

Colombia INSPIRE
Coordination Course
Documentation &
Process Guide

October 2021





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Acronyms

CDC	Centers for Disease Control and Prevention (United States)
CICC	Colombia INSPIRE Coordination Course
HEARD	Health Evaluation and Applied Research Development
ICBF	Colombian Family Welfare Institute (Instituto Colombiano de Bienestar Familiar)
LOC	local organising committee
NAP	National Action Plan to End Violence Against Children (Colombia)
NGO	non-governmental organisation
USAID	United States Agency for International Development
VAC	violence against children
VACS	Violence Against Children Survey





Foreword

The Colombia INSPIRE Coordination Course is the inspiration for this step-by-step guide to delivering the INSPIRE Coordination Course online.

The mission of the [End Violence Lab](#) at the University of Edinburgh is to improve the evidence, advocacy and skills for violence prevention and response. Working across more than 40 countries with government leaders, research practitioners, and frontline service providers, the End Violence Lab works towards the Sustainable Development Goals through the [INSPIRE: Seven Strategies for Ending Violence Against Children Technical Package](#).

In April 2021, in the midst of the COVID-19 crisis, the End Violence Lab launched its third INSPIRE Coordination Course—the Colombia INSPIRE Coordination Course (CICC). This course set out to build the skills of practitioners and decision-making authorities involved in implementing, monitoring and scaling up INSPIRE interventions in 32 Colombian government departments. Delivered online over three months, the course content followed the INSPIRE Competency Framework, developed by the INSPIRE Working Group.

The 14-module, 12-week online course was co-delivered in partnership with several multisectoral, national, and transnational stakeholders: the Colombian National Alliance to End Violence Against Children, Colombian Family Welfare Institute (ICBF), United States Agency for International Development (USAID) Health Evaluation and Applied Research Development (HEARD) project, United States Centers for Disease Control and Prevention (CDC), and Together for Girls. This course was co-funded by USAID Heard and the [Global Partnership to End Violence Against Children](#).

Previously, this coordination course was delivered in-country in workshop settings using participatory approaches with national audiences. With the onset of COVID-19 and the increased demand for implementing INSPIRE Strategies to protect children, we needed to adapt. Working with our committed and tireless colleagues in Colombia, together we envisioned a new way to deliver the course online. The course was successfully delivered and a separate evaluation of the course can be found in the evaluation report [here](#).

This *INSPIRE Coordination Course Documentation & Process Guide* sets out the steps taken in developing and delivering the CICC. It is recommended that countries wishing to host an INSPIRE Coordination Course consider these steps as a guide to quality course delivery. The steps draw heavily on activities completed with the Government of Colombia and international partners between September 2020 and June 2021 and offers a process-oriented approach to course planning, co-design and delivery. In providing this guide we fully acknowledge that no two countries are the same, hence, this process may need to be adapted to suit contextual realities.

We owe our deep gratitude to many, but especially to the Government of Colombia's National Alliance to End Violence Against Children and Adolescents and the Colombian Family Welfare Institute for their tireless commitment to children and their endless generosity of spirit and purpose.

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Colombia INSPIRE Coordination Course Documentation & Process Guide

Situating the Course: Understanding the National Context

Understanding the context of a country is critical, prior to designing a course around planning for implementation. For this, drawing on national data and evidence is paramount, as is an accurate assessment of capacities.

In Colombia, we drew on several sources to situate the course. Primarily, we relied on the recently collected **Violence Against Children Survey (VACS)** data and the INSPIRE interventions underway. In Colombia, the course was part of the Colombian government's efforts and long-term strategy to end violence against children by 2030 by supporting the implementation of Colombia's National Action Plan to End Violence Against Children (NAP). The course targets public servants from the 32 departments developing departmental plans to support the NAP. The **Colombia INSPIRE Coordination Course (CICC)** aims to equip these participants with the skills and knowledge to adapt and implement INSPIRE in the departments in which they work.

A successful course requires collaboration with transnational stakeholders to ensure that it meets the global standards developed by the INSPIRE Competency Framework and is adapted to the national context, as well as meeting the needs of its participants.

Any country interested in developing an INSPIRE Coordination Course needs to choose appropriate representatives to help envision and build the course content, in line with the **INSPIRE Competency Framework**. As much as possible, the collaboration should be multisectoral and multi-agency.

In Colombia, the course was co-delivered with the government and international partners; the overall coordination was the responsibility of the End Violence Lab at the University of Edinburgh.

The key national partners were:

- **National Alliance to End Violence Against Children and Adolescents** (*Alianza Nacional contra la Violencia hacia las Niñas, Niños y Adolescentes*)
- **Colombian Family Welfare Institute** (*Instituto Colombiano de Bienestar Familiar, ICBF*)
- **UNICEF Colombia Country Office**
- **Universidad de los Andes**

The key international partners were:

- **USAID HEARD**
- **US Centers for Disease Control**
- **Together for Girls**

The CICC is based on previous INSPIRE courses offered by the End Violence Lab globally in Scotland (2017), regionally in South East Asia (2018), and nationally in Mexico (2019). Since 2018, the core curriculum has evolved, thanks to the introduction of the INSPIRE Competency Framework.

Co-design and co-creation is as much a value as it is a practice at the End Violence Lab. Our work engages national and sub-national partners to ensure that it is grounded in local and field realities.

Central to national engagement is the establishment of a local organising committee (LOC) with cross-sectoral membership. The LOC ensures that delivery and content are built around a nationally informed process so that modules incorporate the knowledge of national experts in the country context, including policymakers and practitioners. The LOC helps determine the course content (vis-à-vis the INSPIRE Competency Framework and national needs) and the order of module delivery. It also works closely with





module facilitators (typically a pair of experts on the module topic, one international and one national) to ensure that each module reflects global standards of good practice and addresses on-the-ground issues and challenges.

In the following section we document eight steps for organising an INSPIRE Coordination Course.

Step 1. Establishing a local organising committee

Step 2. Building course values & a roadmap

Step 3. Developing & designing the course

Step 4. Preparing facilitators & module development

Step 5. Recruiting & engaging participants

Step 6. Working virtually: Online platforms & contingency planning

Step 7. Measuring course progress & outcomes

Step 8. Planning & timing of course activities





Co-Designing: People & Values

Step 1. Establishing a local organising committee

The End Violence Lab co-designs courses with a multisectoral in-country organising committee to ensure that learning is contextually appropriate and features national and regional experts.

Benefits of co-designing a course

The benefits of co-creating a bespoke national INSPIRE Coordination Course is that participants gain knowledge from validated End Violence Lab approaches and globally-approved tools such as INSPIRE.

In the Colombian context, some specific benefits included:

- The course offered a robust set of national technical resources and references, which resonated with participants (in addition to international resources and references).
- The course modules were tailored to the Colombian context, local challenges and opportunities, with a focus on capacity building.
- The modules incorporated and **prioritised local knowledge** and different perspectives from Colombian experts from a variety of sectors.
- The course drew on national facilitators, paired with international facilitators, which enhanced peer-to-peer learning and exchange.

