



Colombia INSPIRE Coordination Course Evaluation – Final report

October 2021





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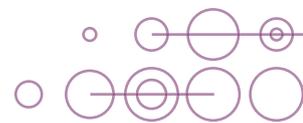




Acronyms

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
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VAC	violence against children
VACS	Violence Against Children Survey





Foreword

In 2019, following the launch of the Republic of Colombia as a Pathfinding Country, the First Lady, HE María Juliana Ruiz Sandoval, made an urgent request to the End Violence Partnership to send 33 copies of the *INSPIRE: Seven Strategies to End Violence Against Children Technical Package*. Her intention was to place the technical package, with the implementation handbook and indicator guidance, into the hands of 32 departmental leads responsible for violence prevention throughout the Colombian territories, saving one copy for her own office.

This act is testimony to Colombia's ongoing commitment to ending violence against children. The skills-based course evaluated in this report is an example of how political will can be translated into practical action to end violence. In 2020, during the COVID-19 pandemic, the Government of Colombia, through its National Alliance to End Violence Against Children under the leadership of the Colombia Institute for Family Welfare, developed its first National Action Plan to End Violence Against Children. But officials pushed further, driven by the First Lady's vision to ensure that every department in Colombia could follow through with this plan through its own aligned and adapted plan of action. From this, the Colombia INSPIRE Coordination Course was born.

Less than a year later, COVID hit Colombia hard; issues of violence loomed large in the face of lockdowns and other measures. There was no room for pause. Planning for the course began with Colombia's Local Organising Committee (LOC), which was comprised of multi-sectoral members, under guidance of the End Violence Lab at the University of Edinburgh. Together we worked tirelessly and, in 2021, we delivered the **Colombia INSPIRE Coordination Course**.

Findings from this evaluation are encouraging, especially because the End Violence Lab pivoted—with little notice—to deliver the course virtually, addressing a variety of technically complex and politically sensitive issues. Importantly, this evaluation and its companion piece—*the Colombia INSPIRE Coordination Course Documentation and Process Guide*—provide an archive of how the course was conceptualised, delivered and measured, so that other countries wanting to do the same have a roadmap to follow to achieve similar success.

A special thanks is due to Ms Mara Tissera Luna, the evaluation consultant, who worked double time to collect such useful and detailed data at every level of the course and who embodied the End Violence Lab's approach, which is anchored in human-centred design. Her connection to our colleagues in Colombia was critical, and yet she was also able to maintain an objective perspective throughout the evaluation. 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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Introduction

In 2019, the Republic of Colombia became a **Pathfinding Country** for the Global Partnership to End Violence Against Children. As part of its demonstration of political will and commitment, the **Colombia INSPIRE Coordination Course (CICC)** was commissioned in response to a call to action by the Government of Colombia to support the implementation of the new Colombian National Action Plan to End Violence Against Children (NAP). The course draws on the country's recent **Violence Against Children Survey (VACS)** and builds on the **INSPIRE: Seven Strategies for Ending Violence Against Children** interventions underway in Colombia.

The course was co-delivered with the government and international partners under the leadership of the **End Violence Lab** at the University of Edinburgh. It was funded through a co-investment between the **USAID HEARD project** and the **Global Partnership to End Violence Against Children**. The success of the course was in part due to its rich collaboration with the following transnational stakeholders:

- **National Alliance to End Violence Against Children and Adolescents of Colombia** (*Alianza Nacional contra la Violencia hacia las Niñas, Niños y Adolescentes*)
- **Colombian Institute for Family Welfare** (*Instituto Colombiano de Bienestar Familiar, ICBF*)
- International partners: **US Center for Disease Control, Together for Girls, UNICEF Colombia Country Office** and **Universidad de los Andes**

The CICC aimed to equip public servants involved in the design and/or implementation of the 32 departmental plans to support the NAP with the skills and knowledge to adapt and implement the INSPIRE framework locally.

This evaluation report is the result of a mixed-methods approach to monitoring and evaluation conducted from 1 March to 15 July 2021 by an independent consultant for the End Violence Lab. It contains a detailed evaluation of the planning, co-design, delivery, and results of the online CICC. As readers move through this evaluation, it is also recommended that they refer to its companion—the **Colombia INSPIRE Coordination Course Documentation and Process Guide**—which provides the many of the tools used to conduct this evaluation.

