understand the participants' backgrounds and needs. Understand why they are attending and what their expectations for the trainings are.
- Consider the timing and pace of sessions. The more participatory and varied the activity, the longer the participants will be able to concentrate.
- Be prepared to deal with the unexpected. Some suggestions:
 - If a plenary session is not working, break it into smaller groups.
 - If a practical exercise is not working, change it to a demonstration.
 - If a thinking session is not working, move on to a practical activity.
 - If a facilitator's example is not appropriate, seek out a participant's example.
- When providing feedback to participants, be specific, clear, and not overly critical.

Regardless of length, the following stages should be considered in planning the training workshop:

1. **Specify learning objectives** – Determine why facilitators and planning groups are going to do the training and what they want to communicate.
2. **Identify content and learning sequence** – Determine, based on the identified learning objectives, what content and information will be relevant to a particular group of participants.
3. **Decide on learning methods** – Consider what learning methods might be most appropriate for the workshop that they are planning, in particular a lecture approach or an experiential approach.
4. **Devise activities and other inputs** – Having identified content and chosen learning methods, select resources, activities, and other inputs that will be used in the training to help facilitate learning. There are resources available Part 4 to guide you.
5. **Prepare training materials** – Consider what training materials, equipment and resources will be needed by the facilitators and by the participants and prepare them before the training event.
6. **Produce plan or programme** – Write a detailed plan or programme to give to the participants at the beginning of the workshop. For sample agendas, see Part 4.

Introducing participants

Taking the time for participants to introduce and get to know each other is essential. A simple and short exercise is to ask people to cluster by specific topics, for example: sector in which they work, colour they prefer, language they speak, country they come from etc. The facilitator can then let people introduce themselves individually highlighting how we all have things in common as well as differences and encouraging participants to interact with and learn from each other.

Evaluation and feedback

Good feedback is essential for facilitators to improve their own effectiveness and the quality of the programme. **Reaction evaluation** measures the reaction of the participants to all of or a section of the training. Trainers should continuously seek feedback from participants in order to ensure that the training is being effective and to tailor the programme to each group of participants. A reaction questionnaire at the end of the event is useful to ascertain how people feel as a result of the training. **Learning evaluation** measures changes in the participants' skills, knowledge, attitudes and practice by comparing pre-training standards with post-training standards. This can be done in a variety of ways, including practical tests, written tests, case study exercises, problem solving exercises, or other methods. Evaluation techniques may include self-assessment activities, checklists, rounds of questions, evaluation forms, oral feedback sessions, and a personal review by the trainer. There are sample evaluation forms for trainers to distribute located in Part 4.

Checklist Training Preparations

- Has the venue/facility been booked?
- What resources are needed and have they been booked?
- What support staff are required?
- What learning materials are required and are they organized?
- What equipment is needed and has it been booked?
- Has the training been advertised? Have participants been notified?
- Have participants' managers been notified?
- Have joining instructions been sent?
- Have catering arrangements been confirmed?
- Has a welcome for participants been organized?
- What methods of evaluation are being used and are they prepared?
- Has evaluation material been collected?
- Have payments been made?
- Have equipment and materials been returned?
- Have follow-up letters been sent?

Part 2 – Introduction to INSPIRE

This section gives an overview on content to be delivered throughout the training. It provides suggestions of topics to be addressed as well as learning outcomes, key messages and resources to help deliver the modules.

Learning outcomes	Key messages
Basic concepts for the prevention of Violence Against Children	
1. Definition	<ul style="list-style-type: none">• This package defines children as all persons aged under 18 years• According to WHO, violence is “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation”• Most violence against children involves at least one of six main types of violence: maltreatment, bullying, youth violence, intimate partner violence/dating violence, sexual violence or Emotional/Psychological violence
2. Scale of the problem	<ul style="list-style-type: none">• Over the course of their childhood, 1 in 4 children suffers physical abuse.• Almost 1 in 4 girls and 1 in 13 boys suffer sexual abuse.• Self-reported child sexual abuse is 30 times higher and physical abuse 75 times higher than official reports.• Homicide is among the top five causes of death in adolescents.
3. Consequences	<ul style="list-style-type: none">• Childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration. Much of the foundational research in this area has been referred to as Adverse Childhood Experiences (ACEs). The ACE Study tells us that when the developing brain is chronically stressed, as it is when one experiences a number of ACEs including violence, the hippocampus shrinks, which in turn impacts functions such as decision-making, memory and stress management. This understanding helps us to grasp the complexity of the effects of trauma.• Strong evidence shows that violence in childhood increases the risks of injury; HIV and other sexually transmitted infections; mental health problems; delayed cognitive development; poor school performance and dropout; early pregnancy; reproductive health problems; and communicable and noncommunicable diseases.