Roles and responsibilities

The responsibilities and tasks of the LOC and the End Violence Lab were as follows:

End Violence Lab

- Supporting the LOC in designing learning objectives by module
- Identifying potential international course facilitators
- Identifying existing and potential challenges in delivering the course (connected to COVID-19, for example) and introducing mitigating measures before the start of the course
- Managing knowledge including documenting the meetings and storing the recordings of the meetings
- Identifying e-learning strategies and good practices for online course design
- Ensuring that meetings were held in both English and Spanish and that documents (agendas, minutes, summaries, planning documents, technical documents, etc.) were made available in Spanish where possible
- Planning and implementing the course evaluation

LOC

- Creating, together with the End Violence Lab, a concept note of guiding principles and learning objectives for the course
- Co-designing learning objectives by module
- Developing the curriculum for the course
- Assisting with adaptation during COVID-19
- Identifying and inviting national facilitators and course participants

Shared responsibilities

- Co-designing course content
- Co-creating course documentation
- Working on best online delivery options





LOC members

Members of the LOC should ideally represent multisectoral ministries and interests (e.g., health, education, justice, police, social policy and gender). For best results, the LOC should be cross-agency (with representatives from governments, the United Nations, civil society organisations, and national academics) and cross-territorial (with members from different cities, regions and countries). The Colombian LOC was led by the Coordinator of the National Alliance to End Violence against Children and Adolescents (LOC lead) and a consultant for the Director General of the Colombian Institute for Family Welfare (LOC deputy). Both co-chaired the LOC, together with the co-directors of the End Violence Lab. While participation was collective, there were specific roles and responsibilities for the different members of the LOC (see Annex I for Terms of Reference).

The LOC lead and deputy were responsible for the follow:

- **LOC lead**—a Colombian national, typically from a government agency working on preventing violence against children, responsible for liaising with the End Violence Lab
- **LOC deputy**—also a Colombian national, responsible for helping to select and develop the e-learning platform, recruiting participants, providing assistance to the End Violence Lab in relation to course delivery, and administering the final assignments

Both the LOC lead and the deputy were responsible for inviting national actors from different sectors to participate in the design and delivery of the course.

Other national team members and their responsibilities were as follows:

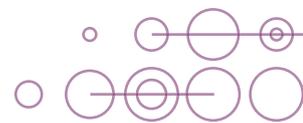
- **Inter-ministerial members**—responsible for providing in-depth knowledge on the NAP during course design; helped mobilise the departmental and municipal governments to implement the course
- **National technical focal point**—responsible for developing the electronic delivery platform (in Colombia we used Moodle); worked in collaboration with the design framework and consultant hired by the End Violence Lab
- **Other members**—including two UNICEF Colombia Country Office representatives and a violence prevention researcher from Universidad de los Andes

End Violence Lab members

The End Violence Lab also played a critical support role in relation to course content, delivery and logistics including the following:

- **End Violence Lab co-directors**—responsible for co-leading the LOC design process and providing experience from other coordination courses
- **Design framework consultant**—responsible for leading the production of a co-design framework and designing the e-learning platform with the help of a co-design and production consultant in the host country
- **Course manager**—responsible for liaising between the End Violence Lab, the LOC and the facilitators, organising internal meetings, communicating with the participants, providing technical guidance to participants throughout the course (registering, logging on, due dates, etc.), and ensuring that the facilitators and End Violence Lab co-design team responded to needs in a timely manner
- **Project manager**—responsible for creating and managing terms of reference, managing the budget, expenses and payments, managing consultants, and tracking the course to ensure planning targets were met
- **Project evaluator**—responsible for the real-time documentation, monitoring and final evaluation of the course co-design and delivery process





- **Project translator**—responsible for simultaneous translation services during all meetings and live sessions; helped with document translation

Nearly all of the support staff from the End Violence Lab are bilingual.

STEP 2. Building course values & a roadmap

Early on in the planning process, it is important to jointly define the course basics: for whom the course is designed, what will be taught, and when and how the course will be delivered.

Participatory approach

A participatory approach using online software allows for collaborative note taking and helps the LOC and End Violence Lab to openly share common values and vision.

Course values

- The CICC is aligned with **Colombia's National Action Plan to End Violence Against Children** and focuses on primary prevention and early intervention efforts to prevent violence before it occurs by addressing the root causes of violence.
- It is vital to **ground national actions in learning** from Colombian research and data on violence against children, including by highlighting successful Colombian and international evidence-based strategic interventions to achieve significant and measurable reductions in violence.
- Key elements of the course should highlight that **violence against children is multidimensional** and prevention and response require an integrated and holistic systems approach, with cross-sectoral cooperation and coordination.
- The course should recognise the **role that gender inequality plays** in driving violence against children and actively include learning and examples addressing prevention and response for vulnerable populations such as children in conflict settings, refugees, and children on the move, among other things. All content should take a child rights approach and recognise interventions by gender and across a child's lifecycle.
- **Applied learning** is key, and each participant should be encouraged to apply learning directly to a specific intervention or issue in their country.





- **Iterative learning** is also key, so that core concepts are layered, with learning being sequentially built upon during the course. In this way, each concept reiterates the previous learning and concepts.
- **Demystifying data, evidence and learning**, so that it becomes accessible, is central to the approach, including by connecting key academic concepts with existing practices used by participants.
- The course approach encourages participants to work together virtually through facilitator-led teaching with **peer-to-peer sessions and group work** woven throughout the course curriculum.

Course roadmap for Colombia

Importance of the course (WHY): The CICC is aligned with current policies and Colombia's National Action Plan to End Violence Against Children. Therefore, it contributes to the adaptation and implementation of preventive strategies at the national and local government levels. It also promotes effective coordination between the different sectors involved.

Curriculum focus (WHAT): The course aims to assess preparedness in terms of the expertise, skills, and resources needed to develop, adapt, and/or implement existing interventions to end violence against children, focusing on the INSPIRE Seven Strategies. The course provides tools to strengthen different capacities for the effective prevention of violence (e.g., strengthening the institutional infrastructure to sustain the strategies and developing team skills for implementing violence prevention programming).

Participants (WHO): The course is designed for policy and decision-making authorities involved in implementation, monitoring and scaling up INSPIRE interventions in 32 government departments in Colombia.

Duration and timing of course (WHEN): In Colombia, 15 modules were determined to be sufficient and were taught over a 12-week period, with 2 hours of content each week (a mix of synchronous and asynchronous activities).

E-learning platform (HOW): The course was delivered on the ICBF e-learning platform. By setting the **CICC online Moodle learning platform** within the already existing ICBF e-learning platform, the organisers ensured the long-term sustainability of the course. For example, all materials will remain available for future editions of the course, for use by former and new participants (see Annex VII). Regarding the online teaching methodology, the design framework consultant adapted the **ABC (Arena, Blended, Connected)** learning design methodology developed by University College London for use in Colombia.

STEP 3. Developing & designing the course

Developing a structured adaptation and scale-up strategy is critical in supporting a country's action plan to end violence against children.

Determining the design

The CICC was designed to establish goals appropriate to local conditions and build skills that can help sustain success. As the course was developed, a new resource—**INSPIRE: Guide to Adaptation & Scale Up**—became available, which can further enhance the design and content suggested here.

The design of an INSPIRE Coordination Course is determined by who it is intended to serve. In Colombia we designed the course for planning specialists across different government departments and territories—in this case, for government users at both regional and departmental levels. Other countries designing a course would need to shape it to their end users, who could be the government or implementing partners.

In Colombia, the course set out to provide practical skills and technical knowledge around **adapting and scaling up the INSPIRE Strategies** in 32 Colombian departments/territories working on departmental plans for localised implementation of the National Action Plan End Violence Against Children. The course's 15





modules were delivered over 12 weeks in 1-hour live (synchronous/online) sessions between April and June 2021. At the start of the course, 134 participants, most directly involved with departmental planning, were invited to attend. Before and during the course, the participants were adapting their departmental plans to the context in their territory. The course content, virtual platform, and participatory learning environment were co-designed through a participatory and collective process to reflect the specific capacity-building needs in Colombia. To achieve this, the LOC and End Violence Lab held a series of weekly meetings between September 2020 and the start of the course on 5 April 2021.