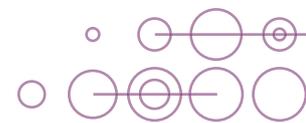
Background

The course set out to provide practical skills and technical knowledge about the adaptation and scaling up of the INSPIRE Strategies to 134 public servants involved in the design or implementation of the 32 Colombian departmental plans to fight violence against children (VAC) being formulated under the NAP. The course's 15 modules were delivered over 12 weeks in one-hour live sessions between April and June 2021. Before and during the course, participants were involved in adapting their departmental plans to the contexts in their territory. This adaptation is a vital component of implementing the NAP in all of Colombia's territories.

The CICC is based on previous INSPIRE courses offered by the End Violence Lab globally in Scotland (2017), regionally in Southeast 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 is important to the process and is as much a value as it is a practice at the End Violence Lab. This approach 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.

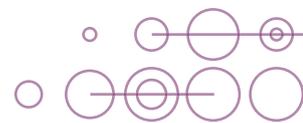
To measure the effectiveness of the course in terms of the co-design process, the delivery of the course, and participants' uptake the following approaches were used:

- A pre-and post-survey to assess participants' needs and expectations *before* the course and if these were met *after* the course (Annex I)
- Regular monitoring of course activities during weekly LOC and End Violence Lab team meetings and select facilitator meetings
- Twelve live polls, following select modules during course delivery
- Five semi-structured interviews with LOC members, the End Violence Lab team, and select participants (see Annex II)
- Three focus group discussions with select civil servants and one focus group discussion with the Colombian partners of the ICBF and the course manager
- A learning assessment focused on course content, the application of course learning, and perceived changes in confidence around violence prevention skills, knowledge and attitudes

Readers should note that the [Colombia INSPIRE Coordination Course Documentation and Process Guide](#) is an important companion to this evaluation. It contains many of the tools/approaches used to evaluate this course in its annexes, including: the participant pre-and post-surveys, a guide to designing live polls, the final group assessment, and reference to the CICC Moodle e-learning platform. Additional measurement tools included in this evaluation, in addition to those found in the documentation guide, include: the module observation tool (Annex I) and the final exit survey used to interview the LOC (Annex II).

The results of this evaluation are divided into two sections. The first assesses the **course process**, including co-design activities, facilitator participation and module design, and the course delivery. The second assesses **participant engagement**, including capacity building and the overall utility of the course from their perspective. Taken together the evaluation provides useful learning for the next iteration of the Coordination Course and related INSPIRE courses. In each section, this evaluation report first provides a brief review of what was evaluated and then lists the strengths and challenges, before making recommendations for future courses. Due to COVID-19, this was the first time that the INSPIRE Coordination Course was delivered online and so the learning, as evidenced here, was significant.





Course Process

Co-design

What motivated me the most was seeing that the participants were excited about the CICC and took full advantage of it. The final results were excellent, showing that all the efforts to co-design and deliver the CICC had paid off.

LOC member, ICBF

Throughout the course process the LOC met regularly with the End Violence Lab. Early in the planning process, a critical meeting was held to jointly define the course basics: for whom the course is being designed, what will be taught, and when and how the course will be delivered. Following these agreed upon basics, including course values and a general roadmap, the LOC and End Violence Lab meetings were generally structured around organising the module order, overall content and identifying facilitators (both national and international).

- 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 and 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)

At different points in time additional meetings were called to discuss e-platform logistics or details regarding participant recruitment.

Strengths of co-design process

- Meeting once a week kept all the parties on track and helped coordinate their actions and ensure that tasks were finished on time.
- The technical support from the End Violence Lab team was vital to setting up the e-learning platform.
- An agile and dynamic co-design process led by the co-directors of the End Violence Lab was important, according to the national partners.
- A course manager post, responsible for developing strategies to ensure the collaboration and smooth flow of communications, was hugely beneficial to participants.
- The participatory, collective co-design process with the LOC and facilitators helped bring the Colombian reality to the course.
- The active involvement of the LOC allowed the End Violence Lab to find national experts and researchers carrying out innovative research and producing evidence aligned with the INSPIRE Strategies.





Challenges and lessons learnt

- The participatory approach is labour-intensive and time-consuming and may not work in countries with limited capacities, where the focal point holds multiple roles.
- Organising the CICC involves many activities, all of which ideally should be done in parallel by the national focal point.
- A time-consuming and labour-intensive part of this work is gaining the commitment from government bodies and reaching agreements with them to join the process.
- At many points in time it became difficult for the End Violence Lab and the LOC to keep track of the process, and it was unclear who should coordinate and lead each activity.
- Too many national facilitators meant that managing communication with the facilitators was very time-consuming for the CICC manager and LOC focal point.
- Finding the right e-learning platform within the available budget and designing the technical aspects of the course was a more time-consuming activity than initially planned and required more highly specialised technical knowledge than the LOC members possessed.