Learning outcomes	Key messages
INSPIRE	
1. How INSPIRE came to be/ need for solutions	<ul style="list-style-type: none"> • Coinciding with the growing recognition of the profoundly negative and long-lasting consequences of violence against children PEPFAR; Together for Girls; UNICEF; UNODC; USAID; US CDC; WHO, and the World Bank each conducted several reviews of the evidence on what works to prevent violence against children. Unsurprisingly, these materials largely recommend the same or highly similar prevention policies and programmes. To enhance the consistency of inter-agency technical support to countries and intensify the focus on a few well-chosen, evidence-based programmes, the timing <u>was</u> right to develop a unified technical package that each agency is fully behind in terms of advocacy, funding, and the provision of direct technical <u>support</u> to countries. • The Vision for INSPIRE is that Governments, with the strong participation of civil society and communities, routinely implement and monitor <u>multi sectoral evidence-based</u> interventions to <u>prevent</u> and respond to violence against children and help them reach their full potential. The 3 underlines terms are particularly important and explained below.
2. Evidence/inclusion criteria	<ul style="list-style-type: none"> • INSPIRE reflects best available evidence of effective, prudent and promising practice, recognizing that although our knowledge is incomplete we have some evidence for what does and does not work, and that these practices can - with care - be applied • <i>Fidelity</i> means that a programme is implemented with all of the characteristics and components that made it successful in the first place. This usually includes the theory or model of change, the core content, the learning methods used, and the way in which the programme is delivered. • Implementers need to find the right balance between fidelity to original evidence-based programmes and adaptation to new circumstances.
3. Multi Sectoral action	<ul style="list-style-type: none"> • Sectors involved in INSPIRE implementation <ul style="list-style-type: none"> - Social services, family and child welfare, social protection - Health - Justice and law enforcement - Education - Gender, women - International and national NGO's - Civil society, community- and faith-based organizations - Human rights institutions and ombudspersons for children - Researchers and academia - Culture, sports - Information, media - Interior, infrastructure, public works and planning - Finance, budget, economic development - Private sector • National governments often provide leadership for multisectoral collaboration. The exact role and readiness of each sector involved in ending violence against children will vary by country. A key consideration

<p>4. Prevention</p>	<p>for national governments is which parts of the prevention and response system and services they manage and deliver directly; which they commission NGO's to deliver; and which they will only coordinate and monitor.</p> <ul style="list-style-type: none"> • Public health is above all characterized by its emphasis on prevention. Rather than simply accepting or reacting to violence, its starting point is the strong conviction that violent behaviour and its consequences can be prevented. Interventions are traditionally characterized in terms of three levels of prevention: <ul style="list-style-type: none"> - Primary prevention – approaches that aim to prevent violence before it occurs. - Secondary prevention – approaches that focus on the more immediate responses to violence, such as pre-hospital care, emergency services or treatment for sexually transmitted diseases following a rape. - Tertiary prevention – approaches that focus on long-term care in the wake of violence, such as rehabilitation and reintegration, and attempts to lessen trauma or reduce the long-term disability associated with violence. <p>These three levels of prevention are defined by their temporal aspect – whether prevention takes place before violence occurs, immediately afterwards or over the longer term. Although traditionally they are applied to victims of violence and within health care settings, secondary and tertiary prevention efforts have also been regarded as having relevance to the perpetrators of violence, and applied in judicial settings in response to violence.</p>
<p>5. Coordination</p>	<p>Coordination has the potential to generate cost-savings if it avoids duplication of sector-specific activities. Costs involved in coordination include:</p> <ul style="list-style-type: none"> - staff time for leadership of coordination efforts - percentage of staff time for participation in coordination - costs associated with planning, communication and meetings - costs for data collection and analysis.
<p>6. INSPIRE Handbook</p>	<ul style="list-style-type: none"> • The <i>INSPIRE Handbook</i> has eight chapters: Chapter 1, <i>Implementing the INSPIRE Package</i>, lays the foundation for the rest of the handbook. Chapters 2 to 8 provide guidance for implementing each of the seven INSPIRE strategies. These chapters includes available on each strategy, such as: <ul style="list-style-type: none"> - potential outcomes, both primary and secondary; - appropriate populations and settings; - theory of change and core components of the programme; - cost and cost-effectiveness; - inputs needed, such as human resources, training; - where the approach has been implemented; - lessons learned from scale-up; - what materials or implementation support are available; - implementation considerations; - links to additional information, resources, or contacts.

7. INSPIRE Indicator Guidance	<p>From 2016 to 2017, UNICEF led the selection of the INSPIRE indicators and development of the Indicator Guidance and Results Framework through a participatory process that included consultations with multiple stakeholders from civil society, government and the INSPIRE partner agencies¹.</p> <p>Nine of the 55 INSPIRE indicators are SDG indicators; the additional INSPIRE indicators are meant to go deeper, and to support and complement overall efforts to monitor progress and track change on violence against children.</p> <p>About two-thirds of the indicators are from existing population-based surveys, such as the Multiple Indicator Cluster Survey (MICS), Demographic and Health Survey (DHS), Violence Against Children Survey (VACS), and Global School-based Health Survey (GSHS). For example, the MICS and DHS provide data for 10 and 18 INSPIRE indicators, respectively. The VACS, which was recently updated to better align with INSPIRE, SDG indicators, MICS and DHS, provides data for 28 indicators. The rest of the indicators are based on other data sources, such as policy and legislative reviews, and administrative data systems.</p> <p>Indicators 1.1 – 1.10 measure the intended goal of reducing the prevalence of a select number of key forms of violence against children and adolescents. There are about five indicators per INSPIRE strategy, with the exception of Response and support services strategy, which has 12 indicators. The Response strategy includes a larger number of indicators because it encompasses multiple sectors.</p>
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Possible Exercises