Joint meetings

Designing a national INSPIRE Coordination Course, based on previous End Violence Lab practices, generally takes approximately six months. In Colombia, the process took approximately eight months due to COVID-19 and the shift to an entirely online platform. The schedule of LOC and End Violence Lab meetings was as follows:

- Meeting 1 (September): Introduction & brainstorming on the INSPIRE Coordination Course
- Meeting 2 (September): Scope of the course and guiding principles for the INSPIRE modules, part I
- Meeting 3 (October): Scope of the course and guiding principles for the INSPIRE modules, part II
- Meeting 4 (October): Development of course content by the End Violence Lab based on the concept note
- Meeting 5 (October): Development of the agenda/master table of contents for the course & identification of module tutors/facilitators
- Meetings 6–11 (November-December): Continued development of the course (table of contents and identification of resources and facilitators)
- Meeting 12 (January): Identification of resources and facilitators and review and plan of action for 2021
- Meeting 13 (January): Summary of LOC work to date and discussion of future tasks for LOC
- Meeting 14 (January): Review of course learning objectives and list of international facilitators
- Meeting 15 (February): Final review of course content and logistics for delivery (It was recommended that, during the co-design phase, the in-country organising committees meet with the End Violence Lab for approximately one hour per week.)

STEP 4. Preparing facilitators & module development

Facilitator teams—ideally one national or regional expert paired with one international expert—build on local knowledge, which is essential to adaptation and scaling up.

Recruiting facilitators

Once the core course elements have been designed, course facilitators are recruited to begin work on the module content and delivery. The LOC needs to consider who is best suited to facilitate each module. The delivery of each module should be prepared by the module facilitators in collaboration with the End Violence Lab team. Different teams are likely to bring different teaching techniques to the module, keeping the course delivery varied and interesting for participants. The meetings between facilitators also engender new ways of cross-national learning and sharing of different teaching approaches. The course manager coordinates the meetings and assists the facilitators by summarising updates on each module's progress and pending tasks via e-mail, as well as through regular communication on WhatsApp.





Module development

Module co-design is an iterative process in which the contents and design are modified based on feedback over several meetings. Facilitators can collaborate on the content and delivery in a variety of steps:

- Share appropriate materials to design the module's content, activities and learning objectives, including:
 - Resources (e.g., readings) suggested for their module by the LOC
 - Relevant national and international literature and information suggested by facilitators who are experts on their module topic
- Present and agree upon the teaching plan for the module, including planned synchronous and asynchronous activities (readings, videos, etc.), drawing on a variety of INSPIRE learning resources stored on the Moodle e-learning platform:
 - INSPIRE Module Design Template (including the PPT template) and descriptions of potential synchronous activities (see Annex V)
 - [E-learning Strategies and Good Practices for Online Course Design](#)
 - INSPIRE Teaching Framework
 - [INSPIRE Competency Framework](#)
- Meet with End Violence Lab one to two weeks before the module is delivered, followed by one practice session and feedback from the End Violence Lab.

For facilitators unfamiliar with the e-learning platform and the software used to deliver the modules (e.g., Zoom, Jamboard, Padlet), the course manager should provide written and practical guidance, as needed).

STEP 5. Recruiting & engaging participants

According to the Inspire Competency Framework, this type of INSPIRE course is designed for three professional levels based on level of responsibility: practitioners and implementers, technical planners, and high-level policymakers.

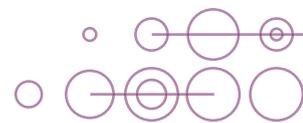
Selecting participants

Each country must determine, early in the process, the target audience for the INSPIRE Coordination Course. Typically this is done 4–6 weeks after the LOC is established and trust has been built. According to the INSPIRE Competency Framework, there are several types of target audiences and each requires a different curriculum: (1) practitioners and implementers (implementation-oriented roles that involve direct work with stakeholders engaged in the programme and programme beneficiaries); (2) technical planners and technical staff (planning-oriented roles within ministries, service sectors or civil society that involve developing action plans to address violence against children); and 3) high-level policymakers and strategic planners (policy and strategic vision oriented roles that involve making decisions concerning violence prevention and response policies, programmes and services).

The LOC lead determines the selection criteria for participants, recruiting them through national communication platforms, establishing deadlines for both the application and the final registration. This process can take several weeks, especially when working with busy government officials and practitioners across a given country. Follow-up is also required, as well as ensuring that participants are actively registering. The recommended maximum number of participants for deep learning is 40.

In Colombia, technical planners and staff from 32 departments were recruited through the communication platforms of the ICBF (an internal mailing list). As per Colombian selection criteria, participants were required





to be actively working on the National Action Plan to End Violence Against Children or departmental action plans. Initially, the course was designed to be taught to a small group of departmental leads—with no more than 64 participants (2 participants from each of the 32 departments). The Colombian team, however, pushed for the course to accommodate 134 registered participants. In the end, each live session had an average of 74 participants, indicating an attrition rate of approximately 45%. The most significant decline in participation occurred right after the Colombian National Strike on 28 April 2021 (between weeks 4 and 5 of the CICC).

Communicating with participants

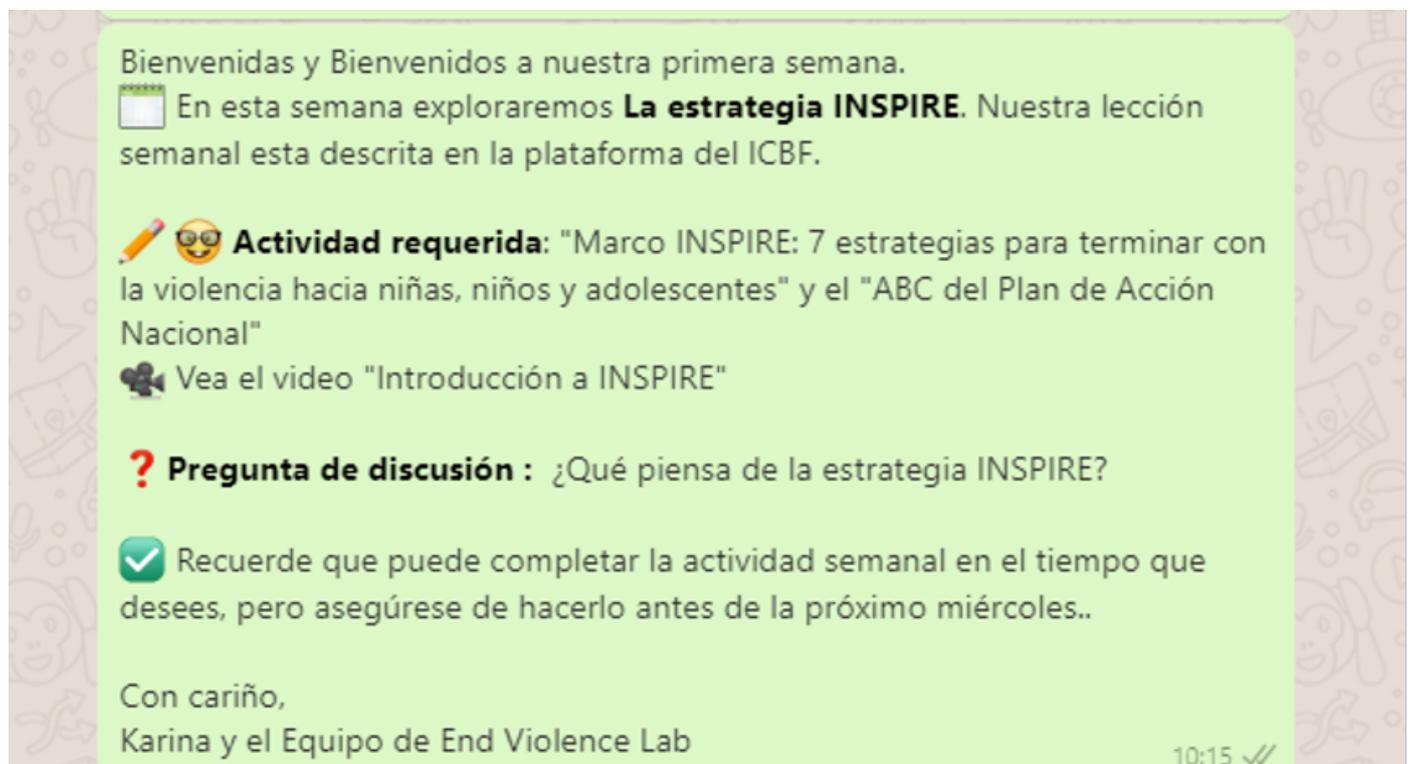
Regular communication between the End Violence Lab and the course participants is critical. For this, WhatsApp communities of practice are helpful to send consistent messaging and build peer-relationships.