Recommendations for co-design

Assessing capacities: Before starting the co-design process, the End Violence Lab and the in-country partners should assess the national partner's capacity. Less resourced countries will need more involvement from the End Violence Lab. If possible, the national partner should hire a full-time staff member dedicated only to the development of the CICC and who will work in close cooperation with the End Violence Lab's course manager.

Developing detailed terms of reference: The End Violence Lab course manager was pivotal in ensuring that all activities were completed in a timely fashion and that the different stakeholders coordinated their actions. At times the course manager was overloaded with responsibilities. More explicit terms of reference for the LOC are recommended, with an equal distribution of who does what and how many days are required to complete tasks.

E-learning platforms: From the start it is important that nationals confirm the available local resources to set up an e-learning platform and to ensure that it is adequately staffed.

Evaluation: While the End Violence Lab was responsible for evaluating the course process and ensuring uptake, it was not explicitly measuring participants capacity to retain and apply the knowledge learnt. Measuring participant uptake should be planned early on with nationals leading the process.

Facilitator preparation & module design

Once the order of the modules was finalised, facilitators were recruited and contracted. While the LOC established learning objectives and recommended some readings, facilitator teams were asked to detail the session, provide specific readings, and determine synchronic/asynchronous activities.

The biggest learning was how to better collaborate and co-create with other facilitators, especially how to adapt the course to the local Colombian realities in the field. I also improved my knowledge and use of online teaching methods.

Course facilitator, Colombia

The modules were as follows:

- Module 1 (April): Welcome–Introduction to the INSPIRE framework
- Module 2 (April): National Action Plan to End Violence Against Children and its articulation with other national policies





- Module 3 (April): Priority setting
- Module 4 (April): Using data on violence against children in Colombia to inform interventions
- Module 5 (April): Aligning (localising) the Colombian NAP—basic tools to understand monitoring and evaluation processes
- Module 6 (May): Aligning (localising) the Colombian NAP—monitoring and evaluation scheme (outcomes mapping)
- Module 7 (May): Adapting interventions—social norms
- Module 8 (May): Children’s participation in violence prevention design
- Module 9 (May): Ways of working together—strengthening soft skills, including collaborative work and communication skills
- Module 10 (May): Communications & storytelling in government
- Module 11 (June): Q&A
- Module 12 (June): Developing human talent for violence prevention
- Module 13 (June): Costing for an aligned (localised) NAP
- Module 14 (June): Advocacy for the aligned (localised) NAP
- Module 15: Graduation

For continuity, all modules had a similar structure, with a combination of one or two asynchronous activities before each class, including short readings and/or pre-recorded videos (requiring no more than 20 minutes per item).

Prior to each live session, the course manager sent a reminder to the participants by e-mail and on the WhatsApp group to share the asynchronous activities, links to the next steps and technical guidance for the next module (e.g., how to use the Zoom functions).

This experience dramatically changed the way I teach and perform my technical assistance work. I will continue to use the tools to co-create content and perform online teaching methodologies in my teaching and technical assistance tasks with hard-to-reach Colombian departments.

Course facilitator, Colombia

I felt excited to see participants so motivated and responding positively to the teaching methodologies we used and to know we answered actual capacity-building needs.

Course facilitator, Colombia

The actual modules, designed by the facilitators, typically consisted of:

- PowerPoint presentations lasting 15 minutes (including videos and other visual resources)
- Discussions and brainstorming activities (either in plenary or in small groups), based on prompting questions connected to the module’s topic and using the virtual whiteboard
- Live peer-to-peer learning through exercises using live polls and the Zoom and WhatsApp chats

Live polls and quizzes using a polling feature or similar e-learning option. At the end of each session, a poll was administered to the participants to evaluate the module delivery.





Strengths of facilitator preparation and module design

- Real-time evaluation of module delivery, with weekly polls and regular interviews, helped determine if the delivery of the modules resonated with participants, thus allowing for corrective action to be taken to tailor delivery.
- Facilitators built a small, but significant, national-international peer community. Several of the facilitators have remained in contact with their co-facilitators, nationally and globally.
- Pairing facilitators from international and national settings with similar expertise in each area (module/topic), but from different contexts, enhanced learning for both facilitators and participants.