Understanding evidence: Using the following text from INSPIRE, ask the groups to individually and then in a group analyze what shows that the evidence OR Use an existing project proposal and edit the text collectively to make it evidence informed. *Working with Burmese migrant and displaced families on the border between Myanmar and Thailand, and with very poor communities in rural Liberia, Organization XX demonstrated through randomized control trials how group-based parenting programmes, combined with a limited number of home visits, can reduce harsh physical and psychological punishment, increase positive strategies to manage children’s behaviour, and enhance the quality of caregiver-child interactions.*

Multi Sectoral Action: All participants in a circle. One person takes the ball of wool and holds the end of it. She or he says her name and how she or he feels about being there and what she expects. Example: “I am Ruth, I am feeling calm, and I hope to learn something new.” She then throws the ball of wool to someone across the circle and the next person does the same. The ball is thrown around until everyone has a piece of wool in their hand and a giant “web” has been created. The last person holds on to the ball. Facilitator asks everyone to pull gently on their piece of wool, one at a time, or in groups, or all together. Can everyone else feel it? What does that tell us about working together? What would happen if one person dropped their string?

¹ INSPIRE partner agencies include: WHO, CDC, PAHO/WHO, Global Partnership to End Violence, CPC Learning Network, Together for Girls, UNICEF, UNODC and the World Bank.

Part 3 – Seven Strategies

Key when presenting the 7 Strategies is to use local and evidence based interventions being implemented in the country where the training is taking place (!) As presented in the slide deck, each session can be structured along the following lines:

1. an exercise
2. local intervention presented, including question and answers
3. presentation on
 - definitions and theory of change
 - different approaches within the strategy
 - additional intervention(s) from another context and/or approach
 - “works best when”
4. discussion on existing interventions within the context, what could be added

Learning outcomes	Key messages
Implementation and enforcement of laws	<ul style="list-style-type: none">• Legislation can be a key part of preventing and responding to violence and promoting respect for children’s human rights. Effective enforcement of laws that define and prohibit all forms of violence against children may deter violence and ensure justice for victims.• This strategy focuses on two types of laws to help protect children from violence.<ul style="list-style-type: none">- Laws prohibiting acts of violence against children, including violent punishment and sexual abuse and exploitation.- Laws that reduce risk factors for violence by limiting access to and misuse of alcohol, and youth access to firearms and other weapons.• Laws alone do not reduce violence, but their effective implementation.• Other important elements include:<ul style="list-style-type: none">- Strengthening systems and coordination for protection, response and support through mandates, standards, procedures and accountability mechanisms.- Establishing frameworks for identification, referral, investigation, treatment and follow-up for children who experience violence.- Establishing pathways to fair, transparent and child-friendly justice for all children.

Possible Exercises

Implementation and enforcement of laws.

Facilitators should make 2 page handouts of the relevant legal texts for participants to take with them. In workshop exercises, reading dry text or having it presented in lectures can be dispiriting. One technique is to ask participants to analyse or explore articles in group work so that they are required to read and discuss the content. Facilitators can also make cards of the different laws to sort cards into different categories, such as laws: a) on physical punishment b) on sexual abuse and exploitation c) protecting children from key risk factors and d) on banning violence against children. The fact that strict categorization is not possible provides lots of possibilities for discussion both in group work and in plenary. Another option is to make a puzzle with the laws.

<p>Norms and values</p>	<ul style="list-style-type: none"> • Norms can condone violent punishment as a necessary part of child-rearing, or violence as an acceptable response to conflict in a community. Inequitable gender norms that condone wife-beating and men’s control over women’s behaviour are associated with higher levels of IPV. Norms also affect help-seeking for violence. For example, norms that reinforce male sexual entitlement and power, or prioritize family privacy or reputation, can lead to victim-blaming and discourage both girls and boys from disclosing violence or seeking help. • Many of the norms interventions included in INSPIRE challenge inequitable norms around gender, power and masculinity, and promote norms of equitable relationships, protection, and shared responsibilities. • Several factors influence norms change at many levels including: <ul style="list-style-type: none"> - environmental forces such as culture, religion, laws, policies and regulations; - lived experience, particularly exposure (as victim or witness); - individual factors, such as confidence, skill or agency, influence whether people conform to or act against norms; - introduction of new behaviours can promote changes in norms (as well as vice versa). • Norms interventions are more likely to have impact when they: <ul style="list-style-type: none"> - are based on theoretically grounded models of norms change; - are based on high-quality formative research to identify: behaviours you want to promote or change - create an opportunity for <i>critical reflection</i> about the interaction of values, attitudes, norms and behaviour; - reinforce messages through multiple pathways and exposures; - use credible messengers and positive role models; - create opportunities for people to practice alternative behaviours; - include environmental and structural changes that make it easier for people to adopt new behaviours; - engage both collective and community approaches.
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Possible Exercises

Norms and values.

Individually, write down all of the things which are important to you in a child. Some examples might include: honesty, dependability, respect, compliance, obedience, intelligence, wisdom. In pairs – reflect on examples from your life and identify your top three to five values. Look at your words and group together any which are similar; for example, obedience and compliance. If possible, rank them in order of importance by comparing them with each other.

