**Group Exercise Module 3: Mapping VAC Interventions Against INSPIRE Strategies**

**Overview**

This exercise is designed to assist country teams to map existing VAC prevention strategies against the seven INSPIRE strategies. The activity is conducted in two parts. The first maps available activities according to strategic area. The second part reviews the evidence base underpinning national activities.

The session can be conducted as part of a face-to-face workshop using flipcharts and pens or through a virtual process using a shared google slides document.

This handout is parts 2 and 3 of the activity below; part 1 was completed in Module 2.

**Objectives**

* To enable participants to map locally implemented VAC prevention interventions against the seven INSPIRE strategies.
* To deepen participants’ understanding of the different levels of evidence that inform VAC prevention interventions.
* To support participants’ reflection on the current evidence base underpinning local interventions that will support the development of an evidence base.

**Time**

Part 1: 30 minutes

Part 2: 30 minutes

Part 3: 30 minutes

**Materials**

**Face-to-face workshop**

* Session 2 slide deck “Foundations of INSPIRE**”**
* INSPIRE Strategies Worksheet (Annex 1) – to be used in Part I
* Evidence Case Studies (Annex 2)

**Virtual workshop**

* Google slides document where all participants have editing access.
* Zoom/skype / other video conferencing software for the groupwork.

**Process**

***Preparation for facilitator***

**Face-to-face & Virtual workshop**

* Ensure that there are enough copies of the INSPIRE Strategies Worksheet for small group work
* (For Virtual workshop) Prepare breakout groups so that all participants can work in small teams; have copies of the worksheet available for breakout rooms.

***Exercise Guide Part I Mapping VAC Interventions Against INSPIRE (30 minutes)***

***Set the agenda***

Explain the objectives and duration of the exercise to the participants (5 minutes)

***Complete INSPIRE Strategies Worksheet (25 minutes)***

**Face-to-face workshop**

1. Divide the participants into small groups. If multiple countries are represented, divide participants into country-based groups. If all participants are representing the same country, the groups may be based on professional sector, function, location, or at random.
2. Ask each group to think about all the VAC prevention strategies that are being implemented in their area / country and list them in Column 2. Ask them to think about what criteria to use to include, related to:
   1. Scale – do they want to only include activities that are being implemented in more than one project / district / etc.?
   2. Duration – do they want to only include interventions that have been going for at least one year, longer?
   3. Recognition – do they want to focus on interventions that have already been included in national or sector strategies, e.g. lifeskills curricula already approved by the Ministry of Education and/or civil society interventions that have been implemented by NGOs in more than one setting?

Note to trainer: The decision about how to select interventions will depend on individual participants, or could be selected collectively before going into small groups. The decisions will depend on the available range of interventions represented in the group. They do not need to complete every strategy if there are no examples for a particular category, for example if there are no known examples of interventions addressing norms and values in their country/organisation.

1. Participants complete one INSPIRE Strategies Worksheet (Annexe 1) per group – column 2 (they will complete column 3 in Part 3 of this activity (20 minutes)
2. The completed worksheets are shared on a wall for later review in Part II (after the Evidence-Informed Programming presentation).

**Virtual workshop**

1. Use breakout rooms to divide the participants into groups. If multiple countries are represented, divide participants into country-based groups. If all participants are representing the same country, the groups may be based on professional sector, function, location, or at random.
2. Prior to, or at the start of this session, send each team the INSPIRE Strategies Worksheet.
3. In the breakout groups, participants complete activities II and III above. Answers are shared with the trainer using the relevant document sharing platform that is being used.

***Plenary Session***

There is no plenary session for Part I. The completed worksheets will be reviewed in Part II.

***Exercise Guide Part II Assessing Levels of Evidence Levels of VAC Prevention Interventions (30 minutes)***

***Assess the evidence using case studies (20 minutes)***

**Face-to-face workshop**

1. Ask the participants to get back into the small groups that they worked in for Part 1 of the activity.
2. Ask each group to review the four sample case studies in Annex 2: Evidence case studies. For each case study the group should decide whether the example interventions in the case study are (a) good practice, (b) prudent, (c) promising, or (d) effective and WHY. (20 minutes)

**Virtual**

1. Send participants into the same breakout rooms as they were for Part 1 of the activity.
2. Ask each group to review the four sample case studies in Annex 2: Evidence case studies. For each case study the group should decide whether the example interventions in the case study are (a) good practice, (b) prudent, (c) promising, or (d) effective and WHY. (20 minutes)

***Plenary Session* (10 minutes)**

**Face-to-face**

Option 1: Moving around the room. Allocate four spaces in the room, one each for the four types of evidence. (You can prepare four sheets labelled with the four types of evidence and paste them into four separate spaces in the room if wished). Call out the first case study and ask everyone to move to the relevant space in the room. Once everyone is in place, ask for a volunteer from each space to explain why they have selected that answer. If you have people in more than one space, gather all the contributions and encourage participants to ask each other questions, or justify their selection.