Challenges and lessons learnt

- Although all of the facilitators' roles and responsibilities were outlined, facilitator teams required a lot of management to ensure that everyone understood their roles and responsibilities and that sessions were well-planned in advance.
- The End Violence Lab urged facilitators to use only short documents or sections of longer documents (no longer than 10-minute reads), and/or videos and infographics (videos help participants digest the topical issues in a compact and accessible manner before attending the module lecture), however, facilitators tended to still use longer documents.
- Planning for the sessions often required more than one meeting, particularly because facilitators often had very different teaching styles.
- The facilitators' delivery styles were diverse, which can make learning more challenging.

Recommendations for facilitator preparation & module design

Facilitator terms of reference: Terms of reference for facilitators, specifying the anticipated number of workdays, the types of learning materials they are expected to prepare, the length and format of the presentations and required preparation for each session, and overall logistics (e.g., arriving 10 minutes before and after each session to answer participants' questions and exchange feedback/ideas) would be useful.

Planning for facilitator preparation: Facilitators should ideally meet once to discuss content and again to lead a practice session several days before the delivery of their module to allow for feedback from the End Violence Lab team (e.g., from the CICC managers) and to adapt the design accordingly. Facilitators should be provided with templates or 'good module practice' examples to help them effectively deliver their module in the one-hour slot.

Time-conscious participant preparation: Participants in this course are busy government officials and it is critical to keep learning light and yet focused. Readings must be under 10 minutes. Likewise, any activities (e.g., watching a video) need to be explained at least one week ahead of the live session, so that participants can plan accordingly.





Course delivery

Attendance

Course participants—a targeted group of planning officials from Colombia’s 32 departments—were recruited by ICBF through a sign-up process on the e-platform. The End Violence Lab suggested a maximum of 2 people per department to attend the course (64 participants in total), but the ICBF insisted on inviting larger department teams bringing the total to 134 participants. Over the course, attendance decreased from an average of 87 in the first live session to 67 in the last session (see Figure 1). The average number of participants per live session was 74.