Use sticky notes in small groups to identify the values they wish their children to hold, and then collect them from the groups, visualize by clustering them and show how many common values the group came up with. Give one simple value per group and ask the groups to write norms connected to this value in their society. Have a discussion on how we need to start changing our behaviors and what would you need in your projects in order to achieve your final goal. Show also the reciprocal effect - changing norms e.g. by laws can lead to change in behavior, change in behavior can lead to change of norms and values.

<p>Safe environments</p>	<ul style="list-style-type: none"> • Modifications to the social environment can include situational crime prevention techniques and broader urban planning and community development initiatives. • Efforts to interrupt the spread of violence recognize the influence of social environments on violent behaviours. This type of intervention detects and interrupts conflicts among the most at-risk youth, and helps to change norms and reduce acceptance of violence and crime among these groups. • Improving the built environment focuses on increasing community safety through environmental planning, design, and infrastructure. One example is Crime Prevention Through Environmental Design (CPTED), a multidisciplinary approach that aims to manage public spaces in ways that deter criminal behaviour . CPTED activities involve improvements in lighting, landscape, visibility, natural access and surveillance, and other factors that discourage crime and encourage public use of space. <p>Safe environments interventions are more likely to have impact when they:</p> <ul style="list-style-type: none"> - they begin with a comprehensive assessment and stakeholder analysis to determine sources of risk, drivers of behaviour, and opportunities for intervention or change in a community; - they develop strong partnerships and mechanisms for interaction between communities, public agencies, the private sector, and relevant services, which may include health, education, justice and law enforcement, social services, housing and transportation; - the planning process promotes community ownership and participation, including by children and youth;
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Possible Exercises

Safe environments

Break into groups. Have each group identify possible spots that might be unsafe or dangerous for children within the context/city.

Why are these hotspots? What is being done by whom? What could be done to make it a safer environment? Who else could be involved?

Have each group share, and see if different groups identify different dangers.

<p>Parent and caregiver support</p>	<ul style="list-style-type: none"> • Support for parents and caregivers can encompass general programmes provided for all families; targeted programmes for families at higher risk; and/or individual support for parents and caregivers where children have experienced violence. • Promotion of <i>positive or nurturing parenting</i> is at the core of programmes to support parents and caregivers. • Positive parenting focuses on creating safe home environments and building a foundation of support and care for children through affection, quality time, praise, and healthy methods of dealing with difficult behaviour, such as positive discipline that teaches pro-social behaviour. Nurturing parenting involves helping children develop healthy social and emotional behaviours, teaching life skills, and promoting well-being through modeling healthy ways to solve problems and communicate feelings. Positive discipline refers to praising, rewarding, supporting good behaviour, and non-violent responses to misbehaviour that take children’s cognitive and emotional stage into account, such as natural or logical consequences, time-out or taking breaks, and redirection. <p>Parent support interventions are more likely to have impact when they:</p> <ul style="list-style-type: none"> ✓ the range of support available addresses different families’ needs and children of different ages with specific and age-appropriate interventions; ✓ parent training is based on a solid theory of change or logic model, particularly social learning theory, or attachment Theory for parenting infants; ✓ programmes focus on age-appropriate <i>positive parenting</i> principles and strategies, including <i>positive discipline</i> and improving parent-child communication; ✓ parents have the opportunity to practice new skills and receive feedback through role-playing, observation and/or non-judgmental coaching ✓ implementation considers family dynamics and includes ways to support relationships between adults in the family; ✓ sources of severe stress are addressed by linking families to relevant services, such as Income and economic strengthening efforts, substance abuse treatment, or support for survivors of IPV; ✓ personnel receive sufficient and ongoing training, supervision, and support; ✓ planners address barriers to parent participation.
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Possible Exercises

Parent and caregiver support

In pairs, using timeline, reflect on the qualities and challenges of the child/parent relationship in different periods of life. This can be done as a parent or a child. What key period has been challenging and how was it overcome?

<p>Income and economic strengthening</p>	<ul style="list-style-type: none"> • Family economic stability and empowerment reduce the risk factors for violence and increase protective ones. Access to resources allows parents to invest in children's health and education, increases families' economic resilience and reduces financial stress. Economic independence helps protect women and adolescent girls from sexual exploitation and other risks. When paired with gender-equity training, income-strengthening efforts may reduce risk factors for child maltreatment, witnessing IPV, exploitation, child labour and early marriage. • There are three evidence-supported approaches: <ul style="list-style-type: none"> - Cash transfers. Direct payments to vulnerable individuals or families, given either conditionally (for example, depending on whether children attend school) or unconditionally. - Savings and loan groups. Members pool resources to make loans to each other. - Microfinance. Similar outside organizations provide small loans and training to local entrepreneurs who do not have access to bank loans. • IES interventions are more likely to have impact when they: <ul style="list-style-type: none"> - are combined with interventions that strengthen social assets, such as parent support programmes, life-skills education, or gender-norms change; - are carefully monitored to assess implementation and impact, particularly the influence of unanticipated factors ; - include staff with economic and business skills as well as social welfare backgrounds; - seek to link to broader social services and systems.
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Possible Exercises

Income and economic strengthening

The group stands together and receives the following statement: "Money will reduce violence in the household." Depending on their position, yes or no, participants stand on one side of the room or the other. They provide arguments for their case. Participants can move from one side to the other throughout the debate if their opinion changes.