Before the first module, the course manager sends the participants one e-mail (through an LOC member) and a WhatsApp message to provide information on:

- The activities to be undertaken on Moodle (e.g., filling in the initial survey, reading and watching the tutorials, etc.)
- The module content and the asynchronous assignments (completing the readings, watching a video, etc.)
- Technical guidance on using the e-learning platform, using e-Moodle (including a video tutorial), accessing the Zoom sessions, and using Zoom's special features

Once participants are recruited they are also asked to take the pre-survey to assess knowledge and knowledge gaps (which is later compared to a post-survey once the course is completed).

Each week the course coordinator sends reminders to prepare participants for the coming module delivery. The course coordinator is also ready to respond to any questions the participants may have in terms of access or course content.





STEP 6. Working virtually: Online platforms & contingency planning

Keeping an online course lively and fully participatory is always a challenge, as teaching time is limited and participants come to the course with different online capacities.

Online considerations

In Colombia, implementing certain Zoom functions, like assigning participants to breakout rooms, was complicated, given the large number of participants. Real-time evaluations considering course participants and facilitators feedback helped the LOC and End Violence Lab to make adaptations to the course. After consultation, the End Violence Lab suggested that the facilitators replace the breakout room discussions with other participatory activities that could allow the co-learning, participatory process to continue:

- **Live peer-to-peer learning**—through exercises using live polls and the Zoom chat
- **Plenary discussions**—where only one or two department groups give a presentation and receive feedback from the facilitators and other participants
- **E-learning tools**—that encourage interactive sessions and participation

Contingency planning

Where access to the Internet varies or is irregular, contingency planning is important for online courses, and delivering a course in a complex political setting also requires mitigation measures.

Three weeks before the launch of the course, the End Violence Lab team, LOC, and facilitators created a contingency plan (see Annex II). This plan identifies 18 risks in three areas (technology, content and learning, and external context), classified as red, amber, or green, together with mitigation measures.

STEP 7. Measuring course progress & outcomes

The real time measurement of participants' perspectives and learning allows for adaptive improvements and improved course design overall.

Several measures were used to capture the complexity of delivering this course online. A full evaluation of the course is available [here](#). The real time measures employed throughout the course helped the End Violence Lab team to learn what was working well (and not working well), leading to weekly course adjustments. These measures included:

- A pre- and post-survey to measure participants' knowledge (see Annex III)
- Live polls after every live session using the polling software [Mentimeter](#), [Polls Everywhere](#), or Zoom's [built-in poll function](#) (see Annex IV); questions in half (6) of the weekly polls on the use of the newly acquired knowledge and skills
- A final assignment to see how course learning had been applied and assess perceived changes in confidence around violence prevention skills, knowledge and attitudes (see Annex VI)
- The real-time evaluation of all course modules through the observation of course meetings and delivery, as well as follow-up with selected participants on WhatsApp
- A series of interviews with the LOC lead and LOC deputy and End Violence Lab team staff
- Focus group discussions with participants from three departments (representing the three rates of progress in relation to their departmental plans, low, medium and high, as defined by the LOC lead), focusing on the application of learning by participants





- Analysis of conversations and written exchanges with End Violence Lab team members

To consolidate learning for the participants, the End Violence Lab created a course *Handbook of Learnings* in Spanish.

STEP 8. Planning & timing of course activities

Designing an INSPIRE Coordination Course takes time and commitment. To effectively coordinate nationally and globally, most courses take at least six months of planning and approximately three months for actual delivery; during extraordinary events (like COVID) this can take longer.

Designing the online version of the Colombia INSPIRE Coordination Course took a total of 8 months (34 weeks) of setting up and dedicated planning between the End Violence Lab and the LOC.

Month 1: Hiring & selecting team members	<ul style="list-style-type: none"> ● Build core team to match country needs. ● Select national lead (VAC national focal point) and key stakeholders from government, NGOs, and academia. ● Begin conversations with national lead on course objectives.
Month 2: Capacity assessment & concept note	<ul style="list-style-type: none"> ● Assess capacity of national partners (availability and e-learning platform competencies). ● Develop terms of reference for LOC national members. ● Collaborate on course concept note including guiding principles, learning objectives, and participants.
Months 3, 4, 5, 6: Course design	<ul style="list-style-type: none"> ● Design course with weekly meetings held on module design, content, and technical and logistical aspects of the course. ● Agree on participant evaluation methodology (i.e., what the assignments for participants will look like). ● Provide regular updates and/or hold meetings to ensure that the course is reflecting the national context and is up-to-date with developments in the country. ● Develop terms of reference for all facilitators. ● Identify potential international course facilitators (End Violence Lab). ● Identify potential national course facilitators (LOC). ● Recruit facilitators. ● Identify relevant national and international teaching materials and literature (e.g., readings, videos). ● Identify best e-learning platform according to needs and budget (University of Edinburgh experts to assist). ● Set up e-learning platform (see Annex VII).
Month 7: Course finalisation	<ul style="list-style-type: none"> ● Agree upon and finalise course syllabus (modules and order). ● Provide facilitators with module design template, including PowerPoint templates and options for participatory activities, etc. (see Annex V). ● Facilitators present plans and receive feedback (End Violence Lab). ● Plan for the opening and closing ceremony logistics. ● Confirm speakers (government, United Nations, etc.).