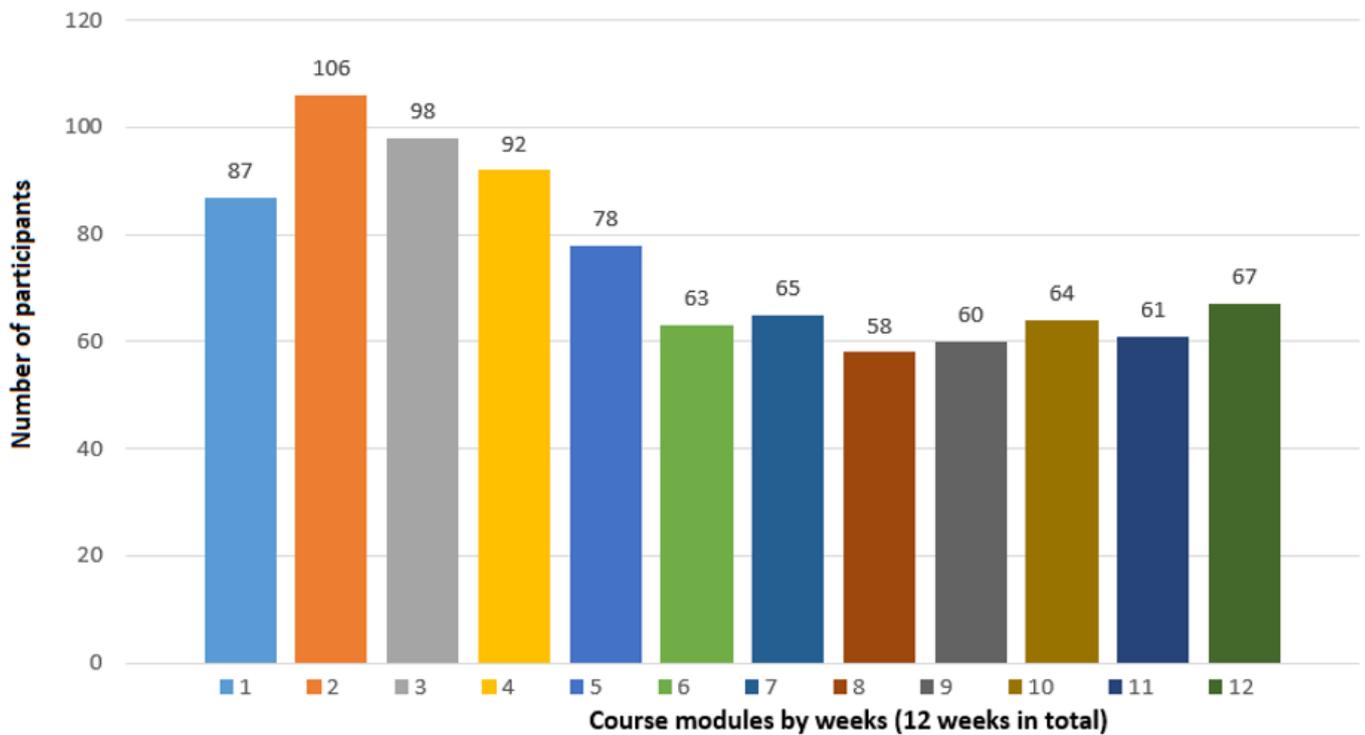


Figure 1. Number of participants attending each weekly online module session

The most significant decline in participation occurred right after the Colombian National Strike (for the abolition of the fiscal reform and reform of the security forces) on 28 April 2021 (between weeks 4 and 5 of the CICC).

Among those attending, there was little to no engagement on the e-learning platform Moodle. The activities log per post ranged between 133 views by 40 users for the first post (‘About the CICC’) to no views for the last post (‘Module 15’). Participants preferred the regular WhatsApp group as the place to access study materials, instructions for the asynchronous activities, and for technical help.

Live sessions

The sessions were fast-paced and so required facilitators to have time scripts. The course manager facilitated overall, moving presenters through the needed steps, while also ensuring the presentations and other virtual tools were pulled up and ready for participants to view. The End Violence Lab tech consultant was ‘on alert’ for the full hour, addressing and resolving issues around Internet access and related issues. Nonetheless, as one of the course organisers commented:

[...] despite technological and logistical issues, motivated participants always find a way to continue taking part in the CICC.

CICC course organiser, End Violence Lab





The sessions had multiple facilitators, each needing to complete an introduction and make a small presentation. Hence, at times, the facilitators dominated the sessions leaving little time for participants to interact.

Case studies proved to be effective for learning, notably those that drew on real-life examples from within Colombia. So too did the presence of high level Colombian officials, demonstrating to participants that all public servants face similar challenges when working in the public policy arena. Overall, short presentations that outlined the pros/cons of a particular intervention and were self-critical were deemed most engaging.

Results from the real-time measures of the modules were shared immediately in 2-page weekly reports analysing: turnout, strengths, technical issues, module design and content, facilitators' performance, and live poll results (see a sample of a completed weekly real-time evaluation grid in Annex I). In addition, a mid-term review meeting with the End Violence Lab and the LOC members allowed for reflection on course impact. Corrective actions were agreed upon and applied, and some of the learnings follow.

Issues of relevance to the Colombian participants were also published as real-time reports on the End Violence Knowledge Platform, bringing real violence prevention struggles to a larger global audience. The topics covered were specific to the Colombian context, but relevant to the region: **forced recruitment and use by armed groups**, **the cultural and social normalisation of physical punishment within the home**, and **rising levels of sexual violence**.

Strengths of course delivery

- The modules that included a diverse group of government, academic and practitioners level facilitators providing multiple perspectives on challenging prevention issues were the most effective.
- Presentations by high-level Colombian officials offered an effective way to link departmental civil servants to national-level bodies.
- Overall, communication with participants was excellent, especially through the preferred WhatsApp platform. In addition, the course also offered simultaneous translation (English-Spanish) during the sessions.
- The short informative real-time reports published on the End Violence Knowledge Platform helped bring the complexity of violence prevention in Colombia to the larger global community.

Challenges and lessons learnt

- Due to variability of Internet access, participants were constantly dropping in and out of sessions and so one person from the End Violence Lab was required to manage participants' access to the course for the duration.
- Sessions with more than two facilitators created an imbalance in the exchange of information, leaving little time for participant exchange and engagement (and often little time for the evaluation poll at the end of the module).
- Related to this, participants mentioned time after time a need for more space to learn good practices from peer-practitioners in different departments.
- With such a large audience it was difficult to move into breakout rooms and hold meaningful conversations—facilitators adapted to this by holding primarily plenary sessions, keeping them interactive through the chat function.