Response and support	<ul style="list-style-type: none"> • When children have suffered violence, it is crucial to identify, help, and protect them from further harm. Coordination among child- and adolescent-centered social service, health, and justice systems can promote safety, provide appropriate care and prevent secondary and re-victimization. • The INSPIRE technical package highlights the importance of having basic child protection, health and legal services in place before contemplating the more specialized counselling and social services. • The Response and support Framework is organized around four goals and related actions that key sectors can take to further those goals: <ol style="list-style-type: none"> 1. Have a system for helping children 2. Find out which children need help (including clinical inquiry with interventions) 3. Help children immediately and in the longer-term (including counseling and therapeutic approaches, and foster care interventions) 4. Protect children in conflict with the law³ (including treatment programmes for children in the justice system) • Response interventions are more likely to have impact when they: <ul style="list-style-type: none"> - do no harm ☺ - systems and services are <i>child-friendly and gender-sensitive</i>; - protocols and standards are supported by sufficient resources; - data collection and monitoring are shared activities across services; - attention is paid to service providers, both in terms of norms and attitudes toward children who have experienced violence, and to the impact their own experiences of violence may have on their capacity to provide care and support; - local knowledge and informal structures are understood and integrated into response networks, while ensuring they are able to meet the standards for care.
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Possible Exercises

Response and support

Present the story of a child path through the system described, participants in small groups are asked to identify at which stage of the path the response system is the weakest and strongest. See example in annex under Case Study.

Present some facts on the response services available in country and using an online quiz tool (Kahoot) or normal quiz setup ask them whether they are true or false (or multiple choice).

Present one of these videos on different ways that the child could have received support

- ACEs: www.aces.me.uk
- This is Samira <https://www.youtube.com/watch?v=pEaNwDtQRwI>

Education and life skills	<ul style="list-style-type: none"> • The Education and life skills strategy includes efforts to support school participation, create safe and supportive school environments, and to build students’ skills in relationships, communication, managing emotions, conflict resolution and self-protection. • Implementation of this strategy includes supportive legislation and policy, translated into mandates, standards and training for the education sector. It also includes multisectoral collaboration and norms change involving all stakeholders in education — administrators, teachers, students, parents, and the wider community. • Education and life skills interventions are more likely to have impact when they: <ul style="list-style-type: none"> - are integrated into national or district-level education policy, curricula, and teacher training; - take a “whole school” perspective and seek changes in school culture, including dynamics between students and authority figures as well as among students themselves; - encourage reflection and consciousness-raising on gender norms, inequality and gender identity; - engage school governing boards, teachers and staff in critical reflection on their values, beliefs, and experiences related to violence in school ; - train teachers and staff in positive discipline and interaction with students, and in providing first line response to children who experience or are at risk of violence; - are adapted to a local cultural context, using good practice for adaptation with fidelity; - encourage and facilitate children’s participation in adapting or implementing programmes and leading activities; - use skilled facilitation and support when discussing complex and sensitive issues.
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Possible Exercises

Education and life skills

Have participants close their eyes and think about what their schools were like. What was the walk to school like? Did they feel safe? How did school make them feel? Did they look forward to going to school? What was the classroom like? Did they like their teachers? What happened in school if they misbehaved? What were the other students like? Did you feel happy there? Did you feel safe? As people talk, write emotions that come up on the board. Place negative emotions/experiences on the left and positive ones on the right. Discuss in plenary what type of experience did most people have at school? What did that mean for participants’ learning experiences? What impact has participants’ learning experiences had on their lives now?

Participants are given pieces of paper resembling to bricks and each of them can use a few to write on them things that they like(d) about their school, anything that made their school a good place. The focus is strongly on the things that they liked about their school (e.g. good atmosphere, a good teacher, safety, the green yard, their best friend, whatever comes to their mind...) The bricks are collected with blue-tack or tape on the wall to create a Wall of Greatness. This can be followed by small group discussion on what do they see as the element they could start making their school a better place.

Tips and tricks

- ✓ Check the checklist in the Facilitator's Guide to start with when organizing your training.
- ✓ Know your participants' work and background, make reference to it! —» if they say “yes, already do this” you can say: “I know this and this project of yours, but the question here is how you can make it evidence based?”
- ✓ Use the experience of the group, ask for examples.
- ✓ Get a co-trainer/expert to complement your skills and knowledge!
- ✓ Activities work best when we can connect them to our personal life< personal experiences lead to emotional involvement.
- ✓ Prepare your expert well! - You could create a template with very specific questions that they need to fill and check it in advance, then they can speak along the template when presenting. Also you could format these templates into some kind of poster summary and give them printed to the participants as supportive document.
- ✓ Have a look at the room size - do you need a microphone for the speakers?
- ✓ Ideal group size 15-20 people. Think about how big group you can handle and make it interactive.
- ✓ Consider organizing side sessions with and for different target groups: donors, the private sector, academics, influencers etc. Also consider inviting the Media for key moments and allowing them to either visit a project and/or receive testimonies from professionals working in the field.