<p>Month 8: Participant recruitment & onboarding</p>	<ul style="list-style-type: none">● Recruit and select course participants (LOC).● Identify risks and mitigation measures (End Violence Lab).● Begin communicating instructions to the course participants (End Violence Lab).● Conduct baseline pre-survey for participants (see Annex III).
<p>Months 9, 10, 11: Course delivery</p>	<ul style="list-style-type: none">● Deliver modules weekly according to syllabus plan.● Continue regular communication with the LOC and with course facilitators—includes challenges in course delivery and corrective actions (End Violence Lab).● Continuously document key learning points for each module in a Handbook of Learnings for participants, in Spanish (End Violence Lab).● Ensure ongoing measurement and uptake of course (End Violence Lab).<ul style="list-style-type: none">○ Conduct real-time evaluation of the co-design and delivery of each of the CICC modules.○ Conduct two assessments on progress (in weeks 3 and 6) in discussion with the LOC and tweak course according to the findings.○ Conduct final post-survey for participants.● Conclude the course with graduation ceremony.
<p>Month 12: Evaluation & wrap-up</p>	<ul style="list-style-type: none">● Assign participants final group assessment (LOC; see Annex VI).● Conduct the post-survey for participants (End Violence Lab; see Annex III).● Hold end-of-course meeting between LOC and End Violence Lab.● Prepare certificates and have them signed by End Violence Lab and sent to LOC lead for distribution.





Annexes

Annex I. Terms of reference for local organising committee

1. Background

The INSPIRE Coordination Course in Colombia has been commissioned in response to a call to action by the Consejería Presidencial para la Niñez y Adolescencia and the Instituto Colombiano de Bienestar Familiar (ICBF) to support the implementation of the new Colombian National Action Plan to End Violence Against Children (NAP).

The Local Organising Committee (LOC) is a working group set up to co-create the course content to reflect national priorities, complement the NAP and align with the global framework INSPIRE, supported by the End Violence Lab team. A focal point appointed by the ICBF will co-chair the LOC together with the End Violence Lab. In addition to a co-design role, the LOC will support further uptake and cross-institutional engagement in the implementation of the NAP. The work of this group will also inform the development of future training programmes for Latin America and globally. The primary goal of the INSPIRE Coordination Course is to support the implementation of the NAP and equip national leaders to plan for its implementation.

In 2018, the Ministry of Health led the implementation of [Colombia Violence Against Children Survey](#) (VACS), with the support of the International Organization for Migration, US Centers for Disease Control and Prevention-Division of Violence Prevention (CDC/DVP), United States Agency for International Development (USAID), and Together for Girls. The final report is expected to be launched in 2020. Preliminary VACS data show that:

- 41% of girls and 42% of boys experienced sexual, physical or emotional violence in childhood. Among girls who have experienced sexual violence, less than 6% of girls received help; among boys less than 0% receive help.
- 54.4% of girls and 57.1% of boys have witnessed violence in the community.
- More than 20% of girls left school due to experiencing physical or sexual violence.

Colombia has many on-the-ground violence prevention efforts underway and has strong leadership at the national and local level, working towards improved programming to address violence against children. This course intends to amplify these efforts.

2. The INSPIRE Coordination Course

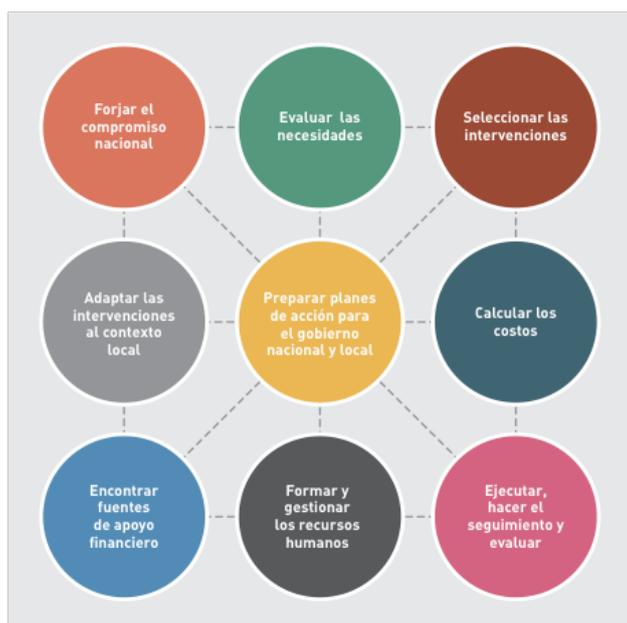
INSPIRE: Seven Strategies for Ending Violence Against Children is an [evidence-based technical package](#) to support countries in their efforts to prevent and respond to violence against children aged 0–18 years. Colombia has identified three priority INSPIRE Strategies, based on the findings from the 2020 Colombia [VACS](#): parent and caregiver support; response and support services; and education and life skills.

The course training includes a curated package of tools and resources, closely aligned with the nine steps for adapting and implementing INSPIRE. The nine steps are illustrated in the figure below.





Nine steps for adapting and implementing INSPIRE



In the context of limited travel, the INSPIRE Coordination Course will be delivered online using a highly interactive format and conducted in Spanish (with a mirror English version) over approximately 12 weeks. The project will deploy learning platforms from the University of Edinburgh and Universidad de los Andes, which have decades of experience in delivering online practice-based learning.

3. Membership profile

The LOC will have 10–15 members with technical expertise to build the course, representing:

- Cross-sectoral—across ministries and departments
- Cross-territorial—national, cities, conflict areas, etc.
- Cross-agency—government, UNICEF, civil society organisations, academia

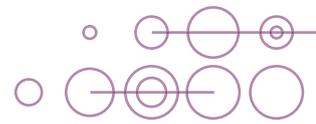
National stakeholders

- Alianza Nacional contra la Violencia hacia las Niñas, Niños y Adolescentes
- Consejería Presidencial para la Niñez y Adolescencia
- Instituto Colombiano de Bienestar Familiar
- UNICEF Country Office
- Universidad de los Andes

International stakeholders:

- USAID
- US Centers for Disease Control
- Together for Girls
- The End Violence Lab





4. Functions

The active and engaged LOC will meet weekly for approximately 1.5 hours, over the course of approximately 6 months. Preparation and incorporation of Colombian feedback for all meetings will be prepared by the End Violence Lab, with meetings conducted in Spanish and translated into English as needed. The End Violence Lab will also provide logistical and technical support to the LOC to ensure delivery.

5. Expected outputs

- Learning objectives designed by module with the support of the End Violence Lab
- Content co-designed with End Violence Lab
- Identification of national facilitators to pair with international facilitators
- Identification of participants for the course
- Co-documentation and evaluation of the course
- Upskilling in online learning





Annex II. Contingency planning for Colombia

CONTINGENCY PLAN (PLAN B) FOR ONGOING DELIVERY OF THE CICC

RISK (LOW, MEDIUM, HIGH)

MITIGATING MEASURES

Technology

1) Facilitators may be unfamiliar with the e-learning platform and the software used to deliver the modules.

- Facilitators complete a practice session to try the e-learning platform and software some days before delivering their module.
- Remind facilitators that they need to close any software and Chrome tabs they do not need for the presentation to avoid Internet connectivity issues.
- Course manager prepares and regularly updates the Q&A document to address common questions.
- Whenever possible and convenient, the course manager participates in the first minutes of the course facilitators' meetings to answer questions.

2) Participants may be unfamiliar with the e-learning platform and the software used to deliver the modules, and they may not have time to learn how to use them on their own.

- On the Moodle platform, create a Q&A with step-by-step guidance on how to use the platform, access the Zoom sessions, and participate in the discussions and brainstorming exercises.
- The course manager sends an e-mail notification with this guidance before the first module. In this way, participants will be able to easily access the guidance at the beginning and throughout the course.
- Hold a practice session with the participants before the start of the course to:
 - go over the platform and the software
 - give them a step-by-step explanation on how to use the platform, access the Zoom sessions, and participate in the discussions and brainstorming exercises using practical examples
 - explain what is expected from them (e.g., registering, participating in the forum discussions, polls, etc.)
- The course manager answers common technology-related questions on the WhatsApp group.
- Identify common questions sent to the Zoom chatbox during the module, and answer them for everyone in the plenary sessions.