Recommendations for course delivery

Course size: For an ideal flow of information, practice-based evidence shows that the maximum number of participants on a virtual learning platform should be 40. Likewise, there should not be more than two facilitators per session, allowing for ample exchange of information.

Communication with participants: A platform that houses course descriptions, schedules and readings is important for archiving, but, in reality, busy practitioners prefer instant messaging as their main form of communication, delivered in weekly doses (or as needed when questions arise).

Session time slots: Sessions should be at least 75 minutes to allow for enhanced discussions between the participants, allowing for better cross-departmental learning.

Contingency plans: Any changes in the national political landscape (e.g., coup d'état or a force majeure) should be anticipated and planned for to avoid huge drops in attendance, if possible.

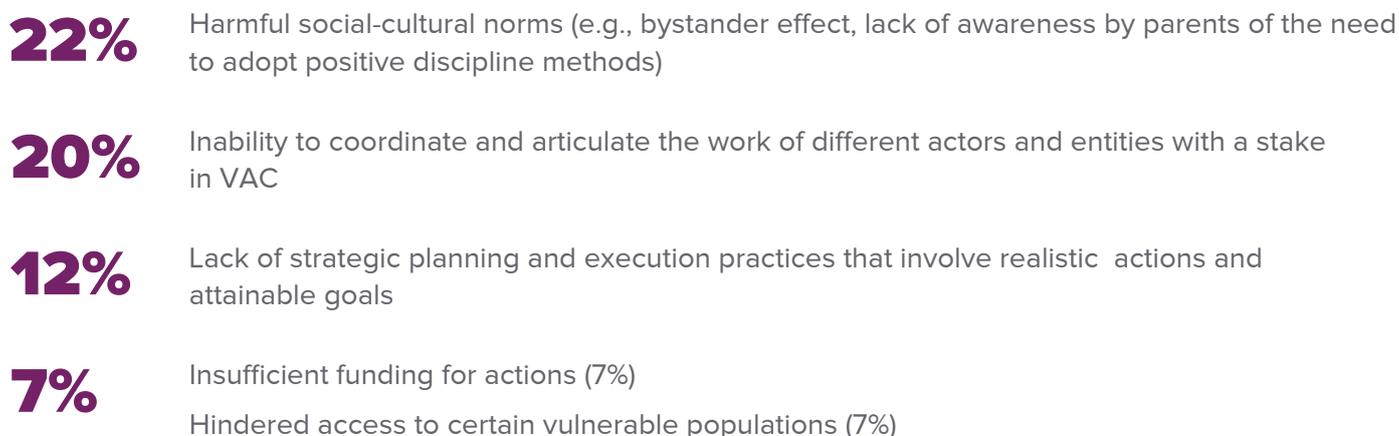
Participant engagement

Pre-course survey

In order to build a course that met the needs and capacities of the Colombian participants, the End Violence Lab prepared a pre- and post-course survey—using largely open-ended questions (see Annex II). In the pre-course survey participants were asked to describe their motivations for taking the course, outside of it being required. Among the top three responses: the majority (60%) said that they were looking for in-depth knowledge and proven approaches for improving VAC interventions in their departments; just under 20% were looking for ways to improve coordination; and about 10% wanted to learn more about social norms and violence in an effort to ‘de-normalise’ violence.

Interestingly, participants also expressed the need to gain skills to address what the End Violence Lab considers drivers of violence—defined as factors at the institutional and structural levels that create the conditions in which violence is more or less likely to occur.¹ These themes resonated deeply with the participants and resurfaced regularly during the course. They included: (1) pervasive harmful social norms that encourage violence against children within and outside the household; (2) insufficient inter-institutional and inter-sectoral collaboration and cooperation; (3) lack of monitoring and evaluation frameworks with clear objectives and/or indicators, and (4) insufficient human, financial and logistic resources.

Figure 2. Main challenges faced by participants



¹Maternowska, M. C., & Fry, D. (2018). The Multi-Country Study on the Drivers of Violence Affecting Children: An Overview. *Vulnerable Children and Youth Studies*, 13(S1): 12–25. doi.org/10.1080/17450128.2018.1476748





In order to calibrate expectations, the survey also asked participants how they felt at the start of the course. The majority of participants expressed positive views and feelings using words such as ‘motivated’, ‘excited’, ‘curious’, ‘committed’ and ‘privileged’ to be taking the course, reflecting a largely motivated group of practitioners eager to learn from experts and peers alike. A small number said they were ‘anxious’ at the start of the course.