Possible Additional Modules

- Violence against Children Surveys (VACS)
- Adverse Childhood Experiences (ACES)
- Communications on ending violence against children
- Scaling up / Layering successful programs

Part 4 – Resources for trainers (included as Dropbox/USB)

One and a half Day INSPIRE Sensitization

DAY 1	
09:00 – 09:30	Welcome and introductions
09:30 – 10:30	Basic Concepts relating to Violence against children, Evidence, Multi Sectoral Action, Prevention Coordination, INSPIRE handbook, toolkit, indicators, Q& A
10:30 – 11:30	Implementation and enforcement of laws
11:30 – 13:00	Norms and values
<i>Lunch</i>	
14:00 – 15:30	Safe environments
15:30 – 17:00	Parent and caregiver support
DAY 2	
09:00 – 09:30	Recap of Day 1
09:30 – 10:00	Income and economic strengthening
10:00 – 11:00	Response and support
11:00 – 12:00	Education and life skills
12:00 – 13:00	Inspiring the way forward, Next Steps, Feedback and Evaluation

Three-Day INSPIRE Training

DAY 1: Setting the scene	
09:00 - 09:50	01. Introductions, Welcome Remarks, Official Opening (Government and inspirational)
09:50 – 10:30	02. Welcome on overview of policy development context (VACS, Data to Action, Child Policy)
11:00 - 11:45	03. Setting the scene <ul style="list-style-type: none"> - Cause, consequences (brain etc), - INSPIRE (Goals, Strategies, Approaches, Interventions) - Evidence, what it means - Multisectoral Coordination
11:45 - 12:30	04. Linking Data on VAC to INSPIRE Action
14:00 - 15:00	05a. Introduction to INSPIRE Handbook 05b. Linking Action to Indicators
15:15 - 16:30	06. Getting from where we are to end Goals; collective impact
16:30 - 17:00	07. Evaluation of Day 1 and Closing

DAY 2: Presenting 7 INSPIRE County Case Studies	
Exercise (10min) Presentation of country INSPIRE program by national implementer (10min); Presentation of other INSPIRE programs(5min);Plenary discussion on what else is needed for each strategy (30 min)	
09:00 – 09:45	08. Implementation and enforcement of laws; Uganda context
09:45 - 10:30	09. Norms and value
10:45 - 11:30	10. Safe environments
11:30 – 12:15	11. Parent and caregiver support
12:15 - 13:00	12. Income strengthening
14:00 - 14:45	13. Response and Support services
15:45 - 16:30	14. Education and life skills
16:45 - 17:30	15. Present mapping of country activities or do simple mapping exercise per INSPIRE strategies

DAY 3: Multi sectoral action, Layering, Vulnerable populations, Closing	
09:00 – 10:00	17a. Scaling what works/layering making the whole more than the sum of its parts and Identifying scalable local programming
10:00 – 12:00	17b. Group activity/case studies on layering. Break into groups of 7 whereby each participant gets one strategy and they discuss how to work together in different contexts (e.g. with 1 strategy available, 3 strategies, all or none).
<i>Lunch</i>	
13:00 - 14:00	18. How we can ensure continued support to specific at risk population (refugees, migrants, lgbt,...)
12:00 – 12:30	19. Next steps. Multi Sectoral actions and Coordination; Strategize for coordinated implementation at the National and local levels, within and among organization
12:30 – 13:00	20. Closing Inspirational Remarks on believing you can lead your country forward (Government and inspirational)

Training of Trainers

A Training of Training prepares trainers to train others.

The TOT approach is popular because of its efficiency. Typically, a TOT initiates a '*cascade of training*' in which Master Trainer(s) teach(es) knowledge, intervention techniques, activities and/or skills to trainees, who then become trainers, and teach this knowledge to others. The cascade forms as each trained group has its capacity raised to the point where it can inform another group who can inform the next group. The exponential sharing of information via a cascade of training is remarkable. However, as information can spread at remarkable speed, a cascade can become problematic when the information is inaccurate, culturally insensitive or inappropriate, inflammatory or dangerous. To avoid problems, it is critical that new trainers are well prepared!

TOT must only be done with careful planning and be taught by experienced and skilled master trainers. Poorly prepared TOTs – in particular those that involve (a) future trainers without any previous experience in training or (b) future trainers with limited experience in the training content – tend to fail and may lead to poor or even harmful outcomes. Thus, after a TOT, follow-up support should be provided to the future trainers and to their trainees, to achieve accuracy of training and quality of the response (IASC MHPSS, 2007).

The 10 steps below outline how to proceed with a training of trainers:	
Before the TOT:	
Step 1	Select the TOT Master Trainer(s) and participants or future trainers.
Step 2	Assess the learning needs of the TOT group.
Step 3	Design the TOT course structure and curriculum.
During the TOT:	
Step 4	Ensure mastery of relevant base of knowledge and skills.
Step 5	Form a supportive group process by preparing with the trainers every day.
Step 6	In the classroom, model skills for how to train.
Step 7	Provide opportunities for applying and practicing training skills.
Step 8	Monitor the learning process by meeting after the sessions.
After the TOT:	
Step 9	Facilitate preparation of individualized future Plans of Action.
Step 10	Follow-up the application of the TOT learning by the new trainers over time.

At completion of the 10 Steps, future trainers will have met the following goals:

- Comprehensive conceptual and practical understanding of a base of knowledge and set of intervention skills specifically relevant to their working environments. These will form the basis for the curriculum that they will use to train others.
- Competence in how to use participatory and experiential training skills to train others.
- Opportunities to build self-awareness and confidence in their abilities as trainers.
- Plans for follow-up, including supervision and ongoing learning.