3) Using various tools and software for brainstorming exercises or live polls and surveys may confuse and tire participants.

- Try to reach an agreement with the facilitators about using the same software. In this way, only a few facilitators will need to learn to use a new tool (instead of all the participants learning to use two different software tools). This agreement can be guided by a short analysis of the advantages and disadvantages of each software.

4) Some participants may be derailed from the discussions because they need to write down the outcomes on the Padlet or Jamboard board.

- The course manager and the evaluator take notes during the plenary discussions. S/he then pins the outcomes of the breakout room discussions on the Padlet or Jamboard board to create a large board summarising all the breakout room discussion outcomes.
- In cases where it is essential to capture a nuanced and detailed description of the breakout discussion outcomes, the facilitators can either:
 - ask every group to create the pins about their ideas on the Padlet or Jamboard board





	<ul style="list-style-type: none">○ if possible, ensure there is one facilitator or End Violence Lab team member per breakout room to write down the discussion outcomes on the group's Padlet or Jamboard board
5) There may be technical issues with the Zoom platform or any of the software.	<ul style="list-style-type: none">● The e-learning platform's Spanish-speaking designer is present in the sessions to provide technical assistance and troubleshoot issues.

Course delivery

6) If the module facilitators' delivery styles are too different , it may become difficult for the participants to follow them.	<ul style="list-style-type: none">● The facilitators take part in a practice session a few days before the delivery of their module. In this session, they receive feedback from the End Violence Lab team.● Whenever possible and convenient, the course manager participates in the first 10 minutes of the course facilitators' meetings to answer questions.● Make sure that all facilitators understand their roles and responsibilities in relation to the delivery of the course.
7) Even if they are experts in their fields, some facilitators may be inexperienced in delivering a course with simultaneous translation and participatory exercises, etc.	<ul style="list-style-type: none">● After delivering each module, a representative of the End Violence Lab team and the evaluator hold a short meeting with the facilitators. In these meetings:<ul style="list-style-type: none">○ the End Violence Lab team staff gives the facilitators constructive feedback○ the evaluator gathers the facilitator's feedback and learnings● All this information is communicated to the End Violence Lab team and can inform the next module.
8) Because the LOC members are busy and manage many parallel programmes and projects, they may not be able to closely follow up on course developments.	<ul style="list-style-type: none">● The End Violence Lab team and LOC maintain weekly meetings to generate the space to discuss course developments and troubleshoot any problems with course delivery.● The LOC's focal point guides the LOC members, maintains continuous communication with them, and ensures they fulfil their tasks and responsibilities.
9) The participants may not understand or have doubts about the course delivery logistics (for example, the timeline and schedule, the requirements to complete the course, the content of every module, etc.).	<ul style="list-style-type: none">● On the Moodle platform, create a post with the course's objectives, curriculum, schedule, and the requirements to complete it/obtain a certificate.● The course manager sends an e-mail notification with the course guidance before the first module. In this way, participants will be able to easily access this guidance at the beginning and throughout the course.● The course manager sends the participants an e-mail reminder before each module in order to:<ul style="list-style-type: none">○ summarise one or two main outcomes from the previous module○ remind them about the content of the upcoming module○ remind them of any asynchronous activity they are expected to complete (e.g., completing a reading, answering a survey, watching a video, taking a poll, etc.)○ remind them of the content of the next module○ provide links to the next steps and, if necessary, technical guidance for the next module





	<ul style="list-style-type: none">● The evaluator includes a question in the poll administered after the first module to double-check if there are still doubts about the course's delivery (curriculum, timeline, and requirements).● Identify common questions sent to the Zoom chatbox during the module, and answer them at the end.
<p>10) Too many and too long interventions by some students may lead to insufficient time to cover all of the modules' content and/or to give everyone the chance to express themselves.</p>	<ul style="list-style-type: none">● The facilitators clarify that interventions should be brief and concise at the beginning of the module and indicate a time limit for each intervention.● One of the facilitators (or the course manager) will monitor the time taken for each intervention and discussion.● Right before discussions and brainstorming activities, the facilitators remind the participants that interventions should be succinct.● If possible, the facilitators guide and supervise the breakout room discussions to ensure that everyone has a chance to participate. For example, the facilitators may move from virtual room to virtual room to monitor the debates.● The End Violence Lab team agrees on a few ground rules with the facilitators, which the participants need to follow during the group and plenary discussions. The course facilitators communicate the rules to the participants at the start of the module.● The ground rules include guidelines for what to do in situations where a discussion is not reaching a natural conclusion (for example, placing the topic or issue in a 'parking lot' to address it later).● The evaluator includes a question in the polls (administered after the module) about interventions to correct any problem before the next class.
<p>11) Other students may participate too little in the breakout room discussions or plenary discussions. In particular, some participants may be reluctant to give constructive criticism or express strong opinions.</p>	<ul style="list-style-type: none">● The facilitator should ask the participant why s/he prefers not to speak, find out if s/he feels uncomfortable, and address the source of this discomfort.● If possible, the facilitators will guide and supervise the breakout room discussions to ensure that everyone has an opportunity to participate. For example, the facilitators may move from virtual room to virtual room to monitor the debates.● If relevant and possible, the End Violence Lab, LOC, and facilitators will remind the participants that the course is a safe space for participation and that the participants will not be 'punished' for expressing negative views or providing constructive criticism.● The evaluator will include a question in the polls (administered to the participants after the module) about whether or not they felt comfortable sharing their thoughts. This information will allow any problems to be corrected in real-time, before the next class.
<p>12) Participants who belong to the same department may communicate the same information in different breakout discussion rooms and plenary discussions, which will lead to time lost for other participants.</p>	<ul style="list-style-type: none">● If there are many participants from the same department (e.g., 3 or 4), ask them to:<ul style="list-style-type: none">○ choose a particular aspect or issue to focus on individually before the start of the course○ communicate with the other participants from the same department to ensure the topics and issues do not overlap● If all the participants from the same department are placed in the same breakout discussion room, the facilitator should prevent discussions from focusing too much on this department.





- In the plenary sessions, the facilitators guide and supervise the plenary discussions to avoid a disproportionate focus on one or a few departments.

Content & learning

13) The CICC's **curriculum covers a range of complex topics** over 12 weeks. Even if the modules are practice-oriented and bespoke, the course's intensity may overwhelm the already overworked participants and may lead them to skip classes.

- The organisers use nudging techniques to make it easy for the students to participate. For example, the course concierge can send the participants an e-mail reminder before each module in order to:
 - summarise one or two main outcomes from the previous module
 - remind them about the content of the upcoming module
 - remind them of any asynchronous activity they are expected to complete (e.g., completing a reading, answering a survey, watching a video, taking a poll, etc.)
 - remind them of the content of the next module
 - provide links to the next steps and, if necessary, technical guidance for the next module
- The course manager can send participants a message that summarises the information of the e-mail on the WhatsApp group, also before each module.
- The initial course survey will include questions about the participants' main areas of interest and what they would like to learn the most. These subjective preferences can supplement the contextual/objective information on the departments' priorities in helping the organisers and facilitators to focus on some aspects of the module over others during its delivery.

14) Participants may be **too busy** to complete all the asynchronous activities on time.

- See the mitigating measures for point 12.

15) Each module's presentation covers quite a **lot of content**, and it may be hard for the participants to process all of it.