Overall, pre-survey results reflected participants’ concerns around gaining the necessary skills to design an aligned (localised) action plan that would reflect the national government’s guidance. Challenges cited included: how best to prioritise actions to end violence against children in their plans, how to involve children in the formulation of these plans, and how to set up monitoring and evaluation processes to demonstrate concrete results following implementation. Participants also prioritised cross-cutting ‘soft’ skills, such as building consensus and coordinating their actions with those of other entities and sectors.

Mid-course measures

I’m learning so much valuable knowledge and skills, both as a government official and as a parent. The most helpful things [...] are how to better articulate with other entities and find alternative methodologies to serve children better. [...] Besides government authorities, all frontline workers and practitioners from the Colombian Institute for Family Welfare (ICBF) who work directly with children and families in the field should participate in this course.

Course participant, Colombia

As previously noted, the real-time measures (weekly polls, select individual interviews with participants, and observation) allowed for regular feedback for the LOC and End Violence Lab, which was then fed back into the course process for immediate improvement. Results showed a few consistent trends. First, about one-third (34%) asked for longer sessions, with more time for presentations and participatory activities. About one quarter (24%) of participants also asked for longer sessions (up to 2 hours) and ‘discussions to exchange experiences, learn about challenges and share good practice’, reflecting a global increase in demand for improved practice-based evidence. A smaller proportion (6%) of participants wanted to go deeper into select topics such as budgeting, social norms, gender, monitoring and evaluation, using data and human resources. Twenty-four percent (24%) of all participants were satisfied with the course as it was delivered. Twelve percent (12%) of participants made other recommendations that indicate a positive request for more engagement, such as more group exercises with participants from other departments, for example, or to include exercises between the modules.

Post-course survey

This course was extremely beneficial to improve our departmental plan. Before the CICC, we felt lost about the principles that could be used to underpin our plan.

Course participant, Colombia

We learnt new interactive and participatory training methods we had never seen before. These will help us organise capacity-building activities of a higher quality for our colleagues.

Course participant, Colombia

Confidence

Once the course was completed, participants took a final survey. The survey focused on participants’ confidence in their skills, knowledge and attitudes (compared to the pre-course survey) as well as the extent to which new skills were acquired and applied. The final survey had a total of 67 respondents, representing 96% of the participants who completed the course.

Participants were asked to describe, in their own words, how they felt about ending the CICC after 12 weeks, with the majority (95.5%) expressing positive views. The majority of participants said that they had ‘gained meaningful knowledge and skills’ as well as practical skills and methodologies to enhance teamwork,





leadership, collaborative work and communication. While these ‘soft skills’ are not part of the INSPIRE Competency Framework, they are clearly important. Nearly all participants expressed a desire to continue building their capacity and exchanging knowledge and experiences, indicating an overall positive course experience.

Application of skills

I applied the newly acquired theoretical and methodological knowledge in adapting the National Action Plan. For example, I made some small adjustments in the content after reflecting upon it during the course.

LOC member working at the national level, Colombia

I improved my communication skills using the techniques we learned and applied them in community workshops with children and adolescents.

Course participant, Colombia

Participants were asked to rate any applied skills, methodologies, or techniques they had learnt during the CICC—many of which they applied immediately. Overall, improving teamwork/leadership and its effect on improving inter-institutional collaboration rated highest (40%)—this a positive indicator for enhanced multisectoral collaboration. Eighteen percent (18%) of participants were able to use data more effectively to identify new departmental priorities (or interrogate previously set priorities). Another 18% benefitted most from learning how to begin to address persistent social norms that reinforce violence. Approximately 12% of participants were already implementing techniques to improve child protection. Finally, 12% of participants were able to actively improve their departmental action plans, applying learnings across a variety of areas, including, but not limited to, monitoring and evaluation as well as improved advocacy.

The CICC will contribute to creating a critical mass of decision-makers committed to improving the monitoring and evaluation processes already in place and setting up an effective monitoring and evaluation system in my department.

Course participant, Colombia

By the end of the course, 98.5% of participants had already applied the skills, methodologies, or techniques they learnt during the CICC and 97% anticipated actively using the skills learnt.

Strengths

- One of the most technical modules—monitoring & evaluations—was also the one that participants used the most to improve their departmental plans.
- The course’s curriculum achieved a good balance between learning about soft skills, which are essential for any civil servant working on a politically sensitive issue, as well as technical knowledge.
- All participants and LOC members consulted during the evaluation remarked that the course content was very effectively adapted to the Colombian context.