Much content of this has been extracted from © 2009 War Trauma Foundation about a Training of Trainers (TOT) course taught by Dr Nancy Baron, an internationally experienced Master Trainer.

Pre-reading

Ice breakers/group activities

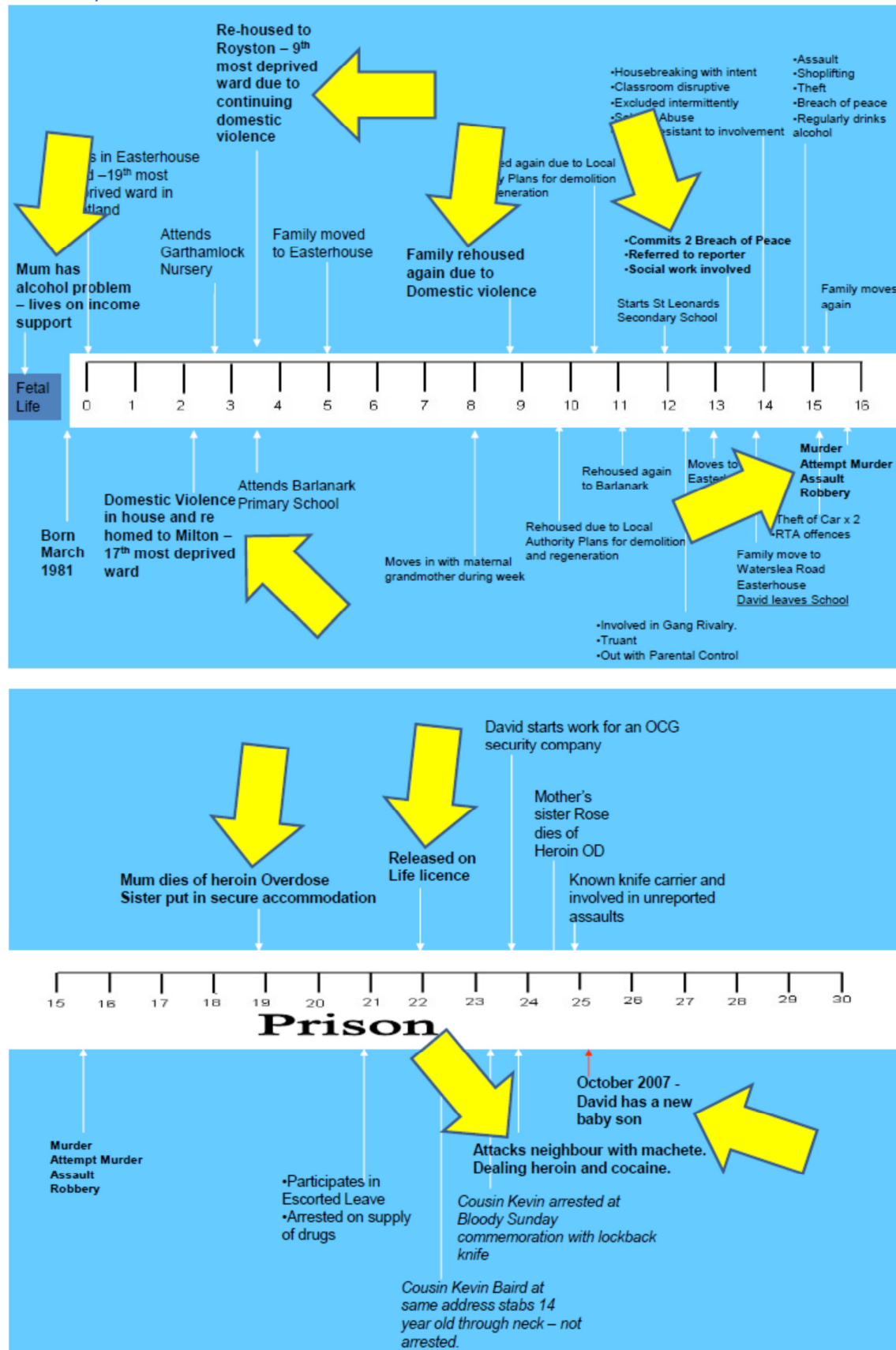
PowerPoints and Printable resources (evaluation forms, certificates)

- https://www.who.int/violence_injury_prevention/violence/inspire/en/

Further resources and links to INSPIRE, INSPIRE handbook, studies on VAC, etc.

- https://www.dropbox.com/sh/m1cf9g2jjcj8x9x/AAAPlp_i13rN-pYaGPwneIPWa?dl=0

Case Study



Class participants will break into seven small groups. They will be provided with a case study and assigned with one of seven INSPIRE strategies. The group will be asked to develop an intervention using the INSPIRE Handbook. They will then present it back to the larger group.

In addition to being assigned one of the seven strategies of INSPIRE, each group will receive the country context card. There are 4 critical issue cards, and the facilitator may choose which scenario is most applicable for the case study.