- Facilitators prepare PowerPoint slides that are not full of content (text), but display images, graphs, and visualisation tools to illustrate what is being explained.
- Facilitators include small interactive activities (live polls or answering questions about their experience using Zoom's chatbox) during their presentations.

16) Some **participants may lack motivation** because:

- they are overworked
- they are taking time out from their primary professional commitments to participate in the course
- they are not receiving any remuneration for participating in the course

- At the beginning of the first module, and every two or three modules, the facilitator:
 - thanks the participants for choosing to be in this course instead of using their valuable and finite time on other professional or personal commitments
 - acknowledges their efforts and assures them that the organisers are grateful and proud of having them in the course
 - reassures them that this course is worthwhile, because it will improve the effectiveness and the outcomes of their work. In other words, it will help them make a more significant impact on the lives of the children with the resources they have in their departments





- The evaluator includes a question in the polls for the participants about how they felt when preparing for the module and during the module itself.
- Halfway through the course, the poll includes a question about how the participants feel about all the modules they have completed and about the course in general. This information will allow any problems to be corrected in real-time before the second half of the course.

External context

17) There may be **radical changes** in the national political landscape, like an institutional coup d'état or another major political upheaval (similar to Honduras in 2011, Paraguay in 2012, Brazil in 2016, Bolivia in 2019, and so forth).

- There is no indication that such political upheaval will take place in 2021. The next relevant political transition is the 2022 elections.

18) Ongoing and future **changes in staff** of departments' child protection services (e.g., changes in authorities in 2022 and outsourced government employees) may lead to the learnings from the CICC being 'lost'.

- The discussions and content of the CICC include:
 - acknowledging and complementing the already existing skills and knowledge in Colombia
 - acknowledging and consolidating the departments' plans and previous achievements
 - emphasising the importance of documenting, properly storing (knowledge creation), and communicating the learnings from the CICC to their colleagues (knowledge transfer)
- The final course survey can include questions about how the participants will (or are planning to) share or communicate the knowledge and skills they gained with their colleagues. This refers to their sharing of what they have learnt as individual professionals, independently from the higher decision-making levels.





Annex III. Participant pre- & post-surveys

BASELINE SURVEY FOR THE CICC

Participant's information

First name:

Last name:

Job title:

Employer's name:

Department in Colombia where you work:

Baseline questions

1. Why did you decide to participate in the Colombia INSPIRE Coordination Course? (50 words)
2. What is the main challenge you face right now in your work to prevent and respond to violence against children? (50 words)
3. What do you hope to gain from this course? (50 words)
4. How do you feel at the beginning of the course? Please, describe in three words.
5. Complete the phrase: In this course, I would like to improve my knowledge and skills in relation to (choose your top three):
 - a) Articulating my work with that of other entities and sectors
 - b) Prioritising actions to end violence against children in my department
 - c) Using data on violence against children to inform interventions in my department
 - d) Improving the monitoring and evaluation processes of priority actions in my department to end violence against children
 - e) Developing interventions that address social norms that justify violence against children
 - f) Involving children in the formulation of violence prevention policies
 - g) Improving my soft skills (leadership, communication, collaborative work)
 - h) Building consensus and coordinating my work with the work of other entities while implementing violence prevention interventions in my territory
 - i) Developing and managing human resources for violence prevention
 - j) Collecting and analysing data on the cost of the violence prevention interventions
 - k) Advocating for quality services in response to violence against children
6. Please confirm that you are happy for your contact information to be shared with the other cohort participants. (Tick box)

FINAL SURVEY FOR THE CICC

Thank you for taking the time to complete this survey. Your feedback is appreciated and will help improve the course delivery in other countries.

Participant's information (optional)

First name:

Last name:

Job title:

Employer's name:

Department in Colombia where you work:





Baseline questions

1. Having dedicated over 12 weeks to learning, please describe in three words how you feel (feel free to be positive or negative).
2. For the question, we would like you to complete the phrase and choose your top three priorities. In this course, the module(s) that resonated with my interests, priorities and needs were those that addressed the following topics:
 - a) Articulating my work with that of other entities and sectors (Module 2)
 - b) Prioritising actions to end violence against children in my department (Module 3)
 - c) Using data on violence against children to inform interventions in my department (Module 4)
 - d) Improving the monitoring and evaluation processes of priority actions in my department to end violence against children (Modules 5 & 6)
 - e) Developing interventions that address social norms that justify violence against children (Module 7)
 - f) Child participation (Module 8)
 - g) Leadership, communication, collaborative work (Modules 9 & 10)
 - h) Building consensus and coordinating my work with the work of other entities while implementing violence prevention interventions in my territory (Modules 9 & 10)
 - i) Developing and managing human resources for violence prevention (Module 12)
 - j) Collecting and analysing data on the cost of the violence prevention interventions (Module 13)
 - k) Advocating for quality services in response to violence against children (Module 14)
3. **Since the course started**, have you applied any of the skills, methodologies or techniques you have learnt in the course? Please describe how (e.g., I have reconsidered our approach to social norms, I have worked on my leadership skills based on the 'on the balcony exercise', etc.).
4. **In the future**, do you anticipate actively using the methodologies and skills you learnt during the course? If yes, can you provide an example? (how, when and where).
5. Please list three things you would change to make this course better in terms of **content or delivery**.

Annex IV. Designing live polls

Live polls help assess how well each of the CICC modules is being delivered and how participants react to the modules, thus informing decisions on how to adjust the planning and delivery of the course as the modules take place.

Learning questions

The main learning questions are:

- Are we doing the training as planned?
- What are the most common topics of concern and/or interest among the participants?
- What are the expressed needs participants have before each module?
- How do participants rate the effectiveness of each module once delivered?
- What suggestions do participants have to improve the subsequent modules?
- Are participants using the skills and knowledge they have learnt? Are they planning to use them?

Logistics

- Polls can be done at the end of each live session.
- Facilitators should remind participants that the polls are completely anonymous and facilitate learning.

The software used to perform the polls can be Zoom's **built-in poll function** or **whiteboard function**.





Annex V. Module design

PowerPoint template for design of all modules

Module:

Learning objectives (Adjust them if necessary):

Asynchronous activity:

Instructions to participants:

Required readings/video (time):

Suggested readings (time):

Synchronous activity:

Weekly live session (1 hour):

Type of activity (time):

Discussion questions:

Sample module

Module 2. National Action Plan to End Violence Against children and Adolescents in Colombia and its articulation with other national policies

In addition to presenting the NAP, this module will explain how this plan articulates with other national policies. The articulation will include not only policies on childhood and adolescence, but also other related policies, such as mental health, sexual rights, and reproductive rights, etc.

Learning objectives:

- Apply knowledge, skills and understanding to planning and executing articulated policies to end VAC.
- Demonstrate critical knowledge and understanding of coordination mechanisms at the national level to end violence against children.

Asynchronous activity:

Instructions to participants: Please read the following to prepare for our live session this week.