Once there has been a discussion, you can confirm the ‘correct’ answer. However, also note the validity of different opinions. The suggested ‘correct’ answers may be revised if participants have compelling justifications.

Option 2 Whole Group Share-out: Each group presents their responses to the first case study. Once each group has given their choice, ask participants to explain why. If there are differing opinions, ask for people to explain why. Repeat with the remaining three choices and then clarify the answers.

**Virtual**

Project the first case study and ask members of each group to either vote (if using a poll option), type in the chat box, or speak out, according to numbers and platform used.

If all groups have selected the same option, ask for up to three people to explain why they have selected that choice and confirm their responses. If groups have selected different options, ask for a representative of each option to explain their reasons, then allow people to ask questions in the chat box. Finalise by confirming the rationale for selection of choices.

*Note for the trainer: The four case studies have the following evidence levels:*

*Case study 1: Prudent*

*Case study 2: Good practice*

*Case study 3: Evidenced*

*Case study 4: Promising*

***Exercise Guide Part III Identifying Evidence-Supported Interventions (30 minutes)***

**Face-to-face workshop**

1. Ask the participants to get back into their small groups and to review the VAC interventions that they listed on the INSPIRE strategies worksheet completed in Part I.
2. Ask each group to select at least one intervention from that worksheet that they feel is supported by evidence.
3. In Worksheet II, write down the intervention, list what evidence is available and then decide if the evidence is (a) good practice, (b) prudent, (c) promising, or (d) effective and WHY.
4. If they have time, they can select more than one intervention.

**Virtual**

1. Completed as face-to-face in the same breakout rooms as previously. Answers are shared with the trainer using the relevant document sharing platform that is being used.

***Plenary (10 minutes)***

**Face-to-face workshop and virtual**

1. Ask each group to present their responses in turn.
2. Allow opportunity for questions and discussions after each group has presented. If representatives are all from the same country or organisation, it may be necessary to ‘park’ some of the discussion by tasking one or more participants with going away to gather further information about the evidence that is available.
3. Summarise the findings, stressing that this is a reflection of where we are. Although the gold standard is to have evidence-based practices, this is something that can be further developed in action planning. Remind participants that we start with where we are, but it is good to have a plan to develop the best available rigour.
4. Recap the purpose of the activity, and some of the key takeaways that emerged in the discussion. Ask if anyone has any questions or comments to add. Complete the activity by explaining that the final few slides of the presentation are going to summarise the key messages of this session.

**ANNEX 1: INSPIRE Strategies Worksheet**

|  |  |  |
| --- | --- | --- |
| **INSPIRE strategy** | **Name of intervention and implementer** | **Evidence** |
| **Implementation** and enforcement of laws |  |  |
| Norms and values |  |  |
| **S**afe environments |  |  |
| **P**arent and caregiver support |  |  |
| **I**ncome and economic strengthening |  |  |
| **R**esponse and support services |  |  |
| **E**ducation and life skills |  |  |

**ANNEX 2: Evidence case studies**

**Case study 1. Implementation of laws and policies**

Inspired to Care (I2C) has a programme in Inspirania seeking to improve the criminal justice response to sexual violence against children. The programme works with the government to provide support to survivors, increase reporting and successful prosecution of sexual violence crimes, and raise community awareness. Over twelve years, I2C provided support to 465 victims of sexual violence against children and their families. In partnership with the prosecution service and the national police, almost 300 individuals were arrested and accused, leading to convictions against 285 individuals. I2C has provided training and mentoring for Inspiranian prosecutors and members of the designated police unit specialising in sexual assault. I2C conducted a baseline and an end line study of the Inspiranian government’s response to child sexual assault reports, reviewing case files from for the first three years of the project, and repeating the study using the same assessment framework for the final four years of the study. They found a 136% increase in the number of sexual violence against children complaints filed. I2C conducted key informant interviews in the second study and many key informants attributed the increase to a more prevalent reporting culture and more available information for victims and their families. Changes included an increase by the criminal justice system of victim-sensitive practices when gathering victim testimony (an increase from 30% of cases talking to the survivor at baseline to 98% of cases at end line) and the introduction of trauma-informed facilities for victims to provide testimony outside the courtroom by the end of the project. There was a significant rise in the number of prosecutions (150%) but because there was also a rise in reporting, this represented only a moderate increase in the percentage of complaints that were successful prosecuted (9.8% at baseline vs. 10.8% at end line).