Country Context

Inspireland is a small country with a long coastline and neighbors several other countries in the region. Its capital and biggest city, Inspiria, is home to much of the urban population but about two-thirds of the country live in rural areas, often in small villages, and are engaged in farming or fishing. Most people living in Inspireland are from a single ethnic group and practice the same religion, but small minority communities exist. There is a large amount of economic inequality in the country and poverty remains high, especially in rural areas. About half the population lives below the poverty line.

Although there are many political parties in Inspireland, the two main ones clash frequently and violence erupted after the last election, which was highly contested. Although the government is currently stable and Inspireland is at peace, armed groups from neighboring countries frequently approach or cross the borders, putting communities in those areas in increased danger.

Violence is a daily reality for a significant number of children in Inspireland. The country completed a Violence Against Children Survey recently, providing comprehensive evidence and data on the issue. The survey revealed that 71% of boys and 62% of girls report experiencing physical abuse before the age of 18, while 6 out of 10 boys and 7 out of 10 girls say that they have experienced physical violence by a teacher. Only one in 10 children who have experienced sexual violence received services, with sexual abuse commonly occurring at someone's house, on the way to school, or at school. The current government has currently has a national action plan to end violence against children and shows a clear commitment to the movement. However, the country lacks a comprehensive coordination mechanism or a monitoring and evaluation framework and there is still social and cultural acceptance of violent behavior towards children in the country.

A ministry focused on children's rights, the Ministry of Women and Children exists, but is understaffed and does not have an adequate budget. Presence in the districts is rare, and much of the local work is performed by churches and international NGOs. UN agencies are present but it has been difficult to attract funding for programs in Inspireland. Civil society in Inspireland is well-organized with a variety of grassroots and international NGOs operating in both rural and urban areas. Cooperation between national and local government, local and international NGOs, and UN agencies is good.

Critical Issue 1 – Schools, cities, and environments

75% of children in Inspireland under the age of 18 are currently enrolled in some form of schooling or education, with a higher percentage of primary school-aged children being enrolled. In spite of this, a significant number of children report experiencing violence in and on their way to school.

Corporal punishment is still legal in Inspireland and is frequently in schools and by teachers and principals to discipline children. Societal and cultural values in Inspireland make this broadly acceptable and rarely challenged. Girls and boys have experienced violence from a teacher at similar rates, but boys report experiencing more physical violence while girls report experiencing more sexual violence.

In rural areas, often encounter violence on the way to school as roads are not always well-frequented and may not be safe. Children often travel in groups to avoid violence. Children in rural areas tend to be out of school more often than children in rural areas, putting them at increased risk of violence from parents and caregivers.

Increased urbanization has resulted in schools in urban areas becoming more and more crowded. As populations increase in the city, they come into contact with strangers on their way to school more and more often. Urbanized environments may be particularly unsafe for children or put them at increased risk of violence.

Critical Issue 2 – Rising sea level and environmental migration

Because of climate change, the rising sea level has led to many coastal communities being forced to migrate inland to seek new opportunities. Many have gone to join their extended families in other communities but others are having to start over again in entirely new environments. Even for communities that have not yet been forced to move, the rising sea levels have disrupted fishing, one of the main industries of Inspireland, leading to increased economic insecurity in many households. These rural areas tend to have higher rates of poverty to begin with and families are uncertain as to what their economic opportunities will be in their new communities.

The disruption of traditional modes of employment and the necessity of moving has led to increased stress and tension for many caregivers. Many children have had their schooling interrupted while their families move to new communities. The actual move itself has placed many families in around unknown people and in new and unknown environments, and the roads are not always safe. NGOs have reported seeing a higher number of unaccompanied and separated children migrating. Once they arrive in their new communities, children and families may not be immediately integrated into schools and caregivers may not be able to immediately find jobs. All of this puts children at greater risk of physical and sexual abuse and exploitation.

District authorities are not always sure how to respond to the increasing number of migrating families and children. This problem is especially complicated when families and children move between districts. The national government has not yet issued an official response to the growing problem.

Critical Issue 3 – Children associated with armed forces or armed groups

Although Inspireland is currently not in a situation of conflict, several neighboring states are and violence frequently spills over into border communities. Exposure to these conflicts puts children at increased risk of both direct and indirect violence in and around their communities by putting them at risk of being killed or maimed.

Government workers have heard rumors that boys and girls from border communities are being abducted or recruited as child soldiers to fight as part of non-state armed groups active in neighboring states, putting these children at huge risk of violence.

In border communities where this violence is occurring, some NGOs are less willing to work in these areas or have pulled out completely, decreasing resources for child protection in these regions. An increased influx of refugees from neighboring states that have encountered violence have strained resources for children in these communities even further and has put children into greater contact with unknown individuals. An increased number of unaccompanied and separated children are also entering into these communities and are at greater risk for violence.

Critical Issue 4 – Exploitation and abuse in families and in the home

Cultural norms and standards pertaining to how children are treated in Inspireland tend to be permissive of using violence. Corporal punishment of children is still legal in most situations, including in school and in the home, and physical discipline is commonly used by parents.

The high level of poverty in Inspireland and the large amount of economic inequality has put increased stress on parents, and alcoholism and drug use by caregivers is not uncommon. All of this puts children at increased risk of violence. Domestic violence is common in Inspireland and many adolescents report experiencing dating violence.

Concerning reports of child sexual exploitation by relief workers from international agencies have become increasingly common but despite some public outcry, little has been done by either the government or organizations to address this yet.