Required reading: Violence Prevention through Multisectoral Collaboration: An International Version of the Collaboration Multiplier Tool to Prevent Interpersonal Violence (WHO 2020)

Suggested reading:

- Congress of the Republic. Law 1804 of 2016. “Law that states the policy for the comprehensive development of early childhood ‘From zero to always’ and issues other regulations”. Available at: es.presidencia.gov.co/normativa/normativa/LEY%201804%20DEL%2002%20DE%20AGOSTO%20DE%202016.pdf
- Government of Colombia. Policy on childhood and adolescence 2018–2030. Available at: icbf.gov.co/sites/default/files/politica_nacional_de_infancia_y_adolescencia.pdf
- Colombian Institute of Family Welfare. Comprehensive Attention Route. Infographics.
- Congress of the republic. Law 1098 of 2006. “Law that issues the Code of Childhood and Adolescence”. Available at: icbf.gov.co/cargues/avance/docs/ley_1098_2006.htm
- Republic of Colombia. National Council for Economic and Social Policy. CONPES document 3992. Strategy for the promotion of mental health in Colombia. Available at: colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3992.pdf





Synchronous activity

Weekly live session (1 hour)

Introduction (5 mins)

- Facilitator 1 to provide introduction (1 min) and introduction of the module: objectives and a summary of the activities of the live session (3 minute)
- Facilitator 2 to introduce herself (1 minute)

Presentations (15 min)

- Presentation: *Why is intersectoral work important?* (Facilitator 1) on evidence of why intersectoral work is important to end violence against children.
- Presentation: *Intersectoral work in childhood policies in Colombia* (Facilitator 2) on the links among the policies on childhood in Colombia.

Live activity (35 min)

- Split the large group into small groups using the **Zoom built-in Breakout Rooms function**.
 - Each group will discuss with whom they need to work to prevent violence.
 - Participants are asked to choose 2 or 3 sectors and proposed activities.
- A list of possible actors with whom to work is provided, but participants are also asked to think creatively.
- Participants write their answers in the Padlet or similar programme; one person reports back in group session.
- Facilitators guide the discussion to identify challenges and mechanisms to enhance the intersectoral work.

Measurement (5 min)

- Live poll conducted





Annex VI. Final group assignment

In this group assignment, participants were asked to apply the Colombia INSPIRE Coordination Course learnings to the design of their Departmental Action Plan to End Violence Against Children and Adolescents.

Instructions

1. Please, answer the following question together with your fellow participants from your department: How have you designed a Departmental Action Plan to End Violence Against Children and Adolescents? How have the following topics been included in you plan?

- a) National Action Plan to end violence against children
- b) Using data and evidence to set priorities
- c) Adapting interventions – social norms
- d) Children’s participation in violence prevention design
- e) Inter-sectoral articulation
- f) Monitoring and evaluation of the departmental action plan
- g) Costing for the departmental action plan

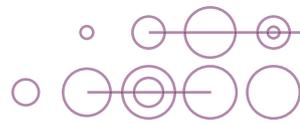
2. The maximum extension of the document should be of 3 pages. In addition, the assignment should be written in Times New Roman, 10-point font size.

3. Please, submit the document to xxx@xxx.gov within a week from today.

4. Please, include the group member’s names, department, and the entity where they work in the document header.

Name of group member	Department	Entity
XXX	XXX	XXX
XXX	XXX	XXX





Annex VII. CICC Moodle e-learning platform

Moodle e-learning platform homepage for participants and facilitators

escueladelicbf.icbf.gov.co/course/view.php?id=98

COURSE MODULES CONTENTS →

- ▶ Módulo 3: Establecimiento de prioridades
- ▶ Módulo 4: Uso de datos de violencia hacia niñas, n...
- ▶ Módulo 5: Alinear el PANVNNNA de Colombia a los ter...
- ▶ Módulo 6: Alinear el PANVNNNA de Colombia a los te...
- ▶ Módulo 7: Adaptación de intervenciones - Normas so...
- ▶ Módulo 8: Participación de las niñas, niños y adol...
- ▶ Módulo 9: Formas de trabajar juntos
- ▶ Módulo 10: Comunicaciones y narración de historias...
- ▶ Módulo 11: Sesión de preguntas y respuestas
- ▶ Módulo 12: Desarrollo y gestión de recursos humano...
- ▶ Módulo 13: Cálculo del coste de Plan Nacional de A...
- ▶ Módulo 14: Promoción (Advocacy) del Plan Nacional ...
- ▶ Módulo 15: Graduación

My courses

Bienvenidas y bienvenidos al Curso de coordinación INSPIRE para Colombia!

- 📄 Sobre el curso
- 📄 Objetivo
- 📄 Programa semanal y Facilitadores y facilitadoras
- 📄 Roles y expectativas
- 📄 ¿Cómo usar Moodle?
- 📄 ¿Cómo usar Zoom?
- 📄 Avisos
- 📄 Ayuda y apoyo
- 📄 Participantes: ¿Quiénes somos?
- 📄 Encuesta inicial para el Curso (favor de completar)

Información para facilitadores

- 📄 Recursos
- 📄 Colombia INSPIRE Coordination Course Q&A-Facilitators (English)
- 📄 National INSPIRE Coordination Course: A guide for organisers
- 📄 Traducción - INSPIRE Teaching Framework
- 📄 INSPIRE Plantilla de Diseño Semanal / Módulo

Módulo 1. Bienvenida y presentación de la estrategia INSPIRE

Este Módulo presentará a los participantes la estrategia INSPIRE. Se explicará qué es lo distinto de INSPIRE y por qué resulta de interés la aplicación de estos principios en el diseño de políticas en el contexto colombiano. Se explicará la importancia de las políticas basadas en evidencia y por qué se necesitan en el país.

Objetivos de aprendizaje

Upcoming events

There are no upcoming events

[Go to calendar...](#)

[New event...](#)

Recent activity

Activity since Monday, 26 July 2021, 9:44 AM

[Full report of recent activity...](#)

No recent activity

← **TECHNICAL GUIDANCE FOR PARTICIPANTS**

← **TECHNICAL GUIDANCE FOR FACILITATORS**

Moodle e-learning platform for facilitators only

escueladelicbf.icbf.gov.co/mod/page/view.php?id=2886

English (en) ▾
Search courses 🔍

Dashboard > Autoformación > INSPIRE > Información para facilitadores > Recursos

Navigation

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 - 📄 National INSPIRE Coordination Course: A guide for ...
 - 📄 Traducción - INSPIRE Teaching Framework
 - 📄 INSPIRE Plantilla de Diseño Semanal / Módulo

Recursos

Traducción - INSPIRE Competency Framework - Marco de Competencias INSPIRE

INSPIRE: Siete estrategias para eliminar la violencia contra la niñez es un conjunto de estrategias basadas en evidencia para los países y comunidades que trabajan para eliminar la violencia contra la niñez. Lanzada en el 2016 por diez agencias1 con una larga historia de uso de enfoques científicos para comprender y prevenir la violencia contra la niñez, INSPIRE sirve como un paquete técnico para seleccionar, implementar y monitorear las políticas, programas y servicios efectivos para prevenir y responder a la violencia contra la niñez.

Desde la publicación del paquete técnico de INSPIRE, ha habido una gran aceptación a nivel nacional y local por parte de los gobiernos y las organizaciones no gubernamentales que desean utilizar el paquete para iniciar con la programación de actividades de prevención y respuesta basadas en evidencia, o bien para mejorar la ya existentes. También ha habido muchas solicitudes para diálogos políticos y capacitaciones sobre el uso del paquete, incluyendo cómo seleccionar las estrategias y enfoques más relevantes para un escenario particular; cómo asegurarse que las intervenciones se implementan de manera fiel a los programas originales ya probados; cómo moverse a escala y cómo monitorear el alcance y el impacto de las políticas y programas orientados por INSPIRE.

Para responder a estas solicitudes, es necesario contar con un marco de competencias que ofrezca una descripción de las habilidades que debe tener el personal de gobierno y el personal no gubernamental para implementar, escalar y monitorear el paquete de manera efectiva.

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