**Case study 2: Positive parenting**

INSPIRED Parenting is a positive parenting curriculum that was developed by a local NGO in the country of Inspirania. The NGO was already working with groups of parents and caregivers and found that they had been talking about being good parents a lot. The NGO had a journalist and a teacher volunteering with them, and these two people sat down and developed a few activities for talking about parenting. They got the ideas from their own experience as parents and what they had observed about how children acted in school and what community members were concerned about with parenting. They reviewed the existing life skills curriculum that is already being rolled out in Inspirania’s primary schools and talked to local nurses who had done some additional training on early childhood development as part of their maternal and newborn health training. They read up about parenting programmes on the web and found some examples of what might be working, such as avoiding hitting children and talking to children about sensitive subjects. After they had shared these activities with several support groups, the parents and caregivers gave feedback – they valued the opportunity to talk about their children. Other groups then asked to discuss the ideas and so the activities were written up into a curriculum of twelve sessions called Inspired Parenting. The district social worker got to hear about the programme and visited a few sessions and was very impressed. She then shared it at the district child rights coordination platform, and it was shared with several more NGOs. Over the past three years, the number of organisations using the curriculum has increased. Each group is able to modify the programme to suit their own audience, but all are committed to the core values of non-violent and positive parenting. The national department of social welfare is now interested in scaling up the programme and notes the very positive feedback that is grounded in Inspiranian culture.

**Case study 3: Norms and values**

BE INSPIRED! is a media organisation working in the country of INSPIRANIA and uses “edutainment” mass media to reach children and adolescents alongside physical clubs based in schools and sports centres. Their aim is to create a movement and effect change for gender equality and elimination of violence against children and young people. The programme was designed on the social ecological model and is grounded in evidence from qualitative research in five pilot areas, in different parts of the country including rural and urban, and different language groups. After a five-year first phase, the programme completed three distinct impact studies one of which was a randomised and two were high-quality quasi-experimental designs. The programme has been scaled up nationally. The programmes operate at three levels: individual, community (including family), and society. Be INSPIRED! delivers television, radio programmes and talk shows for children aged 8–14 years, and a separate set of programmes, complemented by an online interactive page, for girls and young women aged 15–24 years). The programmes present age-appropriate information and model behaviour change around issues such as intimate partner violence (IPV), alcohol misuse, online safety, and HIV, helping to shift norms that influence individual behaviour. The programmes are aligned with social mobilisation interventions (children’s clubs in schools and youth centres, young women’s groups in schools and through health clinics, and parent and caregiver groups run within schools and community settings), which promote critical thinking and build the capacity of young people to think, take action and support each other in healthy behaviours and in addressing barriers to community-level change. At the society level, dialogue arising from issues discussed on the shows and online help focus on policies that make the healthier choice the easier choice. The interventions often address structural factors for violence such as alcohol misuse or under-supported parenting. The programme is regularly evaluated and has shown evidence of reductions in IPV in adolescent relationships, uptake of referrals for family support on issues such as alcohol, amongst other examples.

Case study 4: Safe Environments

‘Be the Inspiration’ is a school-based intervention that has made changes to the school environment and introduced school protocols for identifying and responding to dating violence and sexual harassment by peers and by teachers. Be the Inspiration includes a poster campaign, child and caregiver awareness raising about online exploitation and cyberbullying, and includes temporary building-based ‘restraining orders’, in cases where the school has noticed sexual harassment by or against particular students. Public spaces and toilets are increasingly monitored by staff who have been trained to spot potential violence. A random assignment evaluation of more than 30 schools (and over 2,500 students) out of the 200 schools implementing Be the Inspiration found that the there was an overall reduction in reported sexual and dating violence and related behaviours in the school. Teachers and students noted that there changes in the school environment made a significant impact on the frequency of sexual harassment perpetration and victimisation. However, six months later, after the programme was not being intensively delivered, the prevalence of sexual harassment victimisation had increased. The programme was found to be very cost effective because it did not have to focus on training staff and providing classroom-based activities and did not focus on parents and caregivers.