Challenges

Most of the challenges in this course have been discussed in previous sections around developing the course and delivering the course during the COVID-19 pandemic. Perhaps the most striking challenge was time—how much time is needed is hard to predict when working virtually. Participants said that they wanted more time to discuss issues raised during the modules and course overall, more time with the facilitators to build skills, and more time for practice-based exchanges among themselves for enhanced learning and sharing of solutions.





Conclusion

The results of this mixed methods evaluation show that a highly participatory course previously offered in-country and face-to-face with practitioners can, in fact, be delivered virtually to a large group of practitioners (from 32 departments in Colombia) and still produce remarkable outcomes. The lessons learnt in the process will be useful for other countries wishing to pursue deeper learning around the adaptation and scaling up of INSPIRE Strategies.

Overall, the findings of the course evaluation are promising. Offering a course—with an outcome in mind—provides important impetus for participants to stay in the course. Departmental level officials who participated in the course actively worked on improving their localised action plans to end violence against children during the course delivery and, in the end, 32 revised and completed plans for violence prevention implementation were produced at the departmental level. These officials also built knowledge around challenging implementation and evaluation issues and importantly, increased their confidence, evidenced by the actual application of skills in their professional lives while the course was being delivered.





Annexes

Annex I. Module observation tool

The following tool was used to assess performance of course delivery overall and was filled in during each module.

Turnout

The turnout was between 84 and 100 (depending on the module).

Technical issues

- Participants continuously asked where the course materials are stored. The manager continued to remind participants that they can find all presentations and Zoom-related instructions on Moodle and in the WhatsApp group itself.
- Some participants asked if there was an attendance list. The course evaluator and the manager believe some participants will not fully participate in the course unless they receive a certificate. For this reason, the ICBF will issue certificates once the course ends.

Facilitators

- One of the facilitators shared a pre-recorded video several days before the session. This video helped to keep the session within the time limit. The End Violence Lab team asked facilitators to continue to prepare 15 minute videos for the asynchronous activities.
- Participants often have questions and seek clarification, so facilitators should stay after the class (together with the End Violence Lab team) to respond to participants' questions. The timing still needs to be fine-tuned (see next point).

Design of the module and contents

- The live session was a combination of an initial PPT presentation, the presentation of real-life cases that the facilitator had worked with, and interactive activities using the Zoom chat.
- The contents of the PPT were clear, to the point, and included many practical examples, charts, and images to illustrate the concepts—an example of a good practice which should be used to guide facilitators of the upcoming modules.
- The facilitator used the Zoom chat to perform three quizzes involving multiple-choice and yes/no questions. The participants were also encouraged to speak. Using the Zoom chat function saved a lot of time, compared to using Zoom polls or any other software (as it does not require any explanation or opening other apps)—simple is better. Combining this with oral interventions allowed for an interesting discussion between the participants.





Annex II. LOC exit interview guideline

INTERVIEW GUIDE FOR LOC MEMBERS (TBC)

Selection of LOC members

Why were the particular LOC members selected? Probe: *Do you remember some of the key conversations/decisions you had to make about who would be involved in the LOC? What were those conversations/decisions?*

How did you decide on the number of members from each sector (academia, government, and non-governmental)?

Logistics

I understand that you have been meeting approximately once a week for about an hour since August 2020. In your opinion, has this been too involved, the right balance, or not involved enough? How have the meetings been organised (i.e., by you, the End Violence Lab, or other party)? Is this format useful for you?

Activities

Now I would like to hear a bit about the participatory process of co-design.

In your opinion, what has been effective about the co-design process? Can you give me a few examples of what went well?

In your opinion, what has been challenging about the co-design process? Can you give me a few examples of what was challenging?

Based on your experience, what would you suggest the End Violence Lab change in the future in relation to supporting LOCs?

Lessons learnt

What advice would you give to your counterparts in other countries setting up LOCs for planning a national INSPIRE Coordination Course in their country?

We are thinking of developing a readiness checklist for countries before engaging in the national co-design process for an INSPIRE Coordination Course. What, based on your experience, would you recommend be included in the readiness checklist for countries? (e.g., a dedicated focal point, etc.)

Experiences and perceptions

If we had to do this process over again, what, if anything, would you want to do differently?

Would you recommend working with the End Violence Lab to other Pathfinding Countries? Why or why not? Please remember, you can be honest because we are here to improve our working relationships.

Please feel free to share any other thoughts